



Ascentis Level 1 Award and Certificate in  
Introduction to the Construction Environment  
Specification

**Ofqual Number:**

Award	603/5955/9
Certificate	603/5956/0

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## ABOUT ASCENTIS

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Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis 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:

- **an Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual, England), Council for the Curriculum, Examinations and Assessment (CCEA, Northern Ireland) and Qualifications Wales

**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, including Foundation Learning, vocational programmes and progression 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.

## ASCENTIS CONTACT DETAILS

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# ASCENTIS LEVEL 1 AWARD AND CERTIFICATE IN INTRODUCTION TO THE CONSTRUCTION ENVIRONMENT

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## Introduction

The Ascentis Level 1 Award and Certificate in Introduction to the Construction Environment introduce learners to the construction industry to enable them to progress with further training and employment within their chosen areas. The Certificate also allows learners to develop their personal and employability skills to prepare them for employment in this sector.

There are several features of these qualifications that make them very appropriate for their target learners:

- Unit certification is available for each of the units
- Verification and certification can be offered throughout the year, allowing maximum flexibility for centres
- They can be delivered either as a classroom-based courses or as a blended learning programme
- Evidence can be generated within a wide range of organisational contexts, allowing the qualifications to meet the specific occupational requirements of the learners

## Aims

The aims of these qualifications are to enable learners to develop their understanding at an introductory level:

- To prepare them for further training within their chosen occupational area
- To promote the importance of work-related skills within the construction industries

## Target Group

These qualifications are aimed at young people aged 14+ and adults who have an interest in following a career within the construction industry or would like to be introduced to new areas within the construction industry.

## Regulation Codes

Qualification Numbers (Ofqual):

Ascentis Level 1 Award in Introduction to the Construction Environment: 603/5955/9

Ascentis Level 1 Certificate in Introduction to the Construction Environment: 603/5956/0

## Rationale for the Rules of Combination

To achieve the Award in Introduction to the Construction Environment the learner must obtain a minimum of 7 credits. A minimum of 51% of credits must be taken at the level of the Award.

## Rules of Combination

Ascentis Level 1 Award in Introduction to the Construction Environment				
Learners must achieve 7 credits in total to achieve the Award. Learners must achieve the Mandatory unit and the remaining credits can be taken from Group B.				
Group A: (Mandatory Unit) A minimum 2 credits MUST be taken from Group A				
Unit Title	Level	Credit Value	GLH	Unit Reference
Introduction to Construction Work	Level 1	2	20	<a href="#">D/504/3120</a>
Group B: (Sector Skills) The remaining 5 credits can be taken from Group B				
Unit Title	Level	Credit Value	GLH	Unit Reference
Assemble Units for Interiors	Level 1	1	10	<a href="#">J/505/8601</a>
Carpentry Hand Skills	Level 1	3	27	<a href="#">J/503/2659</a>
Constructing a Cavity Wall Using Bricklaying Skills	Level 1	3	27	<a href="#">L/504/9625</a>
Constructing a Half Brick Wall Using Bricklaying Skills	Level 1	3	27	<a href="#">Y/504/9627</a>
Constructing a One Brick Wide Wall Using Bricklaying Skills	Level 1	3	27	<a href="#">H/504/9629</a>
Decorative Paint Effects for Interior Walls	Level 1	3	27	<a href="#">L/505/4114</a>
Developing Plumbing Skills	Level 1	4	36	<a href="#">H/505/8668</a>
Developing Practical Skills and Techniques	Level 1	3	27	<a href="#">Y/617/2905</a>
Developing Skills in Garden Horticulture	Level 1	3	27	<a href="#">T/504/2880</a>
Environmental Sustainability	Entry 3	1	10	<a href="#">J/505/8503</a>
Fitting Units for Interiors	Level 1	1	10	<a href="#">M/505/0539</a>
Fix and Fit Work Surfaces	Level 1	1	10	<a href="#">R/505/8603</a>
Health and Safety in a Practical Environment	Level 1	1	9	<a href="#">J/504/9364</a>
Health and Safety in Construction	Entry 3	3	30	<a href="#">H/505/1381</a>
Health and Safety in Construction	Level 1	3	30	<a href="#">D/505/1363</a>
Introduction to Carpentry and Joinery	Entry 3	3	30	<a href="#">Y/505/3192</a>
Introduction to Plastering Techniques	Level 1	3	27	<a href="#">R/505/4969</a>
Plastering Techniques	Level 1	3	27	<a href="#">R/504/9643</a>
Preparing Ceilings and Walls for Decoration	Level 1	3	27	<a href="#">Y/504/9644</a>
Understanding Ecology and Conservation	Level 1	3	27	<a href="#">Y/505/6576</a>
Use and Maintain Woodworking Tools	Level 1	3	27	<a href="#">A/505/8725</a>
Use of Tools and Equipment for Bricklaying	Level 1	3	27	<a href="#">F/505/8614</a>
Using Floor and Wall Tiling Techniques	Level 1	3	27	<a href="#">H/504/9646</a>
Using Painting Skills for Interior Ceilings and Walls	Level 1	3	27	<a href="#">K/504/9647</a>
Using Plastering Skills – Floating Coat to an Attached Pier	Level 1	3	27	<a href="#">M/504/9648</a>
Using Plastering Skills – Plastering to a Window Reveal	Level 1	3	27	<a href="#">T/504/9649</a>
Wallpapering Skills	Level 1	3	27	<a href="#">D/506/5330</a>

**PLEASE NOTE:** Units with the same title at different levels are barred

## Rationale for the Rules of Combination

To achieve the Certificate in Introduction to the Construction Environment the learner must obtain a minimum of 21 credits. A minimum of 51% of credits must be taken at the level of the Certificate.

## Rules of Combination

<b>Ascentis Level 1 Certificate in Introduction to the Construction Environment</b>				
Learners must achieve 21 credits in total to achieve the Certificate. Learners must achieve the Mandatory unit. The remaining credits can be taken from Group B (minimum of 12 credits and maximum of 15 credits) and Group C (minimum of 2 and maximum of 4 credits).				
<b>Group A: (Mandatory Unit) A minimum 2 credits MUST be taken from Group A</b>				
Unit Title	Level	Credit Value	GLH	Unit Reference
Introduction to Construction Work	Level 1	2	20	<a href="#">D/504/3120</a>
<b>Group B: (Sector Skills) A minimum of 12 credits and a maximum of 15 credits can be taken from Group B</b>				
Unit Title	Level	Credit Value	GLH	Unit Reference
Assemble Units for Interiors	Level 1	1	10	<a href="#">J/505/8601</a>
Carpentry Hand Skills	Level 1	3	27	<a href="#">J/503/2659</a>
Constructing a Cavity Wall Using Bricklaying Skills	Level 1	3	27	<a href="#">L/504/9625</a>
Constructing a Half Brick Wall Using Bricklaying Skills	Level 1	3	27	<a href="#">Y/504/9627</a>
Constructing a One Brick Wide Wall Using Bricklaying Skills	Level 1	3	27	<a href="#">H/504/9629</a>
Decorative Paint Effects for Interior Walls	Level 1	3	27	<a href="#">L/505/4114</a>
Developing Plumbing Skills	Level 1	4	36	<a href="#">H/505/8668</a>
Developing Practical Skills and Techniques	Level 1	3	27	<a href="#">Y/617/2905</a>
Developing Skills in Garden Horticulture	Level 1	3	27	<a href="#">T/504/2880</a>
Environmental Sustainability	Entry 3	1	10	<a href="#">J/505/8503</a>
Fitting Units for Interiors	Level 1	1	10	<a href="#">M/505/0539</a>
Fix and Fit Work Surfaces	Level 1	1	10	<a href="#">R/505/8603</a>
Health and Safety in a Practical Environment	Level 1	1	9	<a href="#">J/504/9364</a>
Health and Safety in Construction	Entry 3	3	30	<a href="#">H/505/1381</a>
Health and Safety in Construction	Level 1	3	30	<a href="#">D/505/1363</a>
Introduction to Carpentry and Joinery	Entry 3	3	30	<a href="#">Y/505/3192</a>
Introduction to Plastering Techniques	Level 1	3	27	<a href="#">R/505/4969</a>
Plastering Techniques	Level 1	3	27	<a href="#">R/504/9643</a>
Preparing Ceilings and Walls for Decoration	Level 1	3	27	<a href="#">Y/504/9644</a>
Understanding Ecology and Conservation	Level 1	3	27	<a href="#">Y/505/6576</a>
Use and Maintain Woodworking Tools	Level 1	3	27	<a href="#">A/505/8725</a>
Use of Tools and Equipment for Bricklaying	Level 1	3	27	<a href="#">F/505/8614</a>
Using Floor and Wall Tiling Techniques	Level 1	3	27	<a href="#">H/504/9646</a>
Using Painting Skills for Interior Ceilings and Walls	Level 1	3	27	<a href="#">K/504/9647</a>
Using Plastering Skills – Floating Coat to an Attached Pier	Level 1	3	27	<a href="#">M/504/9648</a>
Using Plastering Skills – Plastering to a Window Reveal	Level 1	3	27	<a href="#">T/504/9649</a>
Wallpapering Skills	Level 1	3	27	<a href="#">D/506/5330</a>
<b>Group C: (Personal Development) A minimum of 2 credits and a maximum of 4 credits can be taken from Group C</b>				
Unit Title	Level	Credit Value	GLH	Unit Reference
Building a Personal Career Portfolio	Level 1	3	27	<a href="#">T/505/3989</a>

