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LEVEL 1 AWARD

IN

BUILDING SERVICES ENGINEERING

About ABC Awards

ABC Awards (ABC) is one of the largest vocational awarding bodies in the United Kingdom with an established reputation for quality and customer service. ABC is recognised by the regulatory authorities. ABC is a Component Awarding Body (CAB) for 14-19 Diplomas.

The ABC portfolio of qualifications includes National Vocational Qualifications (NVQs) and Vocationally Related Qualifications (VRQs).

ABC's VRQs may also be

- Technical Certificates
- Additional and/or Specialist Learning for the 14-19 Diplomas
- Included within one of more of the four Foundation Learning Tier Progression Pathways

ABC's national operation is supported through its regional offices which provide support to centres and a full range of assessment services. ABC has a team of dedicated staff who can offer advice and guidance on the full Portfolio, Examination and Moderation services including e-Assessment offered by ABC, as well as the full range of ABC training events and conferences. The team is committed to helping you in the way that suits your requirements and is available to visit you at your convenience.

ABC encourages centres to use its on-line registration service. Registration facilities are available through our web site – <http://www.abcawards.co.uk/secure/register.php>

Sources of Additional Information

The ABC web site www.abcawards.co.uk provides access to a wide variety of information.

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Qualification Summary

ABC Level 1 Award in Building Services Engineering

Qualification	
ABC Level 1 Award in Building Services Engineering	
Assessment	Internal assessment, internal and external moderation
Grading	Pass
Accreditation Start Date	01/11/2008
Accreditation End Date	31/12/2010
Certification End Date	31/12/2011
ABC Sector	Building and Construction
QCA Tier 2 Sector	Construction, Planning and Built Environment (5.2 Building and Construction)
Support	SummitSkills
ABC Administrating Office	Nottingham

Level 1 Award in Building Services Engineering

Rules of Combination: Learners must achieve 4 credits from one mandatory unit.

Unit	Level	Credit Value	GLH	Page No.
BS01-01 Building Services Engineering [A/502/0248]	1	4	40	4

Numbers in box brackets indicate QCA unit Number

If learners achieve credits from units of the same title (or linked titles) at more than one level, they cannot count credits achieved from both units towards the credit target of a qualification

Entry Requirements	14+					
Section 96/97:	Pre 16	ü	16 – 18	ü	19 +	ü
LSC Qualification Code	50054776					
Recommended GLH	40					
Points Score	See ABC web site/Products & Services Guide					
Contribution to Threshold	See ABC Products & Services Guide					
ASL Option	This qualification is designated as Specialist Learning for the following 14-19 Diploma <ul style="list-style-type: none"> Construction and Built Environment (CBE) 					
FLT Progression Pathways	N/A					
Type of Funding Available	See LAD (Learning Aims Database)					
Minimum Qualification Fee	See ABC web site for current fees and charges					
Minimum Unit Fee	See ABC web site for current fees and charges					
Additional Information	Please see ABC web site for qualifications that are eligible for Credit Transfer/APL/Exemption					

Introduction

Learners will be introduced to Building Services Engineering, and the range of occupations and careers available within the sector (air conditioning and refrigeration, electrical installation, heating and ventilating and plumbing industries).

Aims

The ABC Level 1 Award in Building Services Engineering aims to

- introduce learners to building services engineering including
 - impact of building services engineering on people's lives and the built environment
 - industries and careers
 - function and safe use of tools

Target Group

This qualification is designed for those learners who

- are pre-16 learners
- have an interest in Building Services Engineering

ABC expects approved centres to recruit with integrity on the basis of a learner's ability to contribute to and successfully complete all the requirements of a unit/s or the full qualification.

