



## Level 1 Certificate in

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# Preparation for Employment in the Construction Industries (QCF)

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## Specification

**QCA Accreditation Number:** 500/4033/9

QCA Accreditation Start Date: 01/06/2008  
QCA Accreditation End Date: 31/12/2010  
QCA Certification End Date: 31/12/2011

## ASCENTIS' MISSION STATEMENT

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**'Building Partnerships to Advance and Accredit Lifelong Learning for All.'**

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### About Ascentis

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. OCNW was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- a National Awarding Body (NAB) approved by the Qualifications and Curriculum Authority (QCA)  
and
- an Access Validating Agency (AVA) for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA)

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, starting at Entry Level basic skills or vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

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## SPECIFICATION SUMMARY

### Introduction

The Ascentis Level 1 Certificate in Preparation for Employment in the Construction Industries provides the learner with an excellent introduction to the occupational areas within the construction industry in order that they may make decisions on whether to progress with further training and employment within these areas. The qualification also promotes the development of wider employment skills, emphasising the importance of appropriate conduct and dress within a work area, customer service, customer care and safe working practice.

There are several features of this qualification that make it very appropriate for its target learners:

- Assessment is through a combination of portfolio and external assessment
- Eligibility for use within the Foundation Learning Tier Progression pathways
- External assessments are contextualised in a wide range of occupational areas, allowing the qualification to meet the particular interest of the learner
- An emphasis on the learner acquiring practical skills and assessment through the demonstration of these skills
- An opportunity to sample different occupational areas within the construction industry
- Moderation and certification can be offered throughout the year, allowing maximum flexibility for centres.

### Specification Overview

Unit Number	Unit Title	Level	Credit Value	GLH	Mandatory or Optional
1	Introduction to Construction Work	E3/L1	2	10	Mandatory
2	Principles of Health and Safety	L1	6	60	Mandatory
3	Handling and Storing Materials and Components	L1	6	60	Mandatory
4	Personal Work Skills	L1	4	40	Mandatory
5	Introduction to Self Employment	L2	2	10	Optional
6	Carrying out Dry Lining Operations	L1	6	60	Optional
7	Carrying out Electrical Installation Operations	L1	6	60	Optional
8	Carrying out Flooring Operations	L1	6	60	Optional
9	Carrying out Gas Service Engineering Operations	L1	6	60	Optional
10	Carrying out Ground Work Operations	L1	6	60	Optional
11	Carrying out Painting and Decorating Operations	L1	6	60	Optional
12	Carrying out Plastering Operations	L1	6	60	Optional
13	Carrying out Plumbing Operations	L1	6	60	Optional
14	Carrying out Sign Making Operations	L1	6	60	Optional
15	Carrying out Tiling Operations	L1	6	60	Optional
16	Carrying out Trowel Operations	L1	6	60	Optional
17	Carrying out Wood Operations	L1	6	60	Optional

To achieve the full certificate a minimum of 24 credits must be achieved overall. Unit 1 can be achieved at either Entry 3 or Level 1.

### **Assessment and Moderation Arrangements**

Units 1 to 5 are assessed by internal assessment, through the building up of a portfolio of evidence to cover all the assessment criteria, Units 6 to 17 are assessed through external assessment. Ascentis-devised external assessments are available for these units. These are practical tasks which must be completed under supervised conditions. They can be completed at a time when the learner is ready to take the assessment. These assessments must be stored in centres under secure conditions.

Internal and external moderation are a requirement of both the internally and externally assessed components of the full award.



## **BACKGROUND INFORMATION**

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### **Aims**

The aims of the qualification are:

- To promote the gaining of work-related skills within the construction industries
- To encourage the development of generic employability skills
- To prepare learners for further training within their chosen occupational area/s
- To give learners an insight into the core activities within their chosen occupational area/s, in order that an informed decision can be made on future career choices.

### **Target Group**

This qualification is aimed at young people aged 14+ and adults who have an interest in following a career within the construction industry and want to develop their work-related skills within this area.

### **Award of the Qualification**

This qualification is offered at Level 1. To achieve the full award a learner must achieve a minimum of 24 credits. A learner may also achieve unit certification for any of the units. The certificate will detail the units which the learner has achieved.

**QCA Qualification Accreditation Number: 500/4033/9**

### **QCA Qualification Accredited Unit Numbers**

	Unit Title	Unit Number
Unit 1	Introduction to Construction Work (Entry 3)	K/501/5773
Unit 1	Introduction to Construction Work (Level 1)	J/501/5781
Unit 2	Principles of Health and Safety	R/501/7260
Unit 3	Handling and Storing Materials and Components	H/501/5786
Unit 4	Personal Work Skills	J/501/7126
Unit 5	Introduction to Self Employment	Y/501/7261
Unit 6	Carrying out Dry Lining Operations	D/501/7262
Unit 7	Carrying out Electrical Installation Operations	H/501/7263
Unit 8	Carrying out Flooring Operations	L/501/7273
Unit 9	Carrying out Gas Service Engineering Operations	K/501/7264
Unit 10	Carrying out Ground Work Operations	M/501/7265
Unit 11	Carrying out Painting and Decorating Operations	T/501/7266
Unit 12	Carrying out Plastering Operations	A/501/7267
Unit 13	Carrying out Plumbing Operations	F/501/7268
Unit 14	Carrying out Sign Making Operations	J/501/7269
Unit 15	Carrying out Tiling Operations	A/501/7270
Unit 16	Carrying out Trowel Operations	F/501/7271
Unit 17	Carrying out Wood Operations	J/501/7272

### **Recommended Guided Learning Hours (GLH)**

230 Guided Learning Hours are recommended for the full certificate.

### **Recommended Prior Learning**

No recommended prior learning is required.

### **Opportunities for Progression**

It is intended that this qualification will help learners towards the following progression routes:

- Further training within their chosen occupational area/s
- 14-19 Diploma at Level 2 in Construction and the Built Environment
- NVQ Level 2 in a relevant occupational area.

### **Foundation Learning Tier Progression Pathways**

This qualification is suitable for inclusion as part of the following progression pathways:

- Progression pathway to a full Level 2 qualification
- Progression pathway to skilled employment including apprenticeships.

### **Restriction on Learner Entries**

There are no restrictions on learner entries.

### **Centre Approval and Registration**

Centres must be approved by Ascentis to run this qualification. Details of the centre approval process are available on the Ascentis website: [Ascentis.co.uk](http://Ascentis.co.uk) or from the Ascentis office.