Developing Skills for Gaining Employment	Entry 3	3	30	<a href="#">F/504/8519</a>
Employment Rights, Contracts and Pay	Level 1	3	27	<a href="#">R/505/8794</a>
Equality and Diversity	Level 1	3	24	<a href="#">D/505/1959</a>
Improving Own Learning and Performance	Level 1	2	16	<a href="#">D/504/9497</a>
Introduction to Assertiveness and Decision-Making Skills	Entry 3	3	30	<a href="#">Y/505/8568</a>
Job-Seeking Skills	Level 1	3	27	<a href="#">D/505/4103</a>
Personal Career Planning	Level 1	3	27	<a href="#">H/505/4104</a>
Personal Development Skills	Level 1	3	27	<a href="#">K/505/4069</a>
Prejudice and Discrimination	Level 1	3	27	<a href="#">T/504/8842</a>
Preparation for Work	Level 1	3	27	<a href="#">K/505/8848</a>
Preparing for a Recruitment Interview	Level 1	3	27	<a href="#">K/505/8722</a>
Presentation Skills	Level 1	2	18	<a href="#">R/505/0453</a>
Teamwork Skills	Level 1	2	18	<a href="#">Y/504/9515</a>
Time Management	Level 1	3	27	<a href="#">L/504/8717</a>
Transforming Own Behaviour in Conflict	Level 1	3	27	<a href="#">J/506/5323</a>
Understanding Pay and Payslips	Level 1	1	9	<a href="#">K/505/8610</a>
Understanding Welfare at Work	Level 1	3	30	<a href="#">K/618/6307</a>
Undertaking an Enterprise Project	Level 1	3	27	<a href="#">T/505/4446</a>
Work, Review and Plan	Level 1	3	27	<a href="#">L/505/8616</a>

**PLEASE NOTE:** Units with the same title at different levels are barred

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

The recommended guided learning hours for the Level 1 Award is 70.  
The recommended guided learning hours for the Level 1 Certificate is 210.

### **Total Qualification Time (TQT)**

The total qualification time for the Level 1 Award is 70.  
The total qualification time for the Level 1 Certificate is 210.

### **Time Limit for the Process of Credit Accumulation and Exemptions**

Credit accumulation is usually within the life span of the qualification. Exemptions may have been achieved previous to the qualification start date; each case will be considered separately.

### **Recommended Prior Knowledge, Attainment and/or Experience**

No recommended prior learning or experience is required.

### **Age Range of Qualifications**

These qualifications are suitable for young people aged 14–19 and adult learners.

### **Opportunities for Progression**

These qualifications are intended to give learners an introduction to the construction environment which can be applied in a wide variety of contexts. Learners may use the qualifications as a standalone courses or as part of a longer vocational or academic programme of study. Learners may also use the qualifications as elements of their continuing professional and/or personal development.

### **Resources to Support the Delivery of the Qualifications**

There are no resources to support the delivery of these qualifications.

### **Centre Recognition**

These qualifications can only be offered by centres recognised by Ascentis and approved to run these qualifications. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at [www.ascentis.co.uk](http://www.ascentis.co.uk).

### **Qualification Approval**

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver these qualifications. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at [www.ascentis.co.uk](http://www.ascentis.co.uk).

## Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal. Late registration may result in a fee (refer to the latest version of the product catalogue).

## Status in England, Wales and Northern Ireland

These qualifications are available in England. They are only offered in English. If you wish to deliver this in any other nation, please contact [development@ascentis.co.uk](mailto:development@ascentis.co.uk).

## Reasonable Adjustments and Special Considerations

In the development of these qualifications Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements, reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of reasonable adjustments and special considerations are available from the login area of the Ascentis website [www.ascentis.co.uk](http://www.ascentis.co.uk) or through contacting the Ascentis office.

## Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*. Full details of this procedure, including how to make an application, are available from the login area of the Ascentis website [www.ascentis.co.uk](http://www.ascentis.co.uk) or through contacting the Ascentis office.

## Useful Links

Web links and other resources featured in this specification are suggestions only to support the delivery of these qualifications and should be implemented at the centre's discretion. The hyperlinks provided were live at the time this specification was last reviewed. Please kindly notify Ascentis if you find a link that is no longer active.

**Please note:** Ascentis is not responsible for the content of third party websites and, whilst we check external links regularly, the owners of these sites may remove or amend these documents or web pages at any time.

## ASSESSMENT AND VERIFICATION ARRANGEMENTS

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### Assessment

All units are internally assessed through the learner building up a portfolio of evidence that covers the relevant assessment criteria, internally assessed and verified by the centre and then externally verified by Ascentis.

On completion of the learners' evidence for either the individual units or the Level 1 Award or Certificate, the assessor is required to complete the Summary Record of Achievement for each learner. The Summary Record of Achievement asks assessors and the internal verifier to confirm that the rules of combination have been followed. This is particularly important in cases where a learner has taken units at different levels. The Summary Record of Achievement form is provided in Appendix 1.

Centres are required to retain all evidence from all learners for external verification and for four weeks afterwards in case an appeal is made.

### Internal Assessment

Evidence for each unit is through building up a portfolio of evidence to demonstrate that all the assessment criteria within the unit have been achieved. The evidence will be assessed by the assessor at the centre, who may or may not be the tutor teaching the course.

Portfolios of evidence should include a variety of evidence to demonstrate that the assessment criteria for each unit have been met. Examples of evidence that could be included are:

- Observation record
- Questions and discussions
- Photographs
- Video
- Worksheets
- Audio recordings
- Self-assessments
- Workbook activities
- Final multiple-choice tests

If the learner fails to meet the assessment criteria on the first attempt at an activity, they may redraft the work following feedback given by the tutor. However, tutors must not correct the work of the learner, and all feedback given by the tutor must be included within the learner's evidence.

Learners' portfolio work should include a tracking sheet to show where the evidence for each assessment criterion is to be found. Some activities could produce evidence for more than one unit, which is acceptable as long as there is clear reference to this on the tracking sheet. An example tracking sheet can be found in Appendix 2.

## Verification

### Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards, i.e. consistently and reliably. Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; and standardisation of internal verification decisions. Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered.

Ascentis offer free refresher training in support of this role through an Ascentis Internal Quality Assurance course. The purpose of the course is to provide staff in centres with knowledge and understanding of Ascentis IQA processes and procedures, which will enable them to carry out their role more effectively. To book your place on a course or request further information, please contact the Ascentis Quality Assurance Team ([qualityassurance@ascentis.co.uk](mailto:qualityassurance@ascentis.co.uk)).

Further information is available from the login section of the Ascentis website [www.ascentis.co.uk](http://www.ascentis.co.uk).

### External Verification

Recognised centres will be visited in accordance with a verification model that is considered most appropriate for the provision. More frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

- A review of the centres management of the regulated provision
- The levels of resources to support the delivery of the qualification, including both physical resources and staffing
- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements
- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification
- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment

External Quality Assurers will usually do this through discussion with the centre management team and assessment and Internal Quality Assurance staff; by verifying a sample of learners' evidence; by talking to learners; and reviewing relevant centre documentation and systems.

## Knowledge, Understanding and Skills Required of Assessors and Internal Verifiers

Centres must ensure that those delivering and assessing Ascentis qualifications are occupationally knowledgeable and competent within the relevant subject area.

Centres are responsible for ensuring that all staff involved in the delivery of the qualification are appropriately qualified. Ascentis will not be held responsible for any issues that relate to centre staffing which could impact on the successful delivery, assessment and internal quality assurance of our qualifications.

Those delivering the qualification should preferably hold or be working towards a recognised teaching qualification. Assessors must be able to make appropriate assessment decisions. Internal Quality Assurers need to have knowledge and experience of the internal quality assurance processes.