Progression Opportunities

This award is specialist learning linked to the 14-19 Diploma in Construction and the Built Environment. Learners who successfully achieve this Level 1 Award could progress onto

- craft or technician based training
- the ABC Level 2 suite of Building Services Certificates

Reasonable Adjustments which may be permitted for assessment may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

Unit Details

Level 1 Award in Building Services Engineering

Unit Title	BS01-01 Building Services Engineering
Level	1
Credit Value	4
Guided Learning Hours	40
Unit Summary	<p>This unit is designed for learners who have an interest in Building Services Engineering.</p> <p>They will be introduced to Building Services Engineering, and the range of occupations and careers available within the sector (air conditioning and refrigeration, electrical installation, heating and ventilating and plumbing industries).</p> <p>They will explore the impact of building services engineering on everyday life and the built environment. They will begin to develop skills using hand tools.</p> <p>The unit is graded at pass level only.</p> <p>Learners who successfully achieve this Level 1 Award could progress into craft or technician based training. They could also progress onto the ABC Level 2 suite of Building Services Certificates.</p>
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.3) <i>The learner can</i>
1. Understand the impact of building services engineering on people's lives and the built environment	<p>1.1 List a minimum of 4 industries within the building services engineering sector</p> <p>1.2 Describe 3 ways in which the building services engineering sector impact on every day life and the buildings we use</p> <p>1.3 Give 3 examples of how the building services engineering sector links with other sectors</p>
2. Know about the different job opportunities and the career pathways within the building services engineering sector	<p>2.1 Identify 8 key building services occupations and their basic job function</p> <p>2.2 Describe career progression within the sector for a minimum of 4 occupations</p>

<p>3. Know about a range of building services engineering systems</p>	<p>3.1 Identify a range of building services systems</p> <p>3.2 Identify the basic functions of building services systems within</p> <ul style="list-style-type: none"> • a domestic building • a large building used by business and/or the public
<p>4. Be able to use hand tools to carry out simple building services engineering tasks safely</p>	<p>4.1 Identify a minimum of 3 safety issues relating to the use of hand tools.</p> <p>4.2 Identify key hand tools and their uses</p> <p>4.3 Safely use the following hand tools under supervision to perform 2 straightforward tasks</p> <ul style="list-style-type: none"> • hammer • screwdriver (crosshead & flat) • hack saw

Key Skills Mapping

Level 1 Communication – C1.1, C1.2, C1.3
Level 1 Information Technology – IT1.1

Development of Functional Skills

Speaking and listening Level 1

Take full part in formal and informal discussions/exchanges.

Evidence may be found by a range of discussions observed and recorded by the tutor. A log of discussions, recorded by the learner and witnessed by the tutor over a period of time, may provide evidence.

Reading Level 1

Read and understand a range of texts.

Evidence may be found by the learner reading relevant information in relation to the building services engineering sector. Identification and demonstration of requirements may show the learners' reading abilities and evidence of reading material may be explained by the learner to show competence.

Writing Level 1

Write documents to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience.

Evidence may be found by the learner writing a report on the key building services occupations and career pathways.

Development of Personal Learning and Thinking Skills

The Assessment Activities for this unit could provide the opportunity for learners to demonstrate achievement in the following PLTS

Independent Enquirers

Team Workers

SUPPORTING UNIT INFORMATION

Unit BS01-01 Building Services Engineering

INDICATIVE CONTENT

These are the key areas of knowledge for this unit

Learning Outcome 1 Understand the impact of building services engineering on people's lives and the built environment

Awareness of industries that make up the Building Services Engineering sector (electrical and electronic servicing, electrical installation, security, heating and ventilation, refrigeration and air conditioning, plumbing)

Impact of the building services engineering sector (e.g. comfort in classroom environment, preserving food, hygiene and sanitation)

Alignment with other sectors e.g. construction (CBE Diploma areas)

Learning Outcome 2 Know about the different job opportunities and the career pathways within the building services engineering sector

Key building services occupations – e.g. plumber, heating engineer, ductwork installer, refrigeration engineer, air conditioning engineer, public lighting installer, installation electrician, design engineering, contract manager

Career progression within the sector – within each occupation there are craft, technician, managerial and professional careers and common career paths and qualification routes

Learning Outcome 3 Know about a range of building services engineering systems

Functions and interactions of a range of building services systems within two types of building such as plumbing and heating in domestic environment; refrigeration and power systems in a shop or school

Learning Outcome 4 Be able to use hand tools to carry out simple building services engineering tasks safely

Key hand tools used to carry out simple tasks such as cutting copper tube, cutting and stripping cable, fitting a plug top

TEACHING STRATEGIES AND LEARNING ACTIVITIES

The delivery of this unit needs to be as active as possible.