All learners must be registered within seven weeks of the course commencing, using the Ascentis registration form or by using the Electronic Data Interchange system (EDI). Details of both methods are available from the Ascentis office (Tel: 01524 586789) or from [www.Ascentis.co.uk](http://www.Ascentis.co.uk).

### **Spiritual, Moral, Ethical and Social Issues**

Throughout the delivery of this qualification it is expected that social issues will be developed. The qualification aims to promote general employability skills and, as such, social skills such as team working and effective communication should be emphasised during its delivery.

## **Health and Safety and Environmental Issues**

Environmental issues may be explored at a number of points such as when looking at the use of resources. Health and Safety issues are addressed particularly in Unit 2 of the qualification, but there is a requirement throughout the delivery of this qualification for learners to conduct themselves in a manner that considers the safety of themselves and others. This will include the adherence to strict drink and alcohol policies, which will be a requirement in future employment in the industry.

## **Key Skills and Functional Skills Opportunities**

Learners following a course based on this specification will be offered opportunities to develop and generate evidence of achievement in aspects of a range of Key Skills and Functional Skills. Examples of opportunities to encourage the acquisition and use of Key Skills and Functional Skills and to provide opportunities to generate evidence are provided in Appendices 5 and 6.

## **Status in Wales and Northern Ireland**

This qualification is available in English only.

## **Learners with Particular Assessment Needs**

Ascentis has procedures in accordance with *The statutory regulation of external qualifications 2004* to ensure this qualification is accessible and does not disadvantage a learner with a particular need. Full details of this procedure, including how to make an application, are available from [www.Ascentis.co.uk](http://www.Ascentis.co.uk) or through contacting the Ascentis office.

## **Appeals Procedure**

Ascentis has an appeals procedure in accordance with *The statutory regulation of external qualifications 2004*. Full details of this procedure, including how to make an application, are available from [www.Ascentis.co.uk](http://www.Ascentis.co.uk) or through contacting the Ascentis office.

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## **ASSESSMENT AND MODERATION ARRANGEMENTS**

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### **Overview**

For the full certificate a minimum of 24 credits must be achieved overall. Units 1 to 5 are assessed by internal assessment through the building up of a portfolio of evidence to cover all the assessment criteria. Units 6 to 17 are assessed through external assessment.

Internal and external moderation are a requirement for both the internally assessed and externally assessed units. The assessor is required to complete the Summary Record of Achievement for each learner.

The centre must retain evidence both for the internal and external assessments for 4 weeks after the date of the moderation in case of appeal.

All assessments must be conducted in accordance with *The statutory regulation of external qualifications* (QCA, 2004).

### **Internal Assessment**

Units 1, 2, 3, 4 and 5 are assessed through internal assessment.

Internal assessment will be through the building up of a portfolio of evidence to demonstrate that all the criteria have been met. Portfolios could include a variety of evidence. Examples of evidence that could be included are:

- Observation record
- Record of questions and discussions
- Tape recordings
- Video
- Witness or peer testimony
- Written notes, completed worksheets.

A learner's evidence must be organised and presented in a portfolio containing a front tracking sheet for each unit, tracking each assessment criteria to the evidence within the portfolio. Tracking sheets are provided in Appendix 2 of this specification.

### **External Assessment**

Units 6 to 17 are assessed through external assessment.

The requirements for external assessment are met through Ascentis-devised contextualised assessments which must be conducted in centres under supervised conditions. These consist of practical tasks testing the skills that have been acquired.

These external assessments are supplied to centres when a centre has returned their centre subject registration form to Ascentis. The external assessments must be kept under secure conditions. Assessors mark the external assessments following the mark scheme provided by Ascentis.

### **Conduct of External Assessment**

- 1 All work completed as evidence for the activity must be clearly marked with the learner's name and date and handed in at the end of each session
- 2 It is the centre's responsibility to make sure that such evidence in progress is securely kept and not contaminated by learner evidence produced elsewhere
- 3 Only work produced and completed under supervised conditions may be included as the evidence for externally approved activity for any learner
- 4 Where any evidence is derived from group activities, the assessor must be confident that the learner's work presented for assessment is their own work

- 5 All tasks and assignments must be completed unaided. Where evidence of competence is based on observations of activities or oral responses then these must be recorded in a standard format provided by Ascentis and signed by a tutor/assessor. An observation record is provided in Appendix 4. These records are to be retained and made available for moderation together with each learner's portfolio of evidence
- 6 All evidence must be completed following the assessment criteria in the specification. Evidence should demonstrate the ability to complete the activity unaided after any necessary initial help in understanding the situation and tasks required.

### **Internal Moderation**

Both the internally assessed and externally assessed units need to be internally moderated.

Internal moderation is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. Internal moderation will be co-ordinated by a named Foundation Co-ordinator at each centre, who will liaise with Ascentis. The Foundation Co-ordinator may also act as the Internal Moderator. Internal moderation will be carried out through standardisation activities including the internal moderation of 10% of portfolio evidence across all the groups of students, to include all the assessors and the full range of units. It is the responsibility of Internal Moderators to ensure that all assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Moderators are also responsible for supporting assessors by offering advice and guidance.

Forms that can be used to record internal moderation activities are available at [www.Ascentis.co.uk](http://www.Ascentis.co.uk), although centre-devised forms can also be used.

Ascentis External Moderators will confirm the Internal Moderation activities at their visit.

### **External Moderation**

Accredited centres will normally be visited twice a year for external moderation. The focus of the external moderation visits will include:

- Staff development, including guidance and support to assessors and internal moderators
- Moderation of a sample of the learners' evidence
- Confirmation of coverage of all the assessment criteria and units needed for unit certification or the full award.

### **Knowledge, Understanding and Skills required of Assessors and Internal Moderators**

Assessors of this qualification should have knowledge, understanding and skills in the Construction Industry together with practical experience in the application of these skills. Ideally they should hold a Construction qualification at Level 2 or above.

Internal Moderators need to be competent assessors with knowledge of the requirements of the internal moderation process. Ascentis provides training events for internal moderators and any person new to this role would be advised to go on an Ascentis training event.

### **Ascentis Foundation Co-ordinator**

Each centre must provide a named person to co-ordinate entries, collect fees, and agree moderation arrangements and liaise with Ascentis on behalf of centre tutors and learners.

This person must also represent the centre in ensuring that action required on the basis of moderation reports is carried out to the satisfaction of Ascentis.

