



Qualification Specification

ProQual Level 3 Diploma for Design Draughtsman

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This qualification is part of ProQual's broad offer of qualifications in the Construction Sector.

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Summary of Changes

Version	Date	Section	Nature of Change
V1.1	September 2026	All	First published version

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Introduction

The ProQual Level 3 Diploma for Design Draughtsman provides a nationally recognised qualification for those currently working in, or who want to work in construction design draughting. It develops the knowledge and practical skills required to produce accurate technical drawings and design documentation using recognised industry practices and digital design technologies.

Candidates will develop an understanding of technical drawing principles, construction technology, drawing office practice, computer-aided design (CAD) and parametric modelling. The qualification prepares candidates for employment within architectural, engineering and construction design environments, or for progression to further study within the built environment sector.

The aims of this qualification are:

- Develop the knowledge and practical skills required for construction design draughting.
- Enable candidates to interpret and communicate construction design information using recognised drawing conventions.
- Develop competence in the use of CAD and parametric modelling software to produce technical drawings.
- Support progression into employment or further study within the construction and built environment sector.

The awarding body for this qualification is ProQual AB. This qualification has been approved for delivery in England. The regulatory body for this qualification is Ofqual, and this qualification has been accredited onto the Regulated Qualification Framework (RQF) and has been published in Ofqual's Register of Qualifications.

Qualification Profile

Qualification Title:	ProQual Level 3 Diploma for Design Draughtsman
Qualification Number:	610/7966/2
Level:	3
Total Qualification Time (TQT):	635 Hours 64 Credits
Guided Learning Hours (GLH):	440
Assessment:	Pass/Fail
	Internally assessed and verified by centre staff
	Externally quality assured by ProQual Verifiers
Qualification Start Date:	03/09/2026
Qualification Review Date:	03/09/2029

Candidate Profile

Candidates who complete this qualification should have as a minimum:

- 3 GCSE passes in Maths and English Language, and Science or Technology.

Centres should carry out an initial assessment of candidate skills and knowledge to identify any gaps and help plan the assessment.

Candidates must be at least 16 years old on the day that they are registered for this qualification, centres are reminded that no assessment activity may take place before a candidate has been registered.

Qualification Structure

This qualification consists of **6 mandatory units**. Candidates must complete all mandatory units to complete this qualification.

Unit Number	Unit Title	Level	TQT	GLH
Mandatory Units – Candidates must complete all units in this group.				
M/652/3765	Project Planning, Health and Safety and Drawing Office Practice	3	70	50
R/652/3766	Technical Drawing Fundamentals and Manual Draughting Techniques	3	110	60
T/652/3767	Specialist Technical Drawing Applications	3	80	60
Y/652/3768	Computer-Aided Design	3	55	40
A/652/3769	Parametric Modelling for Construction Draughting	3	60	30
H/652/3770	Construction Drawing, Detailing and Design Communication	3	260	200

Centre Requirements

Centres must be approved to deliver this qualification. If your centre is not approved to deliver this qualification, please complete and submit the **ProQual Additional Qualification Approval Form**.

Materials produced by centres to support candidates should:

- Enable them to track their achievements as they progress through the learning outcomes and assessment criteria.
- Provide information on where ProQual's policies and procedures can be viewed.
- Provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence.

Centres must have the appropriate equipment to enable candidates to carry out the practical requirements of this qualification.

Certification

Candidates who achieve the requirements for this qualification will be awarded:

- A certificate listing all units achieved, and
- A certificate giving the full qualification title:

ProQual Level 3 Diploma for Design Draughtsman

Claiming certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the qualification. All certificates will be issued to the centre for successful candidates.

Unit certificates

If a candidate does not achieve all of the units required for a qualification, the centre may claim a unit certificate for the candidate which will list all of the units achieved.

Replacement certificates

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement.

Assessment Requirements

Each candidate is required to produce a portfolio of evidence which demonstrates their achievement of all learning outcomes and assessment criteria for each unit.

Evidence can include:

- Observation report by assessor.
- Assignments/projects/reports.
- Professional discussion.
- Witness testimony.
- Candidate product.
- Worksheets.
- Record of oral and written questioning.
- Recognition of Prior Learning.

Candidates must demonstrate the level of competence described in the units. Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification.