The timings in brackets are a guide as to the amount of time which should be spent on each area of the unit.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learning Outcome 1 Understand the impact of building services engineering on people's lives and the built environment (2 hrs)

This learning outcome may be delivered by classroom presentation as a stand-alone subject area or combined with learning outcome 2. Learners could conduct an individual or group research project looking at how BSE impacts on their own personal life.

Learning Outcome 2 Know about the different job opportunities and the career pathways within the building services engineering sector (12 hrs)

This learning outcome should be delivered using relevant careers materials and careers maps, for example the SummitSkills materials available free of charge at www.summitskills.org.uk. There is also an opportunity for classroom presentation by a representative of the building services engineering sector.

Learning Outcome 3 Know about a range of building services engineering systems (12 hrs)

To effectively deliver this unit, examples of two building types should be studied – one must be a domestic dwelling and one must be a building that contains examples of all occupations within the building services engineering sector (e.g. a supermarket, leisure centre or a school). This unit also provides the opportunity to enhance the learning experience through visits to buildings and seeing how building services engineering systems contribute to the function of the building. This is intended to provide the learner with an overview to the building services engineering systems used in a building.

Learning Outcome 4 Be able to use hand tools to carry out simple building services engineering tasks safely (14 hrs)

This learning outcome is intended to provide the learner with the knowledge for the safe use of basic hand tools relevant to the building services engineering sector. It is envisaged that this unit will include practical demonstration by an appropriate person.

The learner must demonstrate and have their ability assessed to safely use relevant hand tools to carry out activities related to the sector.

METHODS OF ASSESSMENT

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical wherever possible. These tasks could be put together into one overarching assignment for the unit, or be a series of smaller separate tasks. For example, Learning Outcomes 1 and 2 could be linked into one assignment, as could Learning Outcomes 3 and 4.

It is important that practical assessment activities are supervised appropriately.

Learners must do the following to pass each learning outcome

Learning Outcome 1 Understand the impact of building services engineering on people's lives and the built environment

- list a minimum of 4 industries within the building services engineering sector
- describe 3 ways in which the building services engineering sector impact on every day life and the buildings we use
- give 3 examples of how the building services engineering sector links with other sectors

These are the requirements for a pass. Learners could give more examples than the numbers specified above if they wish to, but the unit is only graded at pass.

Learning Outcome 2 Know about the different job opportunities and the career pathways within the building services engineering sector

- identify 8 key building services occupations and their basic job function
- describe career progression within the sector for a minimum of 4 occupations

These are the requirements for a pass. Learners could give more examples than the numbers specified above if they wish to, but the unit is only graded at pass.

Learning Outcome 3 Know about a range of building services engineering systems

- identify a range of building services systems. This should include the general systems found in buildings such as plumbing, heating, refrigeration and power systems
- identify the basic functions of building services systems within
 - Ø a domestic building
 - Ø a large building used by business and/or the public

The buildings chosen should enable learners to identify a range of services. These are the requirements for a pass.

Learning Outcome 4 Be able to use hand tools to carry out simple building services engineering tasks safely

Learners must perform 2 straightforward tasks under supervision. The tasks must enable the learners to use a hammer, a screwdriver (crosshead & flat) and a hack saw. Typical tasks could be cutting copper tube, cutting and stripping cable, fitting a plug top. Learners must be able to identify key hand tools and their uses. They must be able to identify a minimum of 3 safety risks when using hand tools.

These are the requirements for a pass. Learners can perform more tasks using a wider variety of tools and identify more risks than those specified above, but the unit is only graded at pass.