### **Health and Safety**

A centre must have completed a full risk assessment of all areas of activity and identified potential risks. Where a risk exists, all practicable actions must be taken to eliminate or reduce this risk so that it is as low as possible

**Unit 1 - Introduction to Construction Work**

**Entry 3**

**Introduction**

The unit will give an introduction to the construction industry and give you the opportunity to learn about the conditions of work that can be expected within the sector.

This unit is assessed through a portfolio of evidence.

**Credit Value: 2**

**Guided Learning Hours: 10**

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the construction industry and the organisations and job roles within it	1.1	Recognise the purpose of the construction industry
		1.2	Recognise different types of organisations within the construction industry
		1.3	List roles within the construction industry
2	Know the terms, conditions and benefits of different jobs within the construction sector	2.1	Recognise the terms, conditions and benefits of different job roles and different employers within the construction sector

Indicative content
<p><b>1 Construction industry</b>                      Structure of industry – small and larger firms, specialist firms and services; sole traders, large companies, sub-contractors; specialists – electricians, plumbers etc.; Roles – apprenticeships, builders, painters and decorators, architects etc.</p> <p><b>2 Conditions</b>                      Working practices - flexibility, flexi-time, shift patterns, short-term employment, self-employment, contract work; conditions – rates of pay, overtime, bonuses, holidays, working away from home; benefits – pension, tools allowance, meals on duty, free clothes/uniform, PPEs.</p>

This unit is also a component part of the following qualifications: Ascentis Entry 3 Certificate in Personal and Professional Development (500/4140/X); Ascentis Level 1 Certificate in Personal and Professional Development (500/4142/3); Ascentis Entry 3 Introduction to Employment in the Construction Industries (500/4068/6)

**Unit 1 - Introduction to Construction Work**

**Level 1**

**Introduction**

The unit will give an introduction to the construction industry and give learners the opportunity to learn about the conditions of work that can be expected within the sector.

This unit is assessed through a portfolio of evidence.

**Credit Value: 2**

**Guided Learning Hours: 10**

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the construction Industry and the organisations and job roles within it	1.1	Identify the purpose of the construction industry
		1.2	Identify different types of organisations within the construction industry
		1.3	Identify roles within the construction industry
2.	Examine the terms, conditions and benefits of different jobs within the construction sector	2.1	Identify the terms, conditions and benefits of different job roles and different employers within the construction sector

**Indicative content**

**1 Construction industry**

Structure of industry – small and larger firms, specialist firms and services; sole traders, large companies, sub contractors; specialists – electricians, plumbers etc.; Roles – apprenticeships, builders, electricians, plumbers, architects.

**2 Conditions**

Working practices - flexibility, flexi-time, shift patterns, short-term employment, self-employment, contract work; conditions – rates of pay, overtime, bonuses, holidays, working away from home; benefits – pension, tools allowance, meals on duty, free clothes/uniform, PPEs.

This unit is also a component part of the following qualifications: Ascentis Entry 3 Certificate in Personal and Professional Development (500/4140/X); Ascentis Level 1 Certificate in Personal and Professional Development (500/4142/3)

**Unit 2 - Principles of Health and Safety**

**Level 1**

**Introduction**

This unit introduces basic health and safety issues and will raise your awareness of health, safety and welfare in the workplace.

This unit is assessed through a portfolio of evidence.

**Credit Value: 6**

**Guided Learning Hours: 60**

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Understand the importance of health, safety and welfare in the workplace	1.1 Describe what is meant by health and safety in the workplace and explain why it is important 1.2 Describe what is meant by 'welfare provision at work' 1.3 Explain why personal hygiene is important 1.4 Explain the responsibilities of employers and employees in relation to health and safety
2 Know potential hazards and risks in the workplace	2.1 Define the terms hazard, harm and risk 2.2 Describe the harm that a range of health and safety hazards can cause 2.3 Explain how workplace conditions can cause hazards
3 know common safety signs found in the workplace	3.1 Identify the different safety signs and describe the hazards they indicate
4 Demonstrate an awareness of safe practices and protective equipment	4.1 Describe fire and emergency procedures 4.2 Identify the different fire extinguishers and when each should be used 4.3 Describe personal protective equipment and the protection it provides 4.4 Explain why it is important to report accidents, ill health and other incidents 4.5 Explain why First Aid provision is important in the workplace

Indicative content
<p><b>1 Health, safety and welfare</b>                      What health and safety in the workplace covers and why it is important; welfare provision – washrooms, other facilities (e.g. places to eat and drink), breaks etc; personal hygiene – important for health of self and others; employer, manager and employee; responsibilities – legal and organisational.</p> <p><b>2 Hazards and risks</b>                      Definitions of hazard, harm and risk; range of hazards and the harm they may cause e.g. manual handling, repetitive work, noise and vibration, hazardous substances, computers, animals, slips, trips and falls, falling from height, machinery/equipment, electricity, transport/vehicles, fire/explosions (the fire triangle), confined spaces, pressure systems, people/stress. Conditions in the workplace including: housekeeping, access and exit routes, lighting, ventilation, noise, temperature, dust/fumes, working space and the hazards they may cause.</p> <p><b>3 Safety Signs</b>                      Safety signs and the hazards they indicate to include: prohibition signs, warning signs, safe condition signs, mandatory signs, fire signs.</p> <p><b>4 Safe practices and protective equipment</b>                      Fire drills and procedures; what to do if you discover a fire or other emergency; fire extinguishers and their use; personal protective equipment to include: protective clothing, head protection, eye protection, hearing protection, respiratory protection, hand protection, foot protection; protection provided by protective equipment; importance of accident reporting; First Aid – legal requirements and protection of employees.</p>

**Unit 3 - Handling and Storing Materials and Components**

**Level 1**

**Introduction**

In this unit you will learn how to clean and maintain the tools and equipment that you commonly use within your work area, as well as how to handle waste materials. You will learn to plan how to carry out a task that is already familiar to you; this will include estimating the time needed to complete the task, identifying the tools and equipment needed and the working methods to successfully complete the task.

This unit is assessed through a portfolio of evidence.