Centre staff assessing this qualification must be **occupationally competent** and qualified to make assessment decisions. Assessors who are suitably qualified may hold a qualification such as, but not limited to:

- ProQual Level 3 Certificate in Teaching, Training and Assessment.
- ProQual Level 3 Award in Education and Training.
- ProQual Level 3 Award in Assessing Competence in the Work Environment.
(Suitable for assessment taking place in a working environment only.)
- ProQual Level 3 Award in Assessing Vocational Achievement.
(Suitable for assessment taking place in a simulated training environment only.)

Candidate portfolios must be internally verified by centre staff who are **occupationally knowledgeable** and qualified to make quality assurance decisions. Internal verifiers who are suitably qualified may hold a qualification such as:

- ProQual Level 4 Award in the Internal QA of Assessment Processes and Practice.
- ProQual Level 4 Certificate in Leading the Internal QA of Assessment Processes and Practice.

Occupationally competent means capable of carrying out the full requirements contained within a unit. **Occupationally knowledgeable** means possessing relevant knowledge and understanding.

Enquiries, Appeals and Adjustments

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

Units – Learning Outcomes and Assessment Criteria

Title:		Project Planning, Health and Safety and Drawing Office Practice		Level:	3
Unit Purpose and Aims:		This unit develops the knowledge and skills needed to plan design draughting tasks, interpret technical information and work safely in a drawing office environment. Candidates will understand task requirements, produce simple task plans and recognise the health, safety and risk control requirements that support drawing office activities. Candidates will also use drawing office equipment, materials and digital systems to support draughting work. This includes checking equipment, maintaining records, handling information in line with data management procedures, and producing task-related documentation using digital applications.			
Unit Number:		M/652/3765	TQT:	70	GLH: 50
Learning Outcomes <i>The candidate will be able to:</i>		Assessment Criteria <i>The candidate can:</i>			
1	Understand how to interpret task requirements and plan a design draughting task.	1.1	Identify the types of information that can be obtained from: • Sketches. • Specifications. • Technical data.		
		1.2	Define the outputs and deliverables associated with a design draughting task.		

1	<i>Continued</i>	1.3	Recognise the factors that need to be considered when planning a design draughting task, including: • Task stages. • Timescales. • Resource requirements.
2	Understand health, safety and risk control requirements relevant to design draughting tasks and drawing office activities.	2.1	Recognise which legislative standards are relevant to technical drawing and engineering workplace.
		2.2	Explain the responsibilities of individuals under H&S legislation and workplace policies.
		2.3	Describe safe working systems, signage, and symbols.
		2.4	Describe sources of information for H&S practices.
3	Apply safe working practices and risk control measures in a drawing office and task environment.	3.1	Apply safe working practices when carrying out design draughting activities.
		3.2	Carry out a risk assessment for a design draughting task in accordance with organisational practices.
		3.3	Follow accident and emergency procedures relevant to the working environment.
4	Use and maintain drawing office resources, maintain records and digital information to support design draughting activities.	4.1	Select the equipment and materials required to support drawing office activities.
		4.2	Inspect drawing office equipment for serviceability in accordance with organisational procedures.
		4.3	Record information relating to drawing office equipment, materials and holdings.
		4.4	Apply drawing office information handling, classification and data management procedures.
		4.5	Use digital applications to produce and maintain task-related documentation.

Additional Assessment Information

Learning Outcomes 1 and 2 are **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Learning Outcomes 3 and 4 are **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence could be a combination of the following:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.

An observation report and witness testimony are differentiated as follows:

- An **assessor's report** is completed by a qualified assessor who observes the candidate carrying out practical work. The assessor will make assessment decisions as they observe and record these in the report, alongside a commentary of what they observe.
- A **witness statement** is completed by a suitably qualified or experienced expert who observes the candidate carrying out practical work. The witness statement will contain **only** a commentary of what has been observed. An assessor must then use the witness statement, alongside any additional evidence to make assessment decisions.
- In all cases, an assessor's report is preferred as evidence over a witness statement; as it is always better for an assessor to observe a candidate live.

Assessors may wish to use a checklist or evidence matrix to organise and track the assessment outcomes that have been achieved, but these **do not**, in themselves, constitute evidence of achievement.

An assessor's report or witness statement alone is unlikely to be sufficient evidence of achievement. Reports and statements should always be accompanied by photographic and/or video evidence.