EVIDENCE OF ACHIEVEMENT

Evidence presented is not prescribed for each learning outcome. It **could** typically include

- product evidence
- observation reports
- oral/written questions and answers
- reports/notes
- worksheets/workbooks
- witness statements
- taped evidence (video or audio)
- photographic evidence
- case studies/assignments
- interview/discussion

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

Conduct of Assessment and Quality Assurance

The assessment tasks must be conducted under the direct supervision of a teacher/tutor to enable confident authenticity of the work.

Centres are responsible for ensuring that learner's work is assessed by suitably qualified person.

Centres must have internal moderation systems in place. All evidence must be available for the external moderator, along with evidence of internal moderation.

ADDITIONAL INFORMATION

All learners must complete a Declaration of Authenticity and include it in their portfolio. The Declaration of Authenticity can be found on the ABC web site www.abcawards.co.uk.

Delivery Guidance

Indicative content and suggested teaching and learning strategies are provided in each unit template.

Centres should adopt a delivery approach that supports the vocational nature of this qualification and the particular group of learners. The aims, aspirations and experience of the learners should also be considered.

Centres must ensure that adequate arrangements are in place for supporting learners. This could be either through separate tutorial/assessment sessions or through the use of time within structured study sessions.

Resources

ABC expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Centres must have appropriate physical resources necessary for the implementation of this programme.

ABC's quality assurance procedures will monitor the way in which a centre's resources support learners' achievements.

Assessment and Evidence

Each unit has individual assessment requirements detailed in the unit template.

- All evidence must be clearly signposted and made available for the external moderator upon request.
- All assessment evidence should be stored in a secure location until such time internal and external moderation is complete and the period for appeals has elapsed.
- All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

Documentation to assist in the recording of internal assessment is available on the ABC web site.

ABC supports and encourages the use of electronic evidence creation and e-Portfolios. For further information please see ABC's Policy and Guidance on the use of ICT to Create and Submit Electronic Assessment Evidence or contact your ABC administrator.

If using an e-Portfolio (electronic portfolio) system centres must ensure that the requirements of the qualification are accurately represented within the chosen e-Portfolio, and that learner achievement is clearly identifiable.

Moderation

Centres must be aware of their responsibilities relating to assessment, internal and external moderation and comply with ABC's policies and procedures which can be found on the ABC web site.

Documentation to assist in the recording of internal moderation is available on the ABC web site.

Internal Moderation

ABC requires centres to implement and evidence a programme of internal moderation to ensure that

- learners gain access to fair and reliable assessment opportunities
- internal assessment decisions of all assessors are sampled and monitored to ensure consistency
- assessors are supported with advice and guidance
- all work carried out is within agreed systems and procedures

External Moderation

ABC will appoint, train and allocate External Moderators to

- consider samples of internally assessed work from each centre on ABC's behalf, usually once per academic year to ensure that internal assessment decisions are fair, reliable, valid and consistent
- consider evidence of internal moderation
- establish goodwill and offer advice relating to the delivery and assessment of an ABC qualification
- select samples of learner evidence to be retained by ABC for quality assurance purposes

ABC's policies and procedures are available on the ABC web site.

Accreditation of Prior Learning (APL), Exemption and Credit Transfer

ABC encourages its centres to recognise the previous achievements of learners through APL, exemption and credit transfer. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Assessors should confirm that the evidence is authentic and current and fulfils the requirements of the ABC unit. They should present the evidence in the usual way. Any queries should be referred to the Internal/External Moderator. ABC's policies and procedures are available on the ABC web site.

Certification

Learners will be certificated for all units and qualifications they achieve.

ABC's policies and procedures are available on the ABC web site.

Appendices

Appendix 1 Additional Information

ABC Guidance, Policies and Procedures

General information relating to the delivery, assessment and quality assurance of ABC qualifications can be found on the web site in the Examination Officers' Guide.