**Credit Value: 6**

**Guided Learning Hours: 60**

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Know how to dispose of non-hazardous waste materials	1.1 Outline the correct procedures for disposing of non-hazardous waste materials
2 Demonstrate an understanding of common tools, equipment, materials and components	2.1 Identify the correct way of cleaning a range of common tools and equipment 2.2 Identify where common tools should normally be stored 2.3 Name a range of materials, products and components stored in the workplace 2.4 Name the conditions that might cause the deterioration of a range of materials
3 Prepare for two multi-step tasks	3.1 Name the tools and equipment required to complete each step of a task 3.2 Name the materials and components required to complete a task

**Unit 4 – Personal Work Skills**

**Level 1**

**Introduction**

In this unit you are required to conduct yourself in an appropriate manner within a work area. You are required to maintain satisfactory attendance, to dress appropriately and to communicate and co-operate with others within the work area.

This unit is assessed through a portfolio of evidence.

**Credit Value: 4**

**Guided Learning Hours: 40**

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Display the correct attitude towards work and learning	1.1 Maintain satisfactory attendance on the programme (no more than 20% unauthorised absence) 1.2 Conduct self in a manner appropriate for work with no reported incidents of misconduct
2 Understand the importance of maintaining the correct appearance at work	2.1 Be appropriately dressed for work. This includes appropriate footwear, outer garments, hairstyle and headwear and where relevant should include the removal of any jewellery
3 Work effectively with others	3.1 Communicate with others (tutor, fellow learners etc.) in a manner appropriate for a work context, this includes asking/answering questions and cooperating with others in the completion of a task 3.2 Comply with appropriate work requests as instructed or be able to give an appropriate explanation for inability to comply

This unit is also a component part of the following qualification: Ascentis Entry 3 Introduction to Employment in the Construction Industries (500/4068/6)

**Tutor Guidance**

In order to encourage the development of personal work skills it is important that the learner knows the criteria against which they are judged in order to successfully achieve this unit.

It is expected that the learner through the duration of the course will maintain a minimum of 80% attendance, with no more than 20% unauthorised absence. However it should be emphasised that future employers will be looking for an attendance rate of well above 80% and the learner should be striving for an attendance rate nearer to 100%. It may be that some learners beginning this course have a previous poor attendance pattern and initial support is needed in order for them to achieve the 80% attendance. In this case it is acceptable to assess the attendance rate between later points in the learner's course, rather than from the commencement of the programme. However the time span should be sufficient to have confidence in the assessment criteria being met. Authorised absence in excess of this is permissible providing the necessary evidence is provided by the learner e.g. doctor's sick note.

Appendix 3 has a recording form for Unit 4 that should be completed for each learner as evidence of completion. Other evidence is also encouraged.

**Unit 5 – Introduction to Self Employment**

**Level 1**

**Introduction**

In this unit you will be introduced to self employment by looking at how you could use your own skills and experience to create self-employment opportunities. You will learn how to produce a simple business plan to evaluate and promote your employment idea. You will also look at the legal and practical aspects of self employment.

This unit is assessed through a portfolio of evidence.

**Credit Value: 2**

**Guided Learning Hours: 10**

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Identify self-employment opportunities	1.1 Describe your own skills, abilities and achievements that might be useful in self employment 1.2 Describe possible self employment opportunities
2 Produce a simple business plan	2.1 Identify required resources 2.2 Estimate costs and potential income 2.3 Prepare a simple business plan
3 Understand the legal and practical aspects of being self employed	3.1 Describe barriers to and aspects of self employment 3.2 Identify sources of help 3.3 Describe the main legal aspects of self employment

Indicative content
<p>1 Opportunities Skills audit to identify own skills and abilities; skills to include communication skills, numeracy, self-starter, time management, decision making and problem solving, specialist skills for specific business ideas; opportunities based on skills and abilities; assessment of ideas to decide if possible.</p> <p>2 Business plans How to identify resources; resources to include materials and equipment, employees, finance, stock and consumables, transport, premises, licences etc.; finding out about costs; researching possible income levels e.g. looking at similar services, estimating required profit margin; gross and net profit; preparing a business plan.</p> <p>3 Legal and practical issues Practical issues: reality of working alone, possible irregularity of payment, impact on current finances e.g. benefits; sources of help including banks, Business Link and other Government agencies, local agencies, friends, family etc. Legal aspects to include requirement to pay tax, licences where required, health and safety issues, any specialist legislation relating to specific business idea.</p>

This unit is also a component part of the following qualification: Ascentis Level 1 Certificate in Personal and Professional Development (500/4142/3)

**Unit 6 – Carrying out Dry Lining Operations**

**Level 1**

**Introduction**

In this unit you will learn how to carry out a dry lining task following a plan. You will learn how to choose the correct tools for the task and carry out work in such a way as to minimise waste and risk to your own personal safety.

Assessment will be through the completion of an externally set task which will be carried out under supervised conditions.

**Credit Value: 6**

**Guided Learning Hours: 60**

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Observe good health and safety practice whilst carrying out a dry lining task	1.1 Wear or use necessary personal protective equipment in all tasks and activities 1.2 Follow good health and safety practice throughout the task 1.3 Handle tools and materials safely
2 Carry out a dry lining task according to a plan	2.1 Follow the method of application/installation according to a plan or task sheet 2.2 Select the major and common materials/components and how they should be prepared 2.3 Select the major and common tools and equipment to be used 2.4 Apply the skills required for each stage of task.
3 Work appropriately with materials and tools to carry out a dry lining task	3.1 Apply/install a common range of materials and components 3.2 Handle materials, components, tools and equipment for the task so as to minimise wastage and damage. 3.3 Clean tools following use 3.4 Return tools and materials to their designated places upon completion of the task 3.5 Dispose correctly of any waste materials during and upon completion of the task

**Unit 7 - Carrying out Electrical Installation Operations**

**Level 1**

**Introduction**

In this unit you will learn how to carry out an electrical installation following a plan. You will learn how to choose the correct tools for the task and carry out work in such a way as to minimise waste and risk to your own personal safety.

Assessment will be through the completion of an externally set task which will be carried out under supervised conditions.

**Credit Value: 6**

**Guided Learning Hours: 60**

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Observe good health and safety practice whilst carrying out an electrical installation	1.1 Wear or use necessary personal protective equipment in all tasks and activities 1.2 Follow good health and safety practice throughout the task 1.3 Handle tools and materials safely
2 Carry out an electrical installation according to a plan	2.1 Follow the method of application/installation according to a plan or task sheet 2.2 Select the major and common materials/components and how they should be prepared 2.3 Select the major and common tools and equipment to be used 2.4 Apply the skills required for each stage of task.
3 Work appropriately with materials and tools to carry out an electrical installation	3.1 Apply/install a common range of materials and components 3.2 Handle materials, components, tools and equipment for the task so as to minimise wastage and damage. 3.3 Clean tools following use 3.4 Return tools and materials to their designated places upon completion of the task 3.5 Dispose correctly of any waste materials during and upon completion of the task.