Assessment decisions should be based on evidence gathered through both formative and summative assessment opportunities. Each assessment criterion must be evidenced a minimum of twice to ensure the evidence is valid, reliable, and sufficient. One piece of evidence must come from direct observation of performance, and the second may be generated through an alternative assessment method, such as a professional discussion, questioning, case study, reflective account, or additional observation.

Title:		Technical Drawing Fundamentals and Manual Draughting Techniques		Level:	3
Unit Purpose and Aims:		This unit develops the knowledge and practical skills needed to carry out preliminary drawing office operations and produce manual technical drawing work. Candidates will select and use draughting and measuring equipment, gather and interpret information from technical drawings and documentation, and identify the information needed to produce sketches and technical drawings. Candidates will also apply technical drawing conventions to produce linework, dimensions, sectional views, lettering, symbols, and scaled drawings. In addition, the unit covers the production of manual technical drawing, free-hand sketches, 2D representations, pictorial projections and the application of plane and solid geometry to communicate technical drawing information accurately.			
Unit Number:		R/652/3766	TQT:	110	GLH: 60
Learning Outcomes The candidate will be able to:		Assessment Criteria The candidate can:			
1	Understand how to gather and collate information required for technical drawing tasks.	1.1	Classify sources of information relevant to the technical drawing task.		
		1.2	Distinguish between the different types of information required to produce working sketches.		
		1.3	Distinguish between the different types of information required to produce technical drawings.		
2	Understand the principles, conventions and methods used in manual technical drawing.	2.1	Identify the types and uses of manual technical drawing, projections and sketches.		

2	Continued	2.2	Classify the conventions used in manual technical drawing, including: • Line types. • Dimensioning. • Lettering. • Symbols. • Abbreviations. • Scales.
		2.3	Describe the techniques and methods used to produce manual technical drawings, including plane and solid geometry.
3	Select and use measuring equipment to support technical drawing tasks.	3.1	Select draughting and measuring equipment appropriate to the technical drawing task.
		3.2	Use draughting and measuring equipment to support technical drawing tasks.
4	Interpret technical drawing information and extract specifications from existing documentation.	4.1	Interpret information from technical drawings relevant to the drawing task.
		4.2	Extract specifications from existing documentation relevant to the drawing task.
5	Apply technical drawing conventions and produce technical drawing elements naturally.	5.1	Produce technical drawing linework and dimensions using appropriate conventions.
		5.2	Produce sectional views using appropriate technical drawing conventions.
		5.3	Apply lettering, symbols and abbreviations to technical drawings in accordance with recognised conventions.
		5.4	Apply scale in the production of manual technical drawing work.
6	Produce manual technical drawings, projections and sketches using draughtsmanship principles.	6.1	Produce 2D representations and pictorial projections of objects.
		6.2	Produce free-hand sketches to communicate technical drawing information.
		6.3	Apply plane and solid geometry in the production of manual technical drawing work.

Additional Assessment Information

Learning Outcome 1 and 2 are **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Learning Outcome 3- 6 are **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence could be a combination of the following:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.

An observation report and witness testimony are differentiated as follows:

An assessor's report is completed by a qualified assessor who observes the candidate carrying out practical work. The assessor will make assessment decisions as they observe and record these in the report, alongside a commentary of what they observe. Assessors may wish to use a checklist or evidence matrix to organise and track the assessment outcomes that have been achieved, but these **do not**, in themselves, constitute evidence of achievement.

A witness statement is completed by a suitably qualified or experienced expert who observes the candidate carrying out practical work. The witness statement will contain only a commentary of what has been observed. An assessor must then use the witness statement, alongside any additional evidence to make assessment decisions.

In all cases, an assessor's report is preferred as evidence over a witness statement; as it is always better for an assessor to observe a candidate live.

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Assessment decisions should be based on evidence gathered through both formative and summative assessment opportunities. Each assessment criterion must be evidenced a minimum of twice to ensure the evidence is valid, reliable, and sufficient. One piece of evidence must come from direct observation of performance, and the second may be generated through an alternative assessment method, such as a professional discussion, questioning, case study, reflective account, or additional observation.