Resources and Qualification Guidance

Information and resources which have been designed specifically to support the delivery and assessment of this qualification can be found on the web site under Building and Construction

- Declaration of Authenticity
- Candidate Portfolio checklist

Appendix 2 Wider Curriculum Signposting

With regard to the enhancement of spiritual understanding, two definitions within the Oxford English dictionary state *'of the human spirit or soul, not physical or worldly'* and *'of the Church or religion'*. This qualification does not contribute to an understanding of spiritual issues.

The word 'Moral' can be defined as *'of or concerned with the goodness and badness of human character or with the principles of what is right and wrong in conduct'*. In the delivery of the qualification a tutor must undertake to instil in a learner the difference between good and bad practice, most significantly in those practices relating directly to their employment. So in the context of the latter definition, an understanding of moral issues may be gained from this qualification.

A definition of 'Ethical' is given as *'morally correct, honourable'*. To integrate into a working environment, an individual will always be required to conform to accepted principles of conduct, professionally as well as personally, and the lessons learnt doing this qualification should stand them in good stead.

A definition of 'Social' is *'of the mutual relations of people or classes living in an organised community'*. There may be minimal understanding of social issues gained from working together as a team during delivery of the qualification.

'Cultural' can be defined as *'the customs and civilisation of a particular people or group'*. Learners may have opportunities to develop an understanding of their own and other cultures.

Health and Safety issues run throughout the entire qualification and their importance should be emphasised at every opportunity.

There may be opportunities to develop Environmental awareness. Discussions on the make-up of materials, resource availability and the impact on the environment of materials used may also further contribute to an understanding of environmental awareness.

Appendix 3 Glossary and Acronyms

ABC

ABC Awards

Accreditation

The process through which the regulatory authorities confirm that a qualification and the associated specification conform to the regulatory criteria.

Accreditation of Prior Learning (APL)

The process of recognising a learner's previous achievements or learning.

Additional and Specialist Learning

Qualifications that learners choose to include in their Diploma that are complementary or specialised in character.

Assessment

The process of making judgements about the extent to which a learner's work meets the assessment criteria (requirements that must be met in order to achieve success or a given grade) for a qualification or unit, or part of a unit.

Assessment Criteria

Statements that enable a judgement to be made about whether the learner has achieved the specified learning outcome to a particular level

Awarding Body

An organisation or consortium that awards qualifications.

Basic Skills

Basic Skills refers to the ability to read, write and speak English/Welsh and use mathematics and ICT at a level necessary to function and progress at work and in society in general.

CAB

A component awarding body meets the requirements for, and is recognised by, the regulators to award constituent units and qualifications of Diplomas.

Centre

An organisation or consortium accountable to an awarding body for the assessment arrangements leading to a qualification or units.

Centre Recognition

A process through which a centre wishing to offer ABC's qualifications is confirmed as being able to maintain the required quality and consistency of assessment and comply with other expectations of the awarding body.

Credit Transfer

The process of using a credit or credits awarded in the context of one qualification towards the achievement requirements of another qualification.

Credit Value

Credit is a measure of the volume of achievement that a unit represents and is a means of recognising, measuring, valuing and comparing achievement. A credit is awarded to learners for the achievement of whole units. One credit has a notional value of 10 hours of learning.

Declaration of Authenticity

A declaration from the learner, endorsed by the tutor/assessor, that the work submitted for assessment is the learner's own and that it has not been copied from someone else or allowed to be copied by another learner. This document needs to be completed and submitted with each learner's portfolio.

Exemption

The facility for a learner to claim exemption from some of the achievement requirements of a credit-based qualification, using a certificated, non-credit-based achievement of equivalent value.

External Assessment

A form of independent assessment where assessment tasks are set, and learners' work assessed, by the awarding body.

External Moderator

An individual appointed by the awarding body to ensure accurate and consistent standards of assessment, across centres and over time.

Foundation Learning Tier

A set of credit-based units and qualifications within the QCF providing clear progression routes from Entry Level to Level 1. There are 4 progression pathways explained below

Independent Living / Supported Employment is primarily aimed at learners with learning difficulties and/or disabilities who wish to move to independent living or supported employment. It is appropriate for 16 to 18 year olds and 19 to 25 year olds.