Centres are required to ensure that appropriate training and support is in place for staff involved in the delivery, assessment and internal verification of Ascentis qualifications. Ascentis offers free support for centres. Further information on the support that is available can be found on the Ascentis website.

## UNIT SPECIFICATIONS

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**Unit Title:** Introduction to Construction Work

**Unit Reference Number:** D/504/3120

**Credit Value of Unit:** 2

**GLH of Unit:** 20

**Level of Unit:** 1

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This 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.

The unit is assessed through a portfolio of evidence.

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

#### 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

#### 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, PPE

## UNIT SPECIFICATIONS

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**Unit Title:** Assemble Units for Interiors

**Unit Reference Number:** J/505/8601

**Credit Value of Unit:** 1

**GLH of Unit:** 10

**Level of Unit:** 1

This unit develops the learner's theoretical knowledge of interpreting information for the purpose of successfully preparing and assembling interior units, ensuring appropriate checks are carried out and working safely

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Know how to interpret information	1.1 Follow drawings and assembly instructions to complete assembly of interior units
2 Know how to prepare and assemble components to specification	2.1 Check the correct quality and quantity of components are available
	2.2 Check that resources are available and ready for use
	2.3 Carry out any specified preparatory work on components and materials correctly
	2.4 Lay out resources and components in a logical order for effective working
	2.5 Complete assembly in the correct sequence according to work specifications and specified quality
3 Know how to finish and check the assembly	3.1 Check assembly with relevant person to ensure quality standards
	3.2 Clean and clear work area ready for further work
4 Understand the ways of working that ensure their own and other's safety	4.1 Maintain a safe working environment

## UNIT SPECIFICATIONS

**Unit Title:** Building a Personal Career Portfolio

**Unit Reference Number:** T/505/3989

**Credit Value of Unit:** 3

**GLH of Unit:** 27

**Level of Unit:** 1

This unit is designed to provide learners with an understanding of themselves and the different types of information they can use in order to build a personal career portfolio. They will have the opportunity to produce a CV, identify their own personal goals, and understand the value of a portfolio in personal, educational, and career development.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Know own skills, abilities, experience, knowledge and personal qualities	1.1 Identify own: <ul style="list-style-type: none"> <li>a) Skills</li> <li>b) Abilities</li> <li>c) Experience</li> <li>d) Knowledge</li> <li>e) Personal qualities</li> </ul>
2 Know how different types of information can be used to evidence own skills, abilities, experience, knowledge and personal qualities	2.1 Identify different types of information which can be included in a portfolio
	2.2 Identify evidence to support own: <ul style="list-style-type: none"> <li>a) Skills</li> <li>b) Abilities</li> <li>c) Experience</li> <li>d) Knowledge</li> <li>e) Personal qualities</li> </ul>
3 Be able to build a portfolio of personal achievements and qualities	3.1 Assemble a range of evidence into a portfolio structure so that key elements can be identified
4 Be able to produce a Curriculum Vitae (CV)	4.1 Identify the core elements of a CV
	4.2 Produce a personal CV
5 Be able to identify personal goals	5.1 Identify personal goals
	5.2 State possible ways of achieving personal goals
6 Understand the value of a portfolio in personal, educational and career development	6.1 Give examples of how a portfolio can be used for: <ul style="list-style-type: none"> <li>a) Personal development</li> <li>b) Educational development</li> <li>c) Career development</li> </ul>

## UNIT SPECIFICATIONS

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**Unit Title:** Carpentry Hand Skills  
**Unit Reference Number:** J/503/2659

**Credit Value of Unit:** 3

**GLH of Unit:** 27

**Level of Unit:** 1

This unit provides learners with a well-rounded base knowledge and skill set of carpentry hand skills. The information in this unit enables learners to identify the condition and uses of basic hand tools, apply face and edge marks, and demonstrate how to saw, plane, and chisel to specific requirements.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Know about hand tools used in carpentry	1.1 Identify basic hand tools used in carpentry
	1.2 State the use of basic hand tools used in carpentry
	1.3 Indicate the condition of tools before use
2 Be able to use face and edge marks	2.1 Demonstrate how to use face and edge marks
	2.2 Indicate why face and edge marks are used in carpentry
3 Be able to saw to a line	3.1 Mark timber square
	3.2 Saw timber square to a line
	3.3 Mark to a given angle
	3.4 Saw timber square to a given angle
4 Be able to plane timber	4.1 Identify a plane for a given task
	4.2 Set a plane for use
	4.3 Plane timber flat
5 Be able to use a chisel	5.1 Mark out the timber working from the face and edge
	5.2 Saw down to the required depth
	5.3 Remove the timber with the chisel

## UNIT SPECIFICATIONS

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**Unit Title:** Constructing a Cavity Wall Using Bricklaying Skills

**Unit Reference Number:** L/504/9625

**Credit Value of Unit:** 3

**GLH of Unit:** 27

**Level of Unit:** 1

This unit provides learners with a well-rounded base knowledge and skill set of constructing a cavity wall using bricklaying skills. This unit aims to provide learners with a well-rounded base knowledge and skill set of constructing a cavity wall using bricklaying skills. The information in this unit enables learners to select appropriate materials and equipment, identify and use safe construction techniques, and finish the work in a clean and tidy manner.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Be able to prepare for constructing a cavity wall	1.1 Identify and select appropriate tools and equipment to use for the work
	1.2 Describe safety requirements for the job
	1.3 Identify and set out the work area appropriately
2 Be able to demonstrate skills and techniques used in constructing a cavity wall	2.1 Use appropriate trowel skills
	2.2 Produce neat and tidy cuts to bricks and 100 mm blocks
	2.3 Produce a mortar joint finish
3 Be able to construct a cavity wall	3.1 Identify and select the appropriate materials for the construction
	3.2 Construct a cavity wall according to requirements
	3.3 Use materials appropriately to finish the construction to standards and tolerances
4 Be able to leave work area clean and tidy	4.1 Clean and store tools appropriately
	4.2 Leave the work area clean and free from debris
	4.3 Dispose of waste appropriately

## UNIT SPECIFICATIONS

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**Unit Title:** Constructing a Half Brick Wall Using Bricklaying Skills

**Unit Reference Number:** Y/504/9627

**Credit Value of Unit:** 3

**GLH of Unit:** 27

**Level of Unit:** 1

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This unit aims to provide learners with a well-rounded base knowledge and skill set of constructing a half brick wall using bricklaying skills. The information in this unit enables learners to select correct materials and equipment, prepare the work area appropriately, identify and use safe construction techniques, and finish the work in a clean and tidy manner.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Be able to prepare for constructing a half brick wall	1.1 Identify and select appropriate tools and equipment to use for the work
	1.2 Describe safety requirements for the job
	1.3 Identify and set out the work area appropriately
2 Be able to demonstrate skills and techniques used in constructing half brick wide walls	2.1 Use appropriate trowel skills
	2.2 Produce neat and tidy cuts to bricks
	2.3 Produce a mortar joint finish
3 Be able to construct a half brick wall	3.1 Identify and select the appropriate materials for the construction
	3.2 Construct a wall according to requirements
	3.3 Use materials appropriately to finish the construction to standards and tolerances
4 Be able to leave work area clean and tidy	4.1 Clean and store tools appropriately
	4.2 Leave the work area clean and free from debris
	4.3 Dispose of waste appropriately

## UNIT SPECIFICATIONS

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**Unit Title:** Constructing a One Brick Wide Wall Using Bricklaying Skills

**Unit Reference Number:** H/504/9629

**Credit Value of Unit:** 3

**GLH of Unit:** 27

**Level of Unit:** 1

This unit provides learners with a well-rounded base knowledge and skill set of constructing a one brick wide wall using bricklaying skills.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Be able to prepare for constructing a one brick wide wall	1.1 Identify and select appropriate tools and equipment to use for the work 1.2 Describe safety requirements for the job 1.3 Identify and set out the work area appropriately
2 Be able to demonstrate skills and techniques used in constructing one brick wide walls	2.1 Use appropriate trowel skills 2.2 Produce neat and tidy cuts to bricks
3 Be able to construct a one brick wide wall	3.1 Identify and select the appropriate materials for the construction 3.2 Construct a wall according to requirements 3.3 Use materials appropriately to finish the construction to standards and tolerances
4 Be able to leave work area clean and tidy	4.1 Clean and store tools appropriately 4.2 Leave the work area clean and free from debris 4.3 Dispose of waste appropriately

## UNIT SPECIFICATIONS

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**Unit Title:** Decorative Paint Effects for Interior Walls