Title:	Specialist Technical Drawing Applications		Level:	3
Unit Purpose and Aims:	This unit develops the knowledge and skills needed to produce specialist technical drawings for construction and civil engineering applications. Candidates will apply fire resistance design requirements, stair drawing requirements, reinforced concrete drawing principles and timber detail requirements to specialist drawing tasks.			
Unit Number:	T/652/3767	TQT:	80	GLH: 60
Learning Outcomes <i>The candidate will be able to:</i>		Assessment Criteria <i>The candidate can:</i>		
1	Understand the construction and design requirements for specialist drawing work.	1.1	Describe fire resistance principles, standards, regulations, safety factors and protection requirements.	
		1.2	Describe stair types and components.	
		1.3	Describe reinforced concrete construction requirements.	
		1.4	Describe timber properties and classifications.	
		1.5	Describe timber joints, connectors and fixings.	
2	Interpret construction and design requirements for specialist drawing work.	2.1	Interpret the construction and design requirements relating to: • Fire resistance. • Stairs. • Reinforced concrete. • Timber detailing. • Road and drainage.	
3	Produce specialist drawings in accordance with design and construction requirements.	3.1	Apply fire resistance design requirements to specialist drawings.	
		3.2	Produce specialist drawings detailing fire protection measures.	
		3.3	Produce stair drawings to meet construction and design requirements.	

3	<i>Continued</i>	3.4	Produce reinforced concrete detail drawings, including components, in accordance with requirements.
		3.5	Apply reinforced concrete drawing conventions, dimensions and annotations to technical drawings.
4	Produce road and drainage drawings for civil engineering applications.	4.1	Produce road layout designs using road design and construction information.
		4.2	Produce road profile drawings using road design requirements.
		4.3	Produce road drainage drawings using drainage design requirements.
5	Produce drawings of existing structures for civil engineering applications.	5.1	Produce drawings of as-built or existing structures from recorded site information.

Additional Assessment Information

Learning Outcome 1 is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Learning Outcomes 2-5 are **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence could be a combination of the following:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.

An observation report and witness testimony are differentiated as follows:

- An **assessor's report** is completed by a qualified assessor who observes the candidate carrying out practical work. The assessor will make assessment decisions as they observe and record these in the report, alongside a commentary of what they observe.
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- In all cases, an assessor's report is preferred as evidence over a witness statement; as it is always better for an assessor to observe a candidate live.

Assessors may wish to use a checklist or evidence matrix to organise and track the assessment outcomes that have been achieved, but these **do not**, in themselves, constitute evidence of achievement.

An assessor's report or witness statement alone is unlikely to be sufficient evidence of achievement. Reports and statements should always be accompanied by photographic and/or video evidence.

Assessment decisions should be based on evidence gathered through both formative and summative assessment opportunities. Each assessment criterion must be evidenced a minimum of twice to ensure the evidence is valid, reliable, and sufficient. One piece of evidence must come from direct observation of performance, and the second may be generated through an alternative assessment method, such as a professional discussion, questioning, case study, reflective account, or additional observation.

Title:		Computer-Aided Design		Level:	3
Unit Purpose and Aims:		This unit develops the knowledge and practical skills needed to use computer-aided design (CAD) software to create, modify and organise technical drawing work. Candidates will set up and operate 2D and 3D software, use drawing, editing and annotation tools, and apply precision aids, dimensions and text to produce accurate CAD drawings. Candidates will also organise drawing information using layers, blocks, attributes, images and external references. They will also use 3D modelling and isometric drawing functions to support technical communication. In addition, the unit covers the generation of final drawing outputs using appropriate plotting methods, settings and styles.			
Unit Number:		Y/652/3768	TQT:	55	GLH: 40
Learning Outcomes The candidate will be able to:		Assessment Criteria The candidate can:			
1	Understand the principles and requirements of CAD software for technical drawing.	1.1	Identify the purpose and applications of CAD software in technical drawings.		
		1.2	Identify the hardware, software and requirements for operating CAD software.		
		1.3	Describe CAD interface features, navigation controls and view management functions.		
2	Understand CAD commands, tools and drawing management techniques used in technical drawing.	2.1	Describe the drawing, editing and annotation commands used to produce CAD drawings.		
		2.2	Classify the purpose and use of layers, blocks, attributes, external references and images within CAD drawings.		
		2.3	Describe plot settings, drawing styles and output methods used to produce technical drawing outputs.		