14-16 Entry Level is aimed at Key Stage 4 learners who are working predominantly within the Entry sub-levels, and is intended to provide progression on to the foundation (Level 1) Diploma or GCSEs.

Full Level 2 is aimed at adult learners and is intended to support achievement and progression to a first full Level 2 qualification.

Skilled Employment including Apprenticeships is aimed at 16 to 18 year olds to form part of the Apprenticeship entitlement.

Guided Learning Hours

The LSC definition of 'guided learning hours' is "all times when a member of staff is present to give specific guidance towards the learning aim being studied on a programme. This includes lectures, tutorials, and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in the day-to-day marking of assignments or homework where the learner is not present. It does not include hours where supervision or assistance is of a general nature and is not specific to the study of the learners".

Independent Assessment

Assessment of learners' work that is carried out by assessors who do not have a vested interest in the outcome, e.g. have not taught the learner.

Internal Assessment

Assessment where assessment tasks are set, and learners' work is assessed, wholly within the learner's centre, subject where appropriate to internal and external moderation.

Internal Moderator

An individual appointed by the centre to secure accurate and consistent standards of assessment, both between assessors operating within a centre and between centres offering the same award.

Key Skills

General skills that apply across occupational and academic fields and assist in improving learning and performance.

Learning and Skills Council (LSC)

The body responsible for planning and funding high quality education and training for everyone in England other than those in universities.

Learning Outcomes

Statements describing those things that a learner is expected to know, understand or do on completion of the learning process.

Level

The level reflects the increasing complexity in each of the broad categories: knowledge and understanding; application and action; and autonomy and accountability.

Moderation

The process of checking that assessment standards have been applied correctly and consistently between assessors, between centres and over time, and making adjustments to results where required to compensate for any differences in standard that are encountered.

National Occupational Standards (NOS)

Statements which describe the outcomes of competent work in an occupational field.

National Qualifications Framework (NQF)

The framework used by the regulatory authorities to position qualifications in England, Wales and Northern Ireland.

National Vocational Qualification (NVQ)

NVQs are work-related, competence based qualifications that reflect the skills and knowledge needed to do a job effectively throughout the country. They represent the national standards recognised by employers.

Notional Learning Hours

The amount of time a typical learner might be expected to take to complete all the learning relevant to achievement of the learning outcomes and assessment criteria.

Personal Learning and Thinking Skills (PLTS)

The framework of skills that will equip all young people for successful employment and lifelong learning. PLTS require learners to be: independent enquirers; creative thinkers; reflective learners; team workers; self-managers and effective participants.

Progression Pathways

Pathways in the Foundation Learning Tier within which qualifications are assigned dependent on their purpose, age range and target group.

Qualification Approval

A process through which a centre wishing to offer a particular qualification is confirmed as being able to maintain the required quality and consistency of assessment and has the correct resources, facilities and equipment specific to the qualification.

Qualifications and Credit Framework (QCF)

A unit based qualifications framework underpinned by a system of credit accumulation and transfer. Learners will accumulate credits from the units they complete and be able to transfer them across institutions, awarding body and qualification schemes.

Regulatory Authority

Government-designed statutory organisation required to establish national standards for qualifications in England (QCA/Ofqual) and secure consistent compliance with them. (The regulatory authority in Wales is CDELLS and in Northern Ireland is CCEA.)

Sector Skills Council (SSC)

A body recognised by the regulatory authorities as responsible for formulating and reviewing standards of occupational competence for an employment sector.

Technical Certificate

A knowledge based vocationally related qualification (VRQ), which provides much of the knowledge and understanding required by the NVQ contained in an Apprenticeship and an Advanced Apprenticeship.

Unit

A coherent and explicit set of learning outcomes and related assessment criteria, with a title, credit value and level.

Vocationally Related Qualification (VRQ)

VRQs are linked to NVQs but are different. They are designed to underpin much of the knowledge for the National Occupational Standards (NOS) and assist in the development of practical skills and do not have to be delivered in the workplace.