**Unit 8 – Carrying out Flooring Operations**

**Level 1**

**Introduction**

In this unit you will learn how to carry out a flooring task following a plan. You will learn how to choose the correct tools for the task and carry out work in such a way as to minimise waste and risk to your own personal safety.

Assessment will be through the completion of an externally set task which will be carried out under supervised conditions.

**Credit Value: 6**

**Guided Learning Hours: 60**

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Observe good health and safety practice whilst carrying out a flooring task.	1.1 Wear or use necessary personal protective equipment in all tasks and activities 1.2 Follow good health and safety practice throughout the task 1.3 Handle tools and materials safely.
2 Carry out a flooring task according to a plan	2.1 Follow the method of application/installation according to a plan or task sheet 2.2 Select the major and common materials/components and how they should be prepared 2.3 Select the major and common tools and equipment to be used 2.4 Apply the skills required for each stage of task.
3 Work appropriately with materials and tools to carry out a flooring task	3.1 Apply/install a common range of materials and components 3.2 Handle materials, components, tools and equipment for the task so as to minimise wastage and damage. 3.3 Clean tools following use 3.4 Return tools and materials to their designated places upon completion of the task 3.5 Dispose correctly of any waste materials during and upon completion of the task.

**Unit 9 – Carrying out Gas Service Engineering Operations**

**Level 1**

**Introduction**

In this unit you will learn how to carry out a gas service engineering task following a plan. You will learn how to choose the correct tools for the task and carry out work in such a way as to minimise waste and risk to your own personal safety.

Assessment will be through the completion of an externally set task which will be carried out under supervised conditions.

**Credit Value: 6**

**Guided Learning Hours: 60**

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Observe good health and safety practice whilst carrying out a gas service engineering task.	1.1 Wear or use necessary personal protective equipment in all tasks and activities 1.2 Follow good health and safety practice throughout the task 1.3 Handle tools and materials safely.
2 Carry out a gas service engineering task according to a plan	2.1 Follow the method of application/installation according to a plan or task sheet 2.2 Select the major and common materials/components and how they should be prepared 2.3 Select the major and common tools and equipment to be used 2.4 Apply the skills required for each stage of task.
3 Work appropriately with materials and tools to carry out a gas service engineering task	3.1 Apply/install a common range of materials and components 3.2 Handle materials, components, tools and equipment for the task so as to minimise wastage and damage. 3.3 Clean tools following use 3.4 Return tools and materials to their designated places upon completion of the task 3.5 Dispose correctly of any waste materials during and upon completion of the task.

## Unit 10 – Carrying out Ground Work Operations

**Level 1**

### Introduction

In this unit you will learn how to carry out a ground work task following a plan. You will learn how to choose the correct tools for the task and carry out work in such a way as to minimise waste and risk to your own personal safety.

Assessment will be through the completion of an externally set task which will be carried out under supervised conditions.

**Credit Value: 6**

**Guided Learning Hours: 60**

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Observe good health and safety practice whilst carrying out a ground work task	1.1 Wear or use necessary personal protective equipment in all tasks and activities 1.2 Follow good health and safety practice throughout the task 1.3 Handle tools and materials safely.
2 Carry out a ground work task according to a plan	2.1 Follow the method of application/installation according to a plan or task sheet 2.2 Select the major and common materials/components and how they should be prepared 2.3 Select the major and common tools and equipment to be used 2.4 Apply the skills required for each stage of task.
3 Work appropriately with materials and tools to carry out a ground work task	3.1 Apply/install a common range of materials and components 3.2 Handle materials, components, tools and equipment for the task so as to minimise wastage and damage. 3.3 Clean tools following use 3.4 Return tools and materials to their designated places upon completion of the task 3.5 Dispose correctly of any waste materials during and upon completion of the task.

**Unit 11 – Carrying out Painting and Decorating Operations**

**Level 1**

**Introduction**

In this unit you will learn how to carry out a painting and decorating task following a plan. You will learn how to choose the correct tools for the task and carry out work in such a way as to minimise waste and risk to your own personal safety.

Assessment will be through the completion of an externally set task which will be carried out under supervised conditions.

**Credit Value: 6**

**Guided Learning Hours: 60**

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Observe good health and safety practice whilst carrying out a painting and decorating task	1.1 Wear or use necessary personal protective equipment in all tasks and activities 1.2 Follow good health and safety practice throughout the task 1.3 Handle tools and materials safely.
2 Carry out a painting and decorating task according to a plan	2.1 Follow the method of application/installation according to a plan or task sheet 2.2 Select the major and common materials/components and how they should be prepared 2.3 Select the major and common tools and equipment to be used 2.4 Apply the skills required for each stage of task.
3 Work appropriately with materials and tools to carry out a painting and decorating task	3.1 Apply/install a common range of materials and components 3.2 Handle materials, components, tools and equipment for the task so as to minimise wastage and damage. 3.3 Clean tools following use 3.4 Return tools and materials to their designated places upon completion of the task 3.5 Dispose correctly of any waste materials during and upon completion of the task.

## Unit 12 – Carrying out Plastering Operations

Level 1

### Introduction

In this unit you will learn how to carry out a plastering task following a plan. You will learn how to choose the correct tools for the task and carry out work in such a way as to minimise waste and risk to your own personal safety.

Assessment will be through the completion of an externally set task which will be carried out under supervised conditions.

**Credit Value: 6**

**Guided Learning Hours: 60**

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Observe good health and safety practice whilst carrying out a plastering task	1.1 Wear or use necessary personal protective equipment in all tasks and activities 1.2 Follow good health and safety practice throughout the task 1.3 Handle tools and materials safely.
2 Carry out a plastering task according to a plan	2.1 Follow the method of application/installation according to a plan or task sheet 2.2 Select the major and common materials/components and how they should be prepared 2.3 Select the major and common tools and equipment to be used 2.4 Apply the skills required for each stage of task.
3 Work appropriately with materials and tools to carry out a plastering task	3.1 Apply/install a common range of materials and components 3.2 Handle materials, components, tools and equipment for the task so as to minimise wastage and damage. 3.3 Clean tools following use 3.4 Return tools and materials to their designated places upon completion of the task 3.5 Dispose correctly of any waste materials during and upon completion of the task.