3	Set up and operate computer-aided design (CAD) software to support technical drawing production.	3.1	Select CAD software and workplace settings appropriate to the drawing task.
		3.2	Use CAD navigation, utility and view management functions to support drawing production.
		3.3	Operate 2D and 3D CAD software to support technical drawing work.
4	Produce and modify 2D CAD drawings using appropriate drawing, editing and annotation tools.	4.1	Use precision drawing aids and drawing commands to produce linear and curved objects.
		4.2	Apply hatching, manipulation and modification tools to develop 2D CAD drawings.
		4.3	Apply dimensions and text to communicate technical drawing information.
5	Organise and develop CAD drawings using layers, blocks, attributes and external references.	5.1	Use blocks and attributes to create and manage reusable drawing content.
		5.2	Organise drawing content using layers and related CAD controls.
		5.3	Incorporate images and external references into CAD drawings.
6	Produce 3D CAD models and final drawing outputs.	6.1	Use 3D CAD tools to produce modelled drawing content.
		6.2	Create isometric objects to support technical drawing communication.
		6.3	Generate plotted drawing outputs using appropriate plot settings and styles.

Additional Assessment Information

Learning Outcomes 1 and 2 are **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Learning Outcomes 3 - 6 are **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence could be a combination of the following:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.

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Title:		Parametric Modelling for Construction Draughting		Level:	3
Unit Purpose and Aims:		This unit provides candidates with an understanding of parametric modelling software and its application within construction draughting. Candidates will develop skills in creating, modifying and presenting intelligent building models while producing coordinated drawing outputs using industry-standard modelling techniques.			
Unit Number:		A/652/3769	TQT:	60	GLH: 30
Learning Outcomes The candidate will be able to:		Assessment Criteria The candidate can:			
1	Understand the principles, environment and workflows of parametric modelling for construction projects.	1.1	Identify the principles, purpose and common terminology of parametric modelling.		
		1.2	Identify the components and requirements of a parametric modelling project environment.		
		1.3	Identify project setup requirements including templates, project information, and coordinate systems.		
		1.4	Identify methods used to organise and structure model information.		
2	Understand the model components, documentation and information management processes used in parametric modelling.	2.1	Describe the different categories of model elements and the purpose of reusable content, families and parameters.		
		2.2	Describe methods used to create, share and communicate model information.		
		2.3	Recognise the relevant requirements, standards and conventions used to support model quality and information management.		
3	Set up and manage a parametric modelling project environment.	3.1	Use the parametric modelling software interface to support project and model development tasks.		
		3.2	Create project templates and linked project content to support model development.		

3	<i>Continued</i>	3.3	Apply site and topographic properties to support model development within a project environment.
4	Produce model views, sheets and presentation outputs for construction draughting.	4.1	Produce model views and drawing sheets for construction draughting outputs.
		4.2	Create presentation views using cameras and rendered model surfaces.
		4.3	Apply dimensions, text and tags to communicate information on model outputs.
5	Create families, parameters and reusable project content.	5.1	Create parametric component families for use within project models.
		5.2	Create and apply families and parameters to support model development.
6	Create and modify model elements for construction draughting projects.	6.1	Place components and create modelled foundations and floors.
		6.2	Create and modify walls, ceilings, doors and windows within project models.
		6.3	Create and modify roofs, stairs, roads and pathways within project models.
		6.4	Create and modify structural columns within project models.

Additional Assessment Information

Learning Outcomes 1 and 2 are **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Learning Outcomes 3 - 6 are **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence could be a combination of the following:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.

An observation report and witness testimony are differentiated as follows:

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Assessment decisions should be based on evidence gathered through both formative and summative assessment opportunities. Each assessment criterion must be evidenced a minimum of twice to ensure the evidence is valid, reliable, and sufficient. One piece of evidence must come from direct observation of performance, and the second may be generated through an alternative assessment method, such as a professional discussion, questioning, case study, reflective account, or additional observation.