**Unit Reference Number:** L/505/4114

**Credit Value of Unit:** 3

**GLH of Unit:** 27

**Level of Unit:** 1

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This unit is designed to provide learners with the skills to work with decorative paints and glazes safely, prepare work areas for tasks, produce decorative effects, store materials, tools and equipment and re-instate the work area.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Be able to work with decorative paints and glazes safely	1.1 Identify hazard warnings on paint and glazes
	1.2 Identify hazards in the work area
	1.3 Identify and wear appropriate protective clothing
2 Be able to prepare work area for tasks	2.1 Indicate appropriate brushes, tools and accessories
	2.2 Use suitable paints and glazes according to given instructions
	2.3 Define the suitability of background for given effects
	2.4 Prepare and protect the work area and fittings
3 Be able to produce decorative effects	3.1 Identify different decorative effects
	3.2 Produce paint effect samples
	3.3 Produce glaze effect samples
	3.4 Produce stencil effect samples
4 Be able to store materials, tools and equipment	4.1 Store and clean tools and equipment as instructed
	4.2 Store materials as instructed
5 Be able to re-instate the work area	5.1 Remove all traces of paint splashes, dirt, litter and items associated with the painting process without causing defacement
	5.2 Replace furniture and fittings without causing any damage

## UNIT SPECIFICATIONS

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**Unit Title:** Developing Plumbing Skills

**Unit Reference Number:** H/505/8668

**Credit Value of Unit:** 4

**GLH of Unit:** 36

**Level of Unit:** 1

This unit provides learners with the knowledge of hand tools used in basic plumbing processes, the materials and components used in basic plumbing processes and the Personal Protective Equipment (PPE) used in basic plumbing processes. The learner then has the opportunity to participate in applying safe working practices, working responsibly and team work.

Learning Outcomes		Assessment Criteria	
The learner will:		The learner can:	
1	Know the hand tools used in basic plumbing processes	1.1	List and describe appropriate hand tools to be used in basic plumbing processes
2	Know the materials and components used in basic plumbing processes	2.1	List and describe appropriate materials to be used in basic plumbing processes
		2.2	List and describe appropriate components to be used in basic plumbing processes
3	Know the Personal Protective Equipment (PPE) used in basic plumbing processes	3.1	List and describe appropriate PPE to be used in basic plumbing processes
4	Be able to apply safe working practices to perform plumbing operations	4.1	Select and use hand tools safely to connect copper tubes
		4.2	Select and use hand tools safely to install a functioning sink
5	Be able to work responsibly with others	5.1	Maintain a clean and tidy work environment
		5.2	Work responsibly in the workshop
6	Be able to seek and respond to guidance when working as part of a team	6.1	Follow instructions when working with others
		6.2	Communicate appropriately with others

## UNIT SPECIFICATIONS

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**Unit Title:** Developing Practical Skills and Techniques

**Unit Reference Number:** Y/617/2905

**Credit Value of Unit:** 3

**GLH of Unit:** 27

**Level of Unit:** 1

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This unit is designed to provide learners with the knowledge to use practical skills and techniques, plan and execute and activity, appropriate health and safety and how to review their own development.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Know how to use practical skills and techniques for a chosen activity	1.1 Outline the skills and techniques involved in the chosen activity 1.2 Use skills/techniques to undertake a chosen activity
2 Know how to plan and execute an activity	2.1 Plan activity, identifying each stage of process/development 2.2 Identify materials and equipment needed for each stage 2.3 State any problems encountered at each stage
3 Understand the health and safety requirements to undertake chosen craft	3.1 Outline safe working practices 3.2 Identify risks and hazards 3.3 Follow, as directed, relevant safe working practices
4 Review own development	4.1 Outline practical skills and techniques learnt 4.2 Identify areas for improvement

## UNIT SPECIFICATIONS

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**Unit Title:** Developing Skills for Gaining Employment

**Unit Reference Number:** F/504/8519

**Credit Value of Unit:** 3

**GLH of Unit:** 30

**Level of Unit:** Entry 3

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This unit aims to provide learners with essential skills to identify future career options and prepare for interviews and training. The information in this unit will enable learners to identify potential employment limitations and opportunities, produce clear application materials and CVs, develop positive interviewing skills, and create an action plan for career development.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Be able to identify possible employment options	1.1 List areas of interest for future career options
	1.2 State any personal limitations for possible future career options
2 Be able to complete an application form	2.1 Complete a straightforward job/training application form, providing all required information
3 Be able to create a straightforward Curriculum Vitae (CV)	3.1 Complete a prepared CV template to include essential information
4 Understand how to conduct self at interview	4.1 State how to prepare for an interview
	4.2 Identify appropriate dress for given interview situations
	4.3 Respond in a positive manner in a short interview
5 Be able to locate job and training opportunities in a local area	5.1 Identify possible sources of information on jobs and training in own local area
6 Be able to plan for future career development	6.1 Produce a simple action plan with at least two short-term goals identified

## UNIT SPECIFICATIONS

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**Unit Title:** Developing Skills in Garden Horticulture

**Unit Reference Number:** T/504/2880

**Credit Value of Unit:** 3

**GLH of Unit:** 27

**Level of Unit:** 1

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### Introduction

The aim of this unit is to provide learners with the skills and understanding of garden horticulture.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Be able to identify garden/allotment produce	1.1 Name and identify flower varieties to grow on an allotment or in a domestic garden
	1.2 Name and identify vegetables to grow on an allotment or in a domestic garden
2 Know how to control weeds	2.1 Identify types of weeds from a given selection
	2.2 Select and apply a control measure that will lead to the elimination of weeds identified
3 Be able to propagate plants	3.1 Sow seeds in open ground and a tray under glass
	3.2 Prepare ground to sow tubers and rooted plants
4 Be able to grow and care for plants grown from seed	4.1 Sow seed directly in the ground
	4.2 Thin out plants growing in the ground
	4.3 Sow seed in trays
	4.4 Prick out seedlings to plant in prepared ground
	4.5 Follow a given maintenance plan for plants
	4.6 Identify any pests/diseases that may affect plants

## UNIT SPECIFICATIONS

**Unit Title:** Employment Rights, Contracts and Pay  
**Unit Reference Number:** R/505/8794

**Credit Value of Unit:** 3

**GLH of Unit:** 27

**Level of Unit:** 1

### Introduction

The aim of this unit is to provide learners with an understanding of employment legislation, rights and contracts. This includes understanding the key information required for an employee's payslip.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Know about employment legislation	1.1 List different policies that an organisation should have in place
	1.2 State the function of each policy
	1.3 State why it is important that an organisation implements these policies
2 Know about statutory and contractual employment rights	2.1 Give an example of a statutory employment right
	2.2 Give an example of a contractual employment right
3 Know about a contract of employment	3.1 State different ways in which a contract of employment may be formed
	3.2 List the main sections of a written contract of employment
	3.3 State the purpose of the different sections of a written contract of employment
4 Know about the implications of breach of contract	4.1 Give an example of how a contract of employment may be breached by an employer
	4.2 Give an example of how a contract of employment may be breached by an employee
	4.3 State possible outcomes of a breach of contract
5 Know about the key information on a payslip	5.1 On a given payslip identify: a) Deductions b) Payments c) Information relating to the payee d) General information
	5.2 State the purpose of: a) Deductions b) Payments c) Information relating to the payee d) General information
	5.3 State how net pay is calculated

## UNIT SPECIFICATIONS

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**Unit Title:** Environmental Sustainability

**Unit Reference Number:** J/505/8503

**Credit Value of Unit:** 1

**GLH of Unit:** 10

**Level of Unit:** Entry 3

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The aim of this unit is to introduce learners to environmental sustainability, in particular with the appropriate ways to be sustainable and importance of this.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
The learner will:	The learner can:
1 Understand why environmental sustainability is important	1.1 State what is meant by environmental sustainability 1.2 Give reasons why environmental sustainability is important
2 Know about the 'Three Rs' of sustainability	2.1 Name one material that can be recycled 2.2 Name one material that can be re-used 2.3 State one way to reduce the amount of materials used in own life
3 Know about the correct disposal of waste	3.1 Give one way of disposing of waste correctly and sustainably

## UNIT SPECIFICATIONS

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**Unit Title:** Equality and Diversity  
**Unit Reference Number:** D/505/1959