**Unit 13 – Carrying out Plumbing Operations**

**Level 1**

**Introduction**

In this unit you will learn how to carry out a plumbing task following a plan. You will learn how to choose the correct tools for the task and carry out work in such a way as to minimise waste and risk to your own personal safety.

Assessment will be through the completion of an externally set task which will be carried out under supervised conditions.

**Credit Value: 6**

**Guided Learning Hours: 60**

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Observe good health and safety practice whilst carrying out a plumbing task	1.1 Wear or use necessary personal protective equipment in all tasks and activities 1.2 Follow good health and safety practice throughout the task 1.3 Handle tools and materials safely.
2 Carry out a plumbing task according to a plan	2.1 Follow the method of application/installation according to a plan or task sheet 2.2 Select the major and common materials/components and how they should be prepared 2.3 Select the major and common tools and equipment to be used 2.4 Apply the skills required for each stage of task.
3 Work appropriately with materials and tools to carry out a plumbing task	3.1 Apply/install a common range of materials and components 3.2 Handle materials, components, tools and equipment for the task so as to minimise wastage and damage. 3.3 Clean tools following use 3.3 Return tools and materials to their designated places upon completion of the task 3.4 Dispose correctly of any waste materials during and upon completion of the task.

**Unit 14 – Carrying out Sign Making Operations**

**Level 1**

**Introduction**

In this unit you will learn how to carry out a sign making task following a plan. You will learn how to choose the correct tools for the task and carry out work in such a way as to minimise waste and risk to your own personal safety.

Assessment will be through the completion of an externally set task which will be carried out under supervised conditions.

**Credit Value: 6**

**Guided Learning Hours: 60**

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Observe good health and safety practice whilst carrying out a sign making task	1.1 Wear or use necessary personal protective equipment in all tasks and activities 1.2 Follow good health and safety practice throughout the task 1.3 Handle tools and materials safely.
2 Carry out a sign making task according to a plan	2.1 Follow the method of application/installation according to a plan or task sheet 2.2 Select the major and common materials/components and how they should be prepared 2.3 Select the major and common tools and equipment to be used. 2.4 Apply the skills required for each stage of task.
3 Work appropriately with materials and tools to carry out a sign making task	3.1 Apply/install a common range of materials and components 3.2 Handle materials, components, tools and equipment for the task so as to minimise wastage and damage. 3.3 Clean tools following use 3.4 Return tools and materials to their designated places upon completion of the task 3.5 Dispose correctly of any waste materials during and upon completion of the task.

**Unit 15 – Carrying out Tiling Operations**

**Level 1**

**Introduction**

In this unit you will learn how to carry out a tiling task following a plan. You will learn how to choose the correct tools for the task and carry out work in such a way as to minimise waste and risk to your own personal safety.

Assessment will be through the completion of an externally set task which will be carried out under supervised conditions.

**Credit Value: 6**

**Guided Learning Hours: 60**

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Observe good health and safety practice whilst carrying out a tiling task	1.1 Wear or use necessary personal protective equipment in all tasks and activities 1.2 Follow good health and safety practice throughout the task 1.3 Handle tools and materials safely.
2 Carry out a tiling task according to a plan	2.1 Follow the method of application/installation according to a plan or task sheet 2.2 Select the major and common materials/components and how they should be prepared 2.3 Select the major and common tools and equipment to be used 2.4 Apply the skills required for each stage of task.
3 Work appropriately with materials and tools to carry out a tiling task	3.1 Apply/install a common range of materials and components 3.2 Handle materials, components, tools and equipment for the task so as to minimise wastage and damage. 3.3 Clean tools following use 3.4 Return tools and materials to their designated places upon completion of the task 3.5 Dispose correctly of any waste materials during and upon completion of the task.

**Unit 16 – Carrying out Trowel Operations**

**Level 1**

**Introduction**

In this unit you will learn how to carry out a trowel task following a plan. You will learn how to choose the correct tools for the task and carry out work in such a way as to minimise waste and risk to your own personal safety.

Assessment will be through the completion of an externally set task which will be carried out under supervised conditions.

**Credit Value: 6**

**Guided Learning Hours: 60**

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Observe good health and safety practice whilst carrying out a trowel task	1.1 Wear or use necessary personal protective equipment in all tasks and activities 1.2 Follow good health and safety practice throughout the task 1.3 Handle tools and materials safely.
2 Carry out a trowel task according to a plan	2.1 Follow the method of application/installation according to a plan or task sheet 2.2 Select the major and common materials/components and how they should be prepared 2.3 Select the major and common tools and equipment to be used 2.4 Apply the skills required for each stage of task.
3 Work appropriately with materials and tools to carry out a trowel task	3.1 Apply/install a common range of materials and components 3.2 Handle materials, components, tools and equipment for the task so as to minimise wastage and damage. 3.3 Clean tools following use 3.4 Return tools and materials to their designated places upon completion of the task 3.5 Dispose correctly of any waste materials during and upon completion of the task.

**Unit 17 – Carrying out Wood Operations**

**Level 1**

**Introduction**

In this unit you will learn how to carry out a woodwork task following a plan. You will learn how to choose the correct tools for the task and carry out work in such a way as to minimise waste and risk to your own personal safety.

Assessment will be through the completion of an externally set task which will be carried out under supervised conditions.

**Credit Value: 6**

**Guided Learning Hours: 60**

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Observe good health and safety practice whilst carrying out a wood work task	1.1 Wear or use necessary personal protective equipment in all tasks and activities 1.2 Follow good health and safety practice throughout the task 1.3 Handle tools and materials safely.
2 Carry out a woodwork task according to a plan	2.1 Follow the method of application/installation according to a plan or task sheet 2.2 Select the major and common materials/components and how they should be prepared 2.3 Select the major and common tools and equipment to be used 2.4 Apply the skills required for each stage of task.
3 Work appropriately with materials and tools to carry out a woodwork task	3.1 Apply/install a common range of materials and components 3.2 Handle materials, components, tools and equipment for the task so as to minimise wastage and damage. 3.3 Clean tools following use 3.4 Return tools and materials to their designated places upon completion of the task 3.5 Dispose correctly of any waste materials during and upon completion of the task.