Title:		Construction Drawing, Detailing and Design Communication		Level:	3
Unit Purpose and Aims:		This unit develops the knowledge and skills needed to apply building design principles and produce technical drawings used in construction projects. Candidates will interpret thermal, sound, access and general building parameters, and use this information to produce elevation drawings that communicate building design intent. Candidates will also produce a range of construction drawings, schedules and detail drawings for openings, fittings, floors, foundations, roofs, walls, drainage systems, site plans, and general arrangement drawings. The unit supports the application of building technology and drawing conventions to communicate construction information accurately across a range of components and project requirements.			
Unit Number:		H/652/3770	TQT:	260	GLH: 200
Learning Outcomes The candidate will be able to:		Assessment Criteria The candidate can:			
1	Understand design parameters and produce design communication drawings for construction projects.	1.1	Classify thermal, sound, access and design parameters relevant to construction drawing work.		
		1.2	Classify general building design parameters relevant to construction drawing work.		
		1.3	Describe the requirements for producing construction drawings.		
2	Produce structural steel drawings for construction projects.	2.1	Produce structural steel detail drawings of component parts that meet specified drawing requirements.		

2	<i>Continued</i>	2.2	Produce construction drawings for structural steelwork that meet specified drawing requirements.
3	Produce drawings, schedules and detail drawings for openings, fittings and building components.	3.1	Produce elevation, window and door drawings and schedules.
		3.2	Produce detail drawings for sanitary fittings, pipework, fixtures and fixings.
		3.3	Produce decoration, finish and lintel schedules and drawings.
4	Produce floor, foundation and roof drawings for construction projects.	4.1	Determine floor drawing requirements and produce floor drawings and plans.
		4.2	Interpret foundation investigation information and produce foundation drawings.
		4.3	Produce roof component and roof detail drawings that meet building technology requirements.
5	Produce wall and drainage drawings for construction projects.	5.1	Produce masonry wall drawings that reflect building technology requirements.
		5.2	Produce timber frame wall drawings that reflect building technology requirements.
		5.3	Produce single storey and rainwater drawing system drawings.
6	Produce site, general arrangement and construction drawings.	6.1	Produce site plans using site planning information.
		6.2	Produce general arrangement drawings using construction drawing requirements.

Additional Assessment Information

Learning Outcome 1 is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Learning Outcomes 2 - 6 are **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence could be a combination of the following:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.

An observation report and witness testimony are differentiated as follows:

- An **assessor's report** is completed by a qualified assessor who observes the candidate carrying out practical work. The assessor will make assessment decisions as they observe and record these in the report, alongside a commentary of what they observe.
- A **witness statement** is completed by a suitably qualified or experienced expert who observes the candidate carrying out practical work. The witness statement will contain **only** a commentary of what has been observed. An assessor must then use the witness statement, alongside any additional evidence to make assessment decisions.
- In all cases, an assessor's report is preferred as evidence over a witness statement; as it is always better for an assessor to observe a candidate live.

Assessors may wish to use a checklist or evidence matrix to organise and track the assessment outcomes that have been achieved, but these **do not**, in themselves, constitute evidence of achievement.

An assessor's report or witness statement alone is unlikely to be sufficient evidence of achievement. Reports and statements should always be accompanied by photographic and/or video evidence.

Assessment decisions should be based on evidence gathered through both formative and summative assessment opportunities. Each assessment criterion must be evidenced a minimum of twice to ensure the evidence is valid, reliable, and sufficient. One piece of evidence must come from direct observation of performance, and the second may be generated through an alternative assessment method, such as a professional discussion, questioning, case study, reflective account, or additional observation.

Appendix One – Command Verb Definitions

The table below explains what is expected from each **command verb** used in an assessment objective. Not all verbs are used in this specification

Apply	Use existing knowledge or skills in a new or different context.
Analyse	Break a larger subject into smaller parts, examine them in detail and show how these parts are related to each other. This may be supported by reference to current research or theories.
Classify	Organise information according to specific criteria.
Compare	Examine subjects in detail, giving the similarities and differences.
Critically Compare	As with compare but extended to include pros and cons of the subject. There may or may not be a conclusion or recommendation as appropriate.
Describe	Provide detailed, factual information about a subject.
Discuss	Give a detailed account of a subject, including a range of contrasting views and opinions.
Explain	As with describe but extended to include causation and reasoning.
Identify	Select or ascertain appropriate information and details from a broader range of information or data.
Interpret	Use information or data to clarify or explain something.
Produce	Make or create something.
State	Give short, factual information about something.
Specify	State a fact or requirement clearly and in precise detail.



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