**Credit Value of Unit:** 3

**GLH of Unit:** 24

**Level of Unit:** 1

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This unit provides an opportunity to establish a basis for understanding the meaning and context of equality and diversity in modern society by establishing the definitions of the key terminology in this topic area. Learners may go on to apply this knowledge to gain a greater understanding of the important principles of equality and diversity in all areas of their lives.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Understand the term 'equality'	1.1 Outline what is meant by the term 'equality'
2 Understand the term 'diversity'	2.1 Outline what is meant by the term 'diversity'
3 Understand the importance of equality and diversity	3.1 Outline ways in which diversity can benefit society
	3.2 Give examples of inequality
	3.3 Outline what is meant by the term 'discrimination'
	3.4 Outline possible effects of discrimination on individuals, organisations and communities.
	3.5 Give examples of stereotyping
4 Understand equality and diversity legislation	4.1 Outline key points of equality and diversity legislation

## UNIT SPECIFICATIONS

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**Unit Title:** Fitting Units for Interiors  
**Unit Reference Number:** M/505/0539

**Credit Value of Unit:** 1

**GLH of Unit:** 10

**Level of Unit:** 1

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The aim of this unit is to provide learners with the basic knowledge and skills to fix and fit furniture components in a safe working environment.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
The learner will:	The learner can:
1 Know how to fix and fit furniture components in location	1.1 Follow drawings and verbal instructions to complete fitting of interior units
	1.2 Select the correct units as specified for each location
	1.3 Level up and secure the components in location
	1.4 Maintain a safe working environment throughout completion of the task
2 Know how to check the final fitting of an interior	2.1 Check interior for quality standards with relevant person
	2.2 Clean and clear work area

## UNIT SPECIFICATIONS

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**Unit Title:** Fix and Fit Work Surfaces  
**Unit Reference Number:** R/505/8603

**Credit Value of Unit:** 1

**GLH of Unit:** 10

**Level of Unit:** 1

The aim of this unit is to provide learners with the comprehensive knowledge and skills to fix and fit work surfaces within a safe working environment.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Know how to interpret information	1.1 Follow drawings and verbal instructions to complete the fitting and fixing of a work surface
2 Know how to check the work area is ready for positioning the work surface/s	2.1 Check with an appropriate person that the work area is ready and that all preparations have been completed
	2.2 Ensure the required tools and fixings are available to carry out the work required
	2.3 Make sure that dimensions and alignments are to the required specification
3 Know how to secure work surface/s in position	3.1 Securely fit the work surface in location using the appropriate fixings
	3.2 Finish the work surface using the appropriate method
	3.3 Check with an appropriate person that the work surface/s have been fitted correctly
4 Understand the ways of working that ensure their own and other's safety	4.1 Maintain a safe working environment

## UNIT SPECIFICATIONS

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**Unit Title:** Health and Safety in a Practical Environment

**Unit Reference Number:** J/504/9364

**Credit Value of Unit:** 1

**GLH of Unit:** 9

**Level of Unit:** 1

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This unit will provide the learner with introductory knowledge to health and safety requirements and procedures in their work environment. Learners will develop their awareness of potential hazards and be able to identify risks.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
The learner will:	The learner can:
1 Know the health and safety requirements relevant to their work environment	1.1 Identify the health and safety requirements relevant to their work environment
	1.2 Identify potential hazards in their work environment
	1.3 State the procedure to be followed in the event of an accident or emergency in their work environment
	1.4 Locate emergency equipment in the work environment
2 Be able to recognise risks in their work environment	2.1 Explain what a risk is
	2.2 Identify the risks in their work environment
	2.3 Identify ways of minimising risk in their work environment
	2.4 Follow health and safety procedures relevant to their work environment

## UNIT SPECIFICATIONS

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**Unit Title:** Health and Safety in Construction

**Unit Reference Number:** H/505/1381

**Credit Value of Unit:** 3

**GLH of Unit:** 30

**Level of Unit:** Entry 3

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This unit provides the learner with a basic introduction to the knowledge and skills required for learners intending to work within the construction industry.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
The learner will:	The learner can:
1 Know about safe conduct in construction	1.1 State why it is important to follow health and safety guidelines when working in construction
	1.2 State possible consequences of not following health and safety guidelines
	1.3 Give examples of safe practice when working in construction
2 Know about hazards in construction	2.1 Identify common hazards in construction
	2.2 Give examples of ways an individual worker can help reduce risks (e.g. by wearing appropriate clothing)
	2.3 Identify key safety signs used in construction
3 Know about safety equipment in construction	3.1 Identify appropriate safety equipment for given construction tasks

## UNIT SPECIFICATIONS

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**Unit Title:** Health and Safety in Construction

**Unit Reference Number:** D/505/1363

**Credit Value of Unit:** 3

**GLH of Unit:** 30

**Level of Unit:** 1

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This unit provides the learner with an introduction to the health and safety knowledge and skills required for learners intending to work within the construction industry.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Know about accidents in construction	1.1 Outline common causes of accidents in construction 1.2 State the possible consequences of accidents in construction for individuals and organisations
2 Know about minimising hazards and risks in construction	2.1 Identify key safety signs used in construction and state their meaning 2.2 Outline effective practices for reducing hazards and minimising risks in construction
3 Know about safety equipment in construction	3.1 Outline correct usage of key safety equipment in construction, including that for: a) Use in emergencies b) Routine use
4 Know about health and safety legislation	4.1 Identify current health and safety legislation relevant to the construction industry 4.2 Outline key health and safety responsibilities of organisations and individuals set out in legislation

## UNIT SPECIFICATIONS

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**Unit Title:** Improving Own Learning and Performance

**Unit Reference Number:** D/504/9497

**Credit Value of Unit:** 2

**GLH of Unit:** 16

**Level of Unit:** 1

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This unit offers the learner the opportunity to discover more about learning styles and needs with particular reference to their own learning aims and targets. The unit helps the learner to understand more about how they might continue to improve their own learning and performance and identify activities that could help them in this learning journey. The unit provides useful introductory learning within the wider field of personal growth and development.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Understand different ways of learning	1.1 Outline two different ways of learning 1.2 Identify two subjects which they enjoy or are good at and give reasons for their selections
2 Know how to set realistic learning targets	2.1 Identify areas for improvement and why these have been selected 2.2 Identify a realistic learning target and timescale to achieve the target
3 Know how to review own performance in meeting learning targets	3.1 Review performance against targets 3.2 Identify future activities required to continue to improve own learning and performance

## UNIT SPECIFICATIONS

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**Unit Title:** Introduction to Assertiveness and Decision-Making Skills

**Unit Reference Number:** Y/505/8568

**Credit Value of Unit:** 3

**GLH of Unit:** 30

**Level of Unit:** Entry 3

This unit aims to provide learners with essential skills in assertiveness and decision-making. The information in this unit will enable learners to increase their confidence, articulate their decisions and choices in a variety of situations, identify their and others' rights and responsibilities, develop negotiation skills, and practice self-control.

Learning Outcomes		Assessment Criteria	
The learner will:		The learner can:	
1	Be able to speak up in a group situation with confidence	1.1	State what is meant by 'assertiveness'
		1.2	Contribute to a discussion in a group situation
2	Know own decisions and choices	2.1	State own decisions or choices in either a group or one-to-one situation
3	Know the rights and responsibilities of self and others in given situations	3.1	Identify own responsibilities and rights in a group situation
		3.2	Identify others' responsibilities and rights in a group situation
4	Know how to negotiate to achieve a desired outcome	4.1	State what is meant by 'negotiation'
		4.2	Give an example of how to negotiate with others to achieve a desired outcome
5	Understand the implications and benefits of assertiveness and self-control	5.1	Give an example of a situation where self-control is required
		5.2	Give an example of a situation in which assertiveness can be used to achieve a desired outcome

## UNIT SPECIFICATIONS

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**Unit Title:** Introduction to Carpentry and Joinery

**Unit Reference Number:** Y/505/3192

**Credit Value of Unit:** 3

**GLH of Unit:** 30

**Level of Unit:** Entry 3

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This unit introduces the learner to carpentry and joinery, in particular to the appropriate tools and safety measures required to work in this area.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Know about tools, equipment and materials used in carpentry and joinery	1.1 Name the main tools and equipment correctly 1.2 Name the main materials correctly
2 Be able to interact with others in an appropriate way	2.1 Communicate appropriately with others 2.2 Follow instructions to carry out tasks
3 Know how to work safely and correctly	3.1 Use and handle tools and equipment correctly 3.2 Prepare materials for use correctly without excessive waste or mess 3.3 Adopt good working practices 3.4 Comply with health and safety procedures
4 Be able to select tools, equipment and materials for specific projects	4.1 Select correct tools and equipment for specific projects 4.2 Select correct materials for specific projects
5 Be able to review own performance	5.2 Identify what went well and not so well

## UNIT SPECIFICATIONS

**Unit Title:** Introduction to Plastering Techniques

**Unit Reference Number:** R/505/4969

**Credit Value of Unit:** 3

**GLH of Unit:** 27

**Level of Unit:** 1

This unit introduces the learner to plastering techniques, and allows learners to gain the knowledge and understanding to progress into work in this area.