## APPENDIX 1

### Summary Record of Achievement

Learner Name \_\_\_\_\_

Unit Title	Tick if unit claimed	Level/ Credit Value	Date completed	Assessor Signature	Internal Moderator Signature (if sampled)
Introduction to Construction Work		E3/2			
Introduction to Construction Work		L1/2			
Principles of Health and Safety		L1/6			
Introduction to Self-Employment		L2/2			
Personal Work Skills		L1/4			
Handling and Storing Materials and Components		L1/6			
Carrying out Dry Lining Operations		L1/6			
Carrying out Electrical Installation Operations		L1/6			
Carrying out Flooring Operations		L1/6			
Carrying out Gas Service Engineering Operations		L1/6			
Carrying out Ground Work Operations		L1/6			
Carrying out Painting and Decorating Operations		L1/6			
Carrying out Plastering Operations		L1/6			
Carrying out Plumbing Operations		L1/6			
Carrying out Sign Making Operations		L1/6			
Carrying out Tiling Operations		L1/6			

Carrying out Trowel Operations		L1/6			
Carrying out Wood Operations		L1/6			

Total credit value of claim \_\_\_\_\_

For the full certificate this should be 24 or more and include all the mandatory units (Units 1, 2, 3 and 4)

Learner Signature \_\_\_\_\_

Assessor Signature \_\_\_\_\_

## APPENDIX 2

### Tracking Sheets

#### Unit 1: Introduction to Construction Work (Entry 3)

Assessment Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Recognise the purpose of the construction industry				
1.2 Recognise different types of organisations within the construction industry				
1.3 List roles within the construction industry				
2.1 Recognise the terms, conditions and benefits of different job roles and different employers within the construction sector				

The above evidence has been assessed against the standards and judged for validity, authenticity and reliability.

Learner Signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor Signature \_\_\_\_\_ Date \_\_\_\_\_

Internal Moderator \_\_\_\_\_ Date \_\_\_\_\_

## Tracking Sheets

### Unit 1: Introduction to Construction Work (Level 1)

Assessment Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify the purpose of the construction industry				
1.2 Identify different types of organisations within the construction industry				
1.3 Identify roles within the construction industry				
2.1 Identify the terms, conditions and benefits of different job roles and different employers within the construction sector				

The above evidence has been assessed against the standards and judged for validity, authenticity and reliability.

Learner Signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor Signature \_\_\_\_\_ Date \_\_\_\_\_

Internal Moderator \_\_\_\_\_ Date \_\_\_\_\_

## Tracking Sheets

### Unit 2: Principles of Health and Safety

Assessment Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Describe what is meant by health and safety in the workplace and explain why it is important				
1.2 Describe what is meant by 'welfare provision at work'				
1.3 Explain why personal hygiene is important				
1.4 Explain the responsibilities of employers and employees in relation to health and safety				
2.1 Define the terms hazard, harm and risk				
2.2 Describe the harm that a range of health and safety hazards can cause				
2.3 Explain how workplace conditions can cause hazards				
3.1 Identify the different safety signs and describe the hazards they indicate				
4.1 Describe fire and emergency procedures				
4.2 Identify the different fire extinguishers and when they should be used				
4.3 Describe personal protective equipment and the protection it provides				
4.4 Explain why it is important to report accidents, ill health and other incidents				
4.5 Explain why First Aid provision is important in the workplace				

The above evidence has been assessed against the standards and judged for validity, authenticity and reliability.

Learner Signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor Signature \_\_\_\_\_ Date \_\_\_\_\_

Internal Moderator \_\_\_\_\_ Date \_\_\_\_\_

## Tracking Sheets

### Unit 3: Handling and Storing Materials and Components

Assessment Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Outline the correct procedures for disposing of non-hazardous waste materials				
2.1 Identify the correct way of cleaning a range of common tools and equipment				
2.2 Identify where common tools should normally be stored				
2.3 Name a range of materials, products and components stored in the workplace				
2.4 Name the conditions that might cause the deterioration of a range of materials				
3.1 Name the tools and equipment required to complete each step of a task				
3.2 Name the materials and components required to complete a task				

The above evidence has been assessed against the standards and judged for validity, authenticity and reliability.

Learner Signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor Signature \_\_\_\_\_ Date \_\_\_\_\_

Internal Moderator \_\_\_\_\_ Date \_\_\_\_\_

## Tracking Sheets

### Unit 4: Personal Work Skills

Assessment Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Maintain satisfactory attendance on the programme (no more than 20% unauthorised absence)				
1.2 Conduct self in a manner appropriate for work with no reported incidents of misconduct				
2.1 Be appropriately dressed for work. This includes appropriate footwear, outer garments, hairstyle and headwear and where relevant should include the removal of any jewellery				
3.1 Communicate with others (tutor, fellow learners etc) in a manner appropriate for a work context, this includes asking/answering questions and cooperating with others in the completion of a task				
3.2 Comply with appropriate work requests as instructed or able to give an appropriate explanation for inability to comply				

The above evidence has been assessed against the standards and judged for validity, authenticity and reliability.

Learner Signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor Signature \_\_\_\_\_ Date \_\_\_\_\_

Internal Moderator \_\_\_\_\_ Date \_\_\_\_\_

## Tracking Sheets

### Unit 5: Introduction to Self Employment

Assessment Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Describe your own skills, abilities and achievements that might be useful in self employment				
1.2 Describe possible self employment opportunities				
2.1 Identify required resources				
2.2 Estimate costs and potential income				
2.3 Prepare a simple business plan				
3.1 Describe barriers to and aspects of self employment				
3.2 Identify sources of help				
3.3 Describe the main legal aspects of self employment				

The above evidence has been assessed against the standards and judged for validity, authenticity and reliability.

Learner Signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor Signature \_\_\_\_\_ Date \_\_\_\_\_

Internal Moderator \_\_\_\_\_ Date \_\_\_\_\_

## APPENDIX 3

### Personal Work Skills Record Form

Learner Name \_\_\_\_\_

Tutor Name \_\_\_\_\_

Centre Name \_\_\_\_\_

Yes/No

- |   |  |                          |
|---|--|--------------------------|
| 1 | Maintains satisfactory attendance on the programme (no more than 20% unauthorised absence)   | <input type="checkbox"/> |
| 2 | Conducts self in a manner appropriate for work. No reported incidents of misconduct  | <input type="checkbox"/> |
| 3 | Is appropriately dressed for work. This includes appropriate footwear, outer garments, hairstyle and headwear. Where relevant this includes the removal of any jewellery                           | <input type="checkbox"/> |
| 4 | Communicates with others (tutor, fellow learner etc.) in a manner appropriate for a work context. This includes asking/answering questions and cooperating with others in the completion of a task | <input type="checkbox"/> |
| 5 | Complies with appropriate work requests as instructed or is able to give an appropriate explanation for inability to comply.   | <input type="checkbox"/> |

Tutor/Assessor Signature \_\_\_\_\_ Date \_\_\_\_\_

## APPENDIX 4

### Observation Record

Learner Name \_\_\_\_\_

Centre Name \_\_\_\_\_

Unit

Level

Assessment criteria covered

What the Learner had to do

Assessor's Comment on the Learner's Performance

The above evidence has been assessed against the standards and has been judged for validity, authenticity and reliability.

