



BCATS

BUILDING, CONSTRUCTION
AND ALLIED TRADE SKILLS

BCATS Industries

Teacher/Tutor resource



Unit Standard 31511 (v1), Level 2

Demonstrate knowledge
of BCATS industries

4 CREDITS

BCITO
buildingpeople

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(BCITO)**

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Teaching and assessment tips

Purpose

This unit standard is an introduction to Building, Construction, and Allied Trades Skills (BCATS) industries.

The overall intention of the unit standard is to provide students with an understanding of the building and construction sector's industries to help inform career decisions. Knowing some of the ways that different industries work together to contribute to successful projects will also help students when they are in the industry - they will have an idea of why high quality work is so important both for themselves and for other parts of the sector who they either rely on or who rely on them.

You may wish to supplement the information in the student handbook with videos of people working in BCATS industries talking about what they do. These can be found on the careers section of: bcito.org.nz/apprentices/careers/. You could also find, for e.g., YouTube clips to show students more about each industry's work.

The student resource has sections on seven BCATS industries. Others will be added over 2021.

How to use the student handbook

The handbook is lengthy and, when read continuously, aspects appear to be repetitive.

It is recommended that you encourage students to skim over all the industries' sections before they decide which ones they want to focus on. They can then read these sections properly.

The first section must always be read and referred to again as the sections relating to selected industries are read. It has information that is relevant to all BCATS industries and is not repeated in each industry's section.

Handy hint: We have tried to not repeat information within each section. For example, while there are 'Relationship with other trades' pages, students will also learn about how the chosen industry works with others through reading about what work they do. Knowing this will also help you when you are checking that answers are correct.

Unit standard interpretation

This unit credits a learner who can demonstrate knowledge of **at least two** BCATS industries. This includes:

- identifying job roles in the industry and describing them in terms of scope of work, training requirements, and career paths
- identifying overarching roles and responsibilities of those working in the industry
- identifying potential clients and describing the nature of the relationships
- describing the relationships between their selected industries in terms of crossover and compatibility
- identify industry bodies and their impacts on those who work in their industries.

Assessment

The model answers included in this teacher/tutor resource provide guidance on the type of answers expected. It is not feasible to provide model answers for all possible combinations of selected industries. The model answers are instead intended to provide you with guidance of minimum expectations to apply when assessing your students. To supplement the model answers, it is intended that examples of moderated assessments will be added to the teacher resources on myBCITO as they become available.

Best practice assessment incorporates the use of oral questioning. Where oral questions have been used to supplement insufficient or to replace incorrect written answers, please note them clearly on the Knowledge Assessment Sheet.

Students may be especially interested in a specialisation within an industry. Given the purpose of this unit standard, students may provide answers specific to a specialisation or to the broader industry when completing their Knowledge Assessment Sheet.

Students may well demonstrate deeper or other knowledge, gained from other sources, which is also acceptable.

Assessment of this unit standard consists of:

- **completion of the Knowledge Assessment Sheet**

Alignment with other unit standards

Developing programmes that integrate teaching and learning helps to provide students with meaningful and manageable learning opportunities. The following unit standards are not an exhaustive list of which you could include in your programme and nor should one feel obligated to offer all as linked units. Other unit standards you include will depend on your overall programme of study and what will best meets your learners' needs.

This unit standard builds on knowledge gained when students did unit standard (US) 31512, *Demonstrate knowledge of BCATS trades involved in the construction of a residential building*. However, students do not have to have completed US 31512 in order to be able to achieve US 31511.

US 31511 will help prepare students to complete the Level 3 BCATS US 29683, *Incorporate other building, construction and allied trades into a Stage 3 BCATS project schedule*.

Other unit standards that could help to contextualise the work various BCATS industries do are:

- 12932:** *Construct timber garden furniture as BCATS projects*
- 12933:** *Complete minor concrete works as a BCATS project*
- 12935:** *Construct a spaced residential timber deck up to one metre high as a BCATS project*
- 12938:** *Lay paving blocks as a BCATS project*
- 12939:** *Construct a basic retaining wall as a BCATS project*
- 25921:** *Make a cupboard with a drawer as a BCATS project*
- 31812:** *Complete a BCATS project*

Assessment Schedule

US 31511 (v1) - Demonstrate knowledge of BCATS industries (Level 2, Credit 4)

Candidates are required to demonstrate knowledge of **at least two** BCATS industries.

Outcome 1	Demonstrate knowledge of BCATS industries	Assessment evidence and judgement
PC 1.1	Job roles within the selected industries are identified, and described in terms of the scope of work, training, and career paths of those who work in them.	<p>The Knowledge Assessment Sheet is correctly completed with:</p> <ul style="list-style-type: none"> • the different job roles of tradespeople in the industries • each of the identified job roles' scope of work, training, and career pathways.
PC 1.2	Roles and responsibilities of people working in the industry are described.	<p>The Knowledge Assessment Sheet is correctly completed with:</p> <ul style="list-style-type: none"> • a description of the overall roles and responsibilities of those who work in the industries.
PC 1.3	Potential clients are identified, and the nature of the relationships are described.	<p>The Knowledge Assessment Sheet is correctly completed with:</p> <ul style="list-style-type: none"> • who the potential clients of each of the selected industries are • a description of the relationship between the identified client(s) and the related industry.
PC 1.4	Relationships between the selected industries are described in terms of crossover and compatibility.	<p>The Knowledge Assessment Sheet is correctly completed with:</p> <ul style="list-style-type: none"> • examples of how those in the selected industries work together on a project.
PC 1.5	Industry bodies involved in the selected industries are identified, and their impacts on those who work in the industries are described.	<p>The Knowledge Assessment Sheet is correctly completed with:</p> <ul style="list-style-type: none"> • a list of industry bodies for each of the selected industries • a description of how each industry body identified impacts on the work of those in their industries.