Learning Outcomes		Assessment Criteria	
The learner will:		The learner can:	
1	Know a range of tools and equipment used in plastering	1.1	Identify and state the purpose of eight hand tools/items of equipment used in plastering
2	Know a range of materials used in plastering	2.1	State the purpose of four materials used in plastering
		2.2	Outline the process involved in mixing two types of plaster
		2.3	Mix two types of plaster
3	Know the range of backgrounds that commonly receive plaster	3.1	Name four backgrounds that commonly receive plaster
		3.2	Identify a given background and state one of its characteristics in relation to plastering
4	Be able to prepare a surface for plastering	4.1	State two checks required before starting to plaster
		4.2	Demonstrate the process for checking the suction of a wall
		4.3	Demonstrate one basic method for setting out a wall
		4.4	Demonstrate the process for fixing angle-beads
5	Understand floating techniques	5.1	Outline the procedure for floating a wall using either plumb and dot or broad screed methods
6	Be able to apply plaster to a surface	6.1	Pick up plaster from a spot board and a hawk
		6.2	Apply a plaster coat onto a sample section of wall
		6.3	Scratch the base coat
		6.4	Lay a second coat of plaster onto the wall
		6.5	Smooth surface with a float

## UNIT SPECIFICATIONS

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**Unit Title:** Job-Seeking Skills

**Unit Reference Number:** D/505/4103

**Credit Value of Unit:** 3

**GLH of Unit:** 27

**Level of Unit:** 1

This unit provides a comprehensive introduction to the skills and attributes needed to seek work/job opportunities and apply for jobs. The unit provides all of the key basic information that will help learners to construct applications and take part in job interviews in ways that enhance the chances of success.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Know what is involved in job seeking	1.1 Outline skills necessary for job seeking 1.2 Identify sources of information on job vacancies
2 Be able to match personal skills and abilities with different jobs	2.1 Identify different jobs they could apply for 2.2 List own personal skills and abilities 2.3 Outlining how they would be useful for each identified job
3 Know about applying for a job	3.1 Outline the benefits of applying for a job by: a) Letter b) Application form c) Curriculum Vitae (CV) d) Letter and CV or application form e) Online application f) Telephone 3.2 Identify the essential details that should be included when applying for a job 3.3 Outline how an organisation uses CVs to select applicants for interview 3.4 Identify personal details necessary for completion of a CV
4 Know about interview skills and procedures	4.1 Identify key elements to consider when: a) Preparing for an interview b) Being interviewed 4.2 Outline what to expect at an interview

## UNIT SPECIFICATIONS

**Unit Title:** Personal Career Planning  
**Unit Reference Number:** H/505/4104

**Credit Value of Unit:** 3

**GLH of Unit:** 27

**Level of Unit:** 1

### Introduction

The aim of this unit is to enable the learner to better identify their own skills and attributes and relate these to potential career opportunities and pathways.

The knowledge gained will develop an understanding of the career-planning process in terms of:

- Sources of information needed
- Sources of advice and guidance
- Creating a personal action plan
- Pursuing career goals

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Understand own strengths, qualities, skills and abilities	1.1 Give an example of own: a) Strengths b) Qualities c) Skills d) Abilities
	1.2 Identify an area of weakness
	1.3 State why the weakness needs to be improved
2 Understand sources of information, advice and guidance for career planning	2.1 Identify a source of help in relation to career planning
	2.2 Identify a source of information for own career planning
3 Understand how own abilities relate to a potential learning progression and career opportunity	3.1 Identify: a) A potential learning progression destination b) A potential career opportunity
	3.2 Outline how own: a) Strengths b) Qualities c) Skills d) Abilities relate to the identified learning progression and career opportunity
4 Know how to plan for transition to the next stage of education, training or work	4.1 Produce a simple career action plan identifying steps required to achieve identified career goal
	4.2 Produce an application to the next stage of own education, training or work

## UNIT SPECIFICATIONS

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**Unit Title:** Personal Development Skills

**Unit Reference Number:** K/505/4069

**Credit Value of Unit:** 3

**GLH of Unit:** 27

**Level of Unit:** 1

This unit introduces the subject of personal development. The learner is introduced at a basic level to key areas of knowledge and awareness such as:

- Identifying and understanding personal strengths and areas for development
- Understanding how personal skills are acquired and developed
- Identifying personal objectives for the future
- Making action plans for self-improvement

The unit provides useful introductory learning within the wider field of personal growth and development.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Know own strengths and weaknesses	1.1 Identify: a) Personal strengths b) Personal weaknesses
2 Know own skills and investigate ways of self-improvement	2.1 Identify personal skills learned in: a) Life b) Work c) Training
3 Understand their current life situation and relationships	3.1 State their current life situation including: a) Home situation b) Relationships
4 Be able to set personal objectives and make action plans for self-improvement	4.1 Identify personal short-term goals
	4.2 Record personal short-term goals
	4.3 Produce an action plan for achieving the short-term goals

## UNIT SPECIFICATIONS

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**Unit Title:** Plastering Techniques  
**Unit Reference Number:** R/504/9643

**Credit Value of Unit:** 3

**GLH of Unit:** 27

**Level of Unit:** 1

The aim of this unit is to give the learner an opportunity to develop the skills and techniques required in plastering. This includes an understanding of the safety requirements and practical skills required to carry out the task.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Be able to prepare for plastering	1.1 Identify and select appropriate tools and equipment to use for the work
	1.2 Describe safety requirements for the job
	1.3 Check the area to be plastered using appropriate techniques and processes
2 Know skills and techniques used in plastering	2.1 Outline the process involved in mixing two types of plaster
	2.2 Identify backgrounds that commonly receive plaster
	2.3 Outline the procedure and methods for floating a wall
3 Be able to plaster	3.1 Identify and select the appropriate tools and equipment for plastering
	3.2 Plaster the area according to requirements
	3.3 Use appropriate techniques to finish the work to an appropriate standard
	3.4 Use tools and equipment safely
4 Be able to leave work area clean and tidy	4.1 Clean and store tools appropriately
	4.2 Leave the work area clean and free from debris
	4.3 Dispose of waste appropriately

## UNIT SPECIFICATIONS

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**Unit Title:** Prejudice and Discrimination

**Unit Reference Number:** T/504/8842

**Credit Value of Unit:** 3

**GLH of Unit:** 27

**Level of Unit:** 1

This unit aims to provide learners with essential skills in understanding the meaning of prejudice and discrimination as well as their consequences on our behaviours and attitudes. The information in this unit will enable learners to develop an awareness of stereotypical attitudes, identify the outcomes of prejudice and discrimination in different situations, and understand the significance of Equal Opportunities Policies.

Learning Outcomes		Assessment Criteria	
The learner will:		The learner can:	
1	Know the meaning of the terms 'prejudice' and 'discrimination'	1.1	Identify the difference between 'prejudice' and 'discrimination'
2	Be able to demonstrate an awareness of stereotypical attitudes	2.1	Identify different stereotypes
		2.2	Identify a positive or negative factor associated with different stereotypes identified
		2.3	Identify ways in which attitudes are formed
3	Know the consequences of prejudice and discrimination	3.1	Identify how discrimination may be positive or negative
		3.2	Identify how discrimination may lead to disadvantage
		3.3	Identify how prejudice may be positive or negative
		3.4	Identify how prejudice may lead to disadvantage
4	Know the importance of Equal Opportunities Policies	4.1	Identify why Equal Opportunities Policies are important
		4.2	Identify an Equal Opportunities Policy

## UNIT SPECIFICATIONS

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**Unit Title:** Preparation for Work

**Unit Reference Number:** K/505/8848

**Credit Value of Unit:** 3

**GLH of Unit:** 27

**Level of Unit:** 1

This unit provides a comprehensive introduction to the process of preparing for work and encourages the learner to think and plan logically, based on possible career options, personal potential and goals as well as any perceived limitations or barriers.

The unit aims to guide the learner through the process from consideration of options to appropriate conduct at the job interview stage.