Assessor Signature \_\_\_\_\_ Date \_\_\_\_\_

Internal Moderator Signature \_\_\_\_\_ Date \_\_\_\_\_  
(if sampled)

## APPENDIX 5

### Mapping to Key Skills at Level 1

Key Skill	Part B Standard	Evidence	Ascentis
Working with others	WO1.1 Confirm you understand the given objectives, and plan for working together.	1.1.1 Check that you clearly understand what you have to achieve together  1.1.2 Identify what needs to be done and your individual responsibilities  1.1.3 Make sure you understand the arrangements for working together.	As part of the programme of study the learner could be asked to carry out a construction task together with other learners. This will help them to meet the evidence requirements for the key skill of working with others.
	WO1.2 Work with others towards achieving the given objectives.	1.1.1 Carry out tasks to meet your responsibilities 1.2.2 Work safely, following the working methods you have been given 1.2.3 Check progress, asking for help and offering support to others, when appropriate.	
	WO1.3 Identify ways you helped to achieve things and how to improve your work with others.	1.3.1 Identify what went well and less well in working with others 1.3.2 Identify how you helped to achieve things together 1.3.3 Suggest ways of improving your work with others for the next time.	
Improving own learning and performance	LP1.1 Confirm your targets and plan how to meet these with the person setting them.	1.1.1 Make sure targets show what you want to achieve 1.1.2 Identify clear action points and deadlines for each target 1.1.3 Identify how to get the support you need and the arrangements for reviewing your progress	As part of the induction to the programme learners could be encouraged to write a learning action plan with the support of their tutors.  Throughout the programme learners could work with their tutors to follow their learning action plan, making changes as when necessary.
	LP1.2 Follow your plan, to help meet targets and improve your performance.	1.2.1 Work through your action points to complete these on time 1.2.2 Use ways of learning suggested by your supervisor, making changes, when needed, to improve your performance	

		1.2.3 Use support given by others to help you meet targets.	At the end of the programme learners could be encouraged to carry out a review of their learning action plan and evaluate their progress over the programme of study.
	LP1.3 Review your progress and achievements in meeting targets, with an appropriate person.	1.3.1 Say what you learned and how you learned, including what has gone well and what has gone less well 1.3.2 Identify targets you have met and your achievements 1.3.3 Check what you need to do to improve your performance.	
Communication	C1.1 Take part in either a <b>one-to-one</b> discussion or a <b>group</b> discussion.	1.1.1 Provide information that is relevant to the subject and purpose of the discussion 1.1.2 Communicate clearly in a way that suits the situation and respond appropriately to others.	In Unit 1 learners could participate in a group discussion on the role of the construction industry and the different organisations and jobs within it.  Learners have the opportunity to generate documents such as: a research report on the construction industry (Unit 1); a fire procedures poster (Unit 2); a business plan (Unit 3)
	C1.3 Write <b>two</b> different types of documents.	1.3.1 Present relevant information in a format that suits your purpose 1.3.2 Spell, punctuate and use grammar accurately 1.3.3 Make your meaning clear.	

## APPENDIX 6

### Mapping to Functional Skills at Level 1

English	
Functional Skills Standards	Ascentis
Take full part in formal and informal discussions/exchanges.	In Unit 1 learners could participate in a group discussion on the role of the construction industry and the different organisations and jobs within it.
Read and understand a range of texts.	Learners should encounter a variety of texts over the course of the qualification.  Some examples might be: <ul style="list-style-type: none"> <li>▪ An information booklet on the construction industry (Unit 1)</li> <li>▪ Information on the legal aspects of self employment (Unit 3)</li> <li>▪ Task specifications (Units 6 -17).</li> </ul>
Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience.	Learners have the opportunity to generate written documents such as: a research report on the construction industry (Unit 1); a fire procedures poster (Unit 2); a business plan (Unit 3)

ICT	
Functional Skills Standards	Ascentis
<b>Use ICT Systems</b>	
Interact with and use ICT systems independently to meet needs.	Learners should be encouraged to use ICT systems at every opportunity. Examples might include: <ul style="list-style-type: none"> <li>▪ Requesting a piece of work in electronic format</li> <li>▪ Printing documents</li> <li>▪ Correspondence via email.</li> </ul>
Manage information storage.	Learners should be encouraged to manage and store any work they do using ICT systems effectively during the programme of study
Follow and understand the need for safety and security practices.	Learners should be taught to follow these practices whenever they use ICT systems during the programme of study.
<b>Find and Select Information</b>	
1. Select and use a variety of sources of Information independently to meet needs.	Learners could be asked to carry out a research project using a variety of sources of information.  Examples might include: <ul style="list-style-type: none"> <li>▪ Research on the construction industry (Unit 1)</li> <li>▪ Research on self employment (Unit 3).</li> </ul>
2. Access, search for, select and use ICT-based information and evaluate its fitness for purpose.	Learners could be asked to carry out a research project using the internet using the examples provided above.
<b>Develop, present and communicate information</b>	
Enter, develop and format information to suit its meaning and purpose, including: text and tables, images, numbers, graphs, records.	Tutor could design an activity that requires learners to develop these skills. For example: <ul style="list-style-type: none"> <li>▪ Designing a poster to encourage good practice in health and safety (Unit 2)</li> <li>▪ Drafting a business plan (Unit 3)</li> <li>▪ Designing a PowerPoint presentation for a discussion task.</li> </ul>
Present information in ways that are fit for purpose and audience.	Learners should be encouraged to review the effectiveness of their work in the examples provided above.

Maths	
Functional Skills Standards	Ascentis
Select and apply mathematics in an organised way to find solutions to practical problems for different purposes.	This type of problem could be introduced to the learner during the carrying out operations units (Units 6-17). Examples might include: <ul style="list-style-type: none"> <li>▪ Problems of size and volume when planning to carry out a task.</li> </ul>
Use appropriate checking procedures at each stage.	On any occasion throughout the programme where the learner uses maths the use of simple checking procedures should be encouraged.