The unit is complemented by Unit [D/505/4103](#) Job-Seeking Skills.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Be able to explore possible career options	1.1 Investigate recorded career option/s which suits own requirements
	1.2 Outline limitations of a criminal record on career choice
2 Understand employers/trainers' needs and expectations	2.1 List needs and expectations for employers for career options recorded
	2.2 List needs and expectations for trainers for career options recorded
3 Be able to complete a job/training application form and CV	3.1 Complete two simple application forms in a correct and legible manner
	3.2 Complete a simple CV including essential information
4 Understand how careers services and other agencies can assist in providing advice and information	4.1 Describe the ways in which agencies can assist in providing career advice and information
	4.2 Identify how to access these agencies
5 Understand how to conduct oneself at interview	5.1 Present and conduct oneself appropriately in an interview situation
6 Know how to identify job/training opportunities in a local area	6.1 List the sources of job/training opportunities in local area
7 Be able to prepare a simple realistic career action plan for future job/training	7.1 Produce a simple realistic action plan for job/training for the short term, giving options
8 Understand the purpose of records of achievement/progress files	8.1 Describe the contents of records of achievement/progress files
	8.2 Explain the purpose and importance of these

## UNIT SPECIFICATIONS

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**Unit Title:** Preparing Ceilings and Walls for Decoration

**Unit Reference Number:** Y/504/9644

**Credit Value of Unit:** 3

**GLH of Unit:** 27

**Level of Unit:** 1

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This unit aims to provide the learner with the skills needed to prepare and finish a work area for ceiling and wall decoration. The information in this unit enables the learner to identify the correct tools and techniques to remove existing coverings from ceiling and wall areas, employ the appropriate practices to prepare for decoration, and to finish the work area according to requirements.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Know how to remove a decorative covering from a ceiling/wall area	1.1 Identify and use the appropriate tools and equipment to remove existing coverings
	1.2 Identify the correct removal technique for fixtures and fittings
	1.3 State why non-removable fixtures and fittings in the work area need to be protected
2 Prepare the ceiling/wall for decoration	2.1 Use tools and equipment to remedy surface defects
	2.2 Use appropriate techniques to prepare the wall according to requirements
	2.3 Protect or remove fixtures and fittings appropriately
3 Be able to leave work area clean and tidy	3.1 Clean and store tools and equipment appropriately
	3.2 Leave the work area clean and free from debris
	3.3 Dispose of waste appropriately

## UNIT SPECIFICATIONS

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**Unit Title:** Preparing for a Recruitment Interview

**Unit Reference Number:** K/505/8722

**Credit Value of Unit:** 3

**GLH of Unit:** 27

**Level of Unit:** 1

### Introduction

This unit provides an introduction to the skills and attributes needed when preparing for and attending recruitment interviews. The learner is provided in the unit with the information to enable effective participation in an interview and how to reflect on this afterwards so that the experience can be used to improve performance in the future.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Know how to be prepared for a recruitment interview	1.1 State the purpose of a recruitment interview for both an employer and prospective employee
	1.2 State what s/he would include in a portfolio of evidence for a recruitment interview and its purpose
	1.3 Identify how to promote him/herself effectively in the interview situation
	1.4 Identify appropriate dress for an interview and state its importance
2 Know about recruitment interview questions and responses	2.1 List four questions that the interviewer might ask and state their link to the job description and/or personnel specification
	2.2 List four questions to ask the interviewer and state their relevance
	2.3 State why recruitment interviewers use open questions
3 Be able to review own performance in an interview	3.1 Review own performance in the role of interviewee, identify the strengths and weaknesses of the performance and suggest two ways to improve technique
	3.2 Identify and respond to two complex questions, stating why they were difficult
	3.3 Identify and respond to three straightforward questions, stating why they were easy

## UNIT SPECIFICATIONS

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**Unit Title:** Presentation Skills

**Unit Reference Number:** R/505/0453

**Credit Value of Unit:** 2

**GLH of Unit:** 18

**Level of Unit:** 1

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This unit aims to provide learners with essential skills in creating and delivering presentations. The information in this unit will enable learners to identify different styles and characteristics of effective presentations, employ the main steps in planning and delivering presentations, and practice reflecting on their performance for future improvement.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Understand the use of presentations	1.1 Outline the reasons for using presentations
	1.2 Give examples of two presentation styles
	1.3 State when each style might be used
2 Understand the main steps in the planning and preparation of a presentation	2.1 Identify the main steps in the planning and preparation of a short presentation on an agreed topic to a small group
	2.2 Plan the presentation, including visual aids
3 Be able to deliver a presentation	3.1 Identify characteristics of a well-delivered presentation
	3.2 Deliver a short presentation, including visual aids
4 Know how to review own performance	4.1 State what went well
	4.2 Identify areas for improvement

## UNIT SPECIFICATIONS

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**Unit Title:** Teamwork Skills

**Unit Reference Number:** Y/504/9515

**Credit Value of Unit:** 2

**GLH of Unit:** 18

**Level of Unit:** 1

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This unit provides a comprehensive introduction to the important area of teamwork and its relevance in many aspects of life and work. The key features of teamwork are covered and the unit aims to develop the learner's understanding of:

- Roles and responsibilities within a team
- How the different roles interact
- Personal skills and how these contribute to the teamwork
- Effective teamwork

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Understand how roles and responsibilities can be allocated within a team	1.1 Identify the roles and responsibilities of members of the team
	1.2 Describe how own role contributes to the team
	1.3 Discuss and agree roles and responsibilities with other members of the team
2 Understand how to contribute to a team discussion	2.1 Contribute thoughts and ideas at an appropriate time
	2.2 Use appropriate phrases during the discussion
3 Understand how to participate in a team activity	3.1 Describe the aims and objectives for the activity
	3.2 Describe the personal skills brought to the team activity
	3.3 Identify the skills that other members of the team brought to the activity
4 Be able to review own contribution to the team	4.1 Assess own contribution to the team discussion and activity
	4.2 Review the effectiveness of own contribution to the team

## UNIT SPECIFICATIONS

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**Unit Title:** Time Management  
**Unit Reference Number:** L/504/8717

**Credit Value of Unit:** 3

**GLH of Unit:** 27

**Level of Unit:** 1

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This unit explores at a basic level the process of time management, its uses and the skills associated with this process. The unit aims to raise awareness of the benefits of effective time management in all areas of life and work as well as considering the potential for the reduction of stress.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Know how time is spent	1.1 Record number of hours spent over a three-day period on the following activities: a) Sleeping b) Eating c) Working d) Studying e) Socialising 1.2 Identify activities for each of the following uses of time: a) Productive time b) Maintenance time c) Leisure time
2 Know about time-management skills	2.1 Outline what is meant by time management 2.2 Identify time-management skills for use of time for priorities in daily life
3 Know how to use time management as a way of reducing stress	3.1 Identify physical symptoms of stress 3.2 Identify emotional reactions to stress 3.3 Identify ways people suffering from stress might behave 3.4 Identify how time management can help reduce stress 3.5 Outline a time plan that will avoid stressful schedules

## UNIT SPECIFICATIONS

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**Unit Title:** Transforming Own Behaviour in Conflict

**Unit Reference Number:** J/506/5323

**Credit Value of Unit:** 3

**GLH of Unit:** 27

**Level of Unit:** 1

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This unit aims to enable learners to better understand how to manage conflict by improving their understanding and personal awareness of:

- Their own ability to recognise patterns of behaviour and situations that give rise to these
- The ability to identify their own core beliefs that give rise to particular behaviour patterns
- Patterns of behaviour that help or hinder a supportive atmosphere in conflict situations
- Ways in which unhelpful behaviour patterns might be changed

Learning Outcomes		Assessment Criteria	
The learner will:		The learner can:	
1	Understand the kinds of behaviours that can hinder a trusting and supportive atmosphere	1.1	Identify kinds of behaviour that would hinder him/her being able to trust and be supported
2	Understand the concept of being labelled and how it may impact behaviour	2.1	Identify examples of labelling
		2.2	Give an example of how a label might impact on behaviour
3	Understand the concept of habitual behaviours	3.1	Identify a habitual behaviour and the words and actions associated with those behaviours
4	Understand the costs and gains of habitual behaviours	4.1	Identify the costs and gains for one of his/her habitual behaviours
5	Understand how past events may influence the development of habitual behaviours	5.1	Identify past events which may lead to the development of a behaviour
		5.2	Identify thoughts and feelings that may be associated with that past event
6	Understand the concept of core beliefs about oneself and their impact on behaviour	6.1	Outline the concept of a core belief
		6.2	Outline the relationship between a core belief and a behaviour
7	Understand the concept of choice over habitual behaviours	7.1	Identify a situation where he/she is likely to use their habitual behaviour
		7.2	Outline a strategy for making a more positive choice

## UNIT SPECIFICATIONS

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**Unit Title:** Understanding Ecology and Conservation

**Unit Reference Number:** Y/505/6576

**Credit Value of Unit:** 3

**GLH of Unit:** 27

**Level of Unit:** 1

This unit aims to provide the learner with the understanding of ecology from the effects of plant and animal interaction to the benefits of conservation on the environment. The information in this unit enables the learner to identify plant structures and their purposes, genetic change in species development, and to use standard terms in describing eco-system development. In addition, this unit affords the learner the necessary skills to evaluate the pros and cons of key topics in environmentalism.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Understand the impact of plant and animal interaction on the environment	1.1 Identify one relevant circumstance, showing how one plant and one animal relationship might affect their environment
2 Understand plant structures and their purpose(s)	2.1 Name constituent parts of all the main plant structures and identify their functions in non-technical terms
3 Understand the basic principles of species evolution	3.1 Identify in basic terms separate species development by genetic change
	3.2 Outline what the concept of 'survival of the fittest' means
	3.3 Define populations and communities
4 Understand eco-system development	4.1 Outline eco-system development using standard terms
	4.2 Concisely describe mature vegetation zones using standard terms
	4.3 Outline the process of succession with examples of associated plant and animal groups
5 Understand an environmental issue	5.1 Identify key facts in relation to a chosen topic (for example, peat cutting/use of pesticides) that reflect the pros and cons
6 Understand the need for plant and animal conservation	6.1 State the main principles of conservation
	6.2 Outline basic environmental and social benefits in natural and man-made environments

## UNIT SPECIFICATIONS

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**Unit Title:** Understanding Pay and Payslips

**Unit Reference Number:** K/505/8610

**Credit Value of Unit:** 1

**GLH of Unit:** 9

**Level of Unit:** 1

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### Introduction

This unit aims to provide the learner with an understanding of how employees can be paid, details and purpose of payslips and the importance of record keeping.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Understand different methods by which employees can be paid	1.1 State three different ways in which employers can pay their employees 1.2 Indicate how often an employee might expect to be paid, and which he or she would personally prefer
2 Understand main items on payslips	2.1 Identify the following items on a payslip: a) Gross pay b) Net pay c) National Insurance contributions d) Tax code e) Tax deduction 2.2 Outline the purpose of tax and National Insurance contributions
3 Understand the importance of keeping a record of earnings	3.1 Identify documents that provide a record of earnings 3.2 State why these should be kept

## UNIT SPECIFICATIONS

**Unit Title:** Understanding Welfare at Work

**Unit Reference Number:** K/618/6307

**Credit Value of Unit:** 3

**GLH of Unit:** 30

**Level of Unit:** 1

### Introduction

The overall aim of this unit is to equip the learner with a basic awareness and understanding of the main hazards that may arise in the workplace and how to respond to them as well as identifying their rights and responsibilities. The unit is designed to support learners in developing their knowledge and skills, both interpersonal and subject related, so that they might better progress in employment or learning environments.

This unit would also be beneficial to those learners who are on a study programme which includes work placement or volunteering, ensuring the learners are fully prepared to undertake the placements. Also, it may encourage more employer engagement, if work placement / experience learners have an awareness of how to protect themselves and deal with emergencies.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the health and safety requirements of own workplace surroundings.	1.1. Identify major hazards in the workplace.
	1.2. Outline safety procedures including fire regulations and accident reporting.
	1.3. Outline safe working practices in the workplace.
2. Understand the main elements of Control of Substances Hazardous to Health (COSHH).	2.1. Identify the main COSHH regulations for the workplace.
	2.2. Identify the consequences of not applying COSHH regulations.
3. Know how to prevent common accidents at work.	3.1. Identify causes for a range of common accidents at work.
	3.2. Outline ways of preventing a range of common accidents at work.
4. Be able to respond to first aid incidents.	4.1. Demonstrate first aid treatments for use in dealing with simple accidents.
	4.2. State when and how to call for emergency assistance.
5. Be able to recognise cardiac arrest.	5.1. State how to recognise a situation of cardiac arrest.
6. Be able to demonstrate resuscitation techniques and the recovery position.	6.1. Demonstrate resuscitation procedures correctly and confidently.
	6.2. Demonstrate the recovery position correctly.

7. Be able to safely handle and move inanimate loads.	7.1. Demonstrate safe practice in the following areas: (a) pushing and pulling (b) supporting (c) carrying a load.
	7.2. Identify when a moving and handling procedure should be stopped and help or guidance should be obtained.

## Indicative Content

### Learning Outcome 1 - Understand the health and safety requirements of own workplace surroundings.

This learning outcome covers the range of health and safety issues that may be encountered in the workplace. These vary widely with the type of workplace and tasks involved and associated workplace risk assessments, policies and procedures. Learners should always be enabled and encouraged to seek out the relevant and important information that applies to them in their own particular situation and workplace.

#### 1.1 Identify major hazards in the workplace

This section should include basic information about the most common hazards identified in workplace accidents and incidents in the UK.

It is generally agreed that there are some main categories of workplace hazards and these can each be covered in a little more detail to explain what's included;

The six main categories of hazards are:

- Biological
- Chemical
- Physical
- Safety
- Ergonomic
- Psychosocial

Details on each category can be found on the HSE website here <https://www.hse.gov.uk/>

#### 1.2 Outline safety procedures including fire regulations and accident reporting

The legislation relating to workplace safety and the reporting of accidents should be addressed including a simple introduction to:

- Fire regulations and responsibilities of employers
- Health and Safety at Work etc Act 1974
- Regulatory Reform (Fire Safety) Order 2005
- RIDDOR - The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013.
- COSHH –these regulations are covered in more detail in LO 3

Further details on each piece of legislation can be found on the HSE website here <https://www.hse.gov.uk/>

The assessor should ensure that learners become aware of:

- Why it is important to report accidents
- When an accident should be reported

- Who is responsible for reporting an accident at work
- What to record and how/where to record it
- Details of who is involved in the incident: First aider, Casualty
- Details of what happened: Description of the incident, the location, and the name of any witnesses.
- Details of injuries: Be very specific on the location of injury i.e., upper right arm swelling.
- Detail any signs or symptoms: i.e. casualty had bright red blood from nose lasted approx. 8 minutes.
- What first aid was administered.
- Other details: What advice was given to the casualty after the first aid was administered i.e. referral to medical services.
- Date, time and signatures

The Accident Book is an essential document for employers and employees, who are required by law to record and report details of specified work-related injuries and incidents.

It enables businesses to comply with legal requirements under social security and health and safety legislation, including [Reporting of Injuries, Diseases and Dangerous Occurrences Regulations \(RIDDOR\)](#) requirements

Learners should become aware of their rights and responsibilities and how they are protected from accidents in the workplace.

The Government website in relation to fire safety may be useful;  
<https://www.gov.uk/workplace-fire-safety-your-responsibilities/fire-risk-assessments>

Employees should be made aware, via training and information, of the emergency procedures for evacuation in the event of fire as well as which types of extinguishers and fire blankets are suitable for outbreaks of fire in different areas, and how to use them.

### 1.3 Outline safe working practices in the workplace

The Health and Safety Executive provides guidance for employers to help them ensure that their premises are made safe and healthy. Following the link below will provide more details:

<https://www.hse.gov.uk/toolbox/workplace/facilities.htm>

Under the Workplace (Health, Safety and Welfare) Regulations 1992, employers have a legal duty to ensure, so far as is reasonably practicable, the health, safety and welfare at work of employees.

Learners should be made aware that all employees should be provided with health and safety training that is updated regularly.

The duties of employers should also be outlined in this section. Learners should also be made aware of the **responsibilities of employees** including the need to;

- work safely to ensure own safety and health;
- make sure individual actions do not cause injury or harm to others;
- follow the employer's instructions on safety and health – ask for assistance if you do not understand the information

Under the Management of Health and Safety at Work Regulations 1999, the minimum an employer must do is:

- identify what could cause injury or illness in the workplace (hazards)
- decide how likely it is that someone could be harmed and how seriously (the risk)
- take action to eliminate the hazard, or if this isn't possible, control the risk

**Assessing risk** is just one part of the overall process used to control risks in your workplace.

Simple examples of the **risk assessment process, covering the five steps to risk assessment** should be included in this section and learners encouraged to carry out simple examples of this process in their homes or workplaces.

It should be emphasised that every workplace has hazards and, although there will be a nominated person for conducting formal risk assessments, it is still everyone's responsibility to be mindful of hazards in the workplace and minimise risk of harm.

Not all hazards are obvious and they may be unique to each different workplace.

## **Learning Outcome 2 - Understand the main elements of Control of Substances Hazardous to Health (COSHH).**

### **2.1 Identify the main COSHH regulations for the workplace.**

COSHH is the law that requires employers to control substances that are hazardous to health.

Learners should be able to outline what the initials COSHH stand for and provide some basic information about the role and function of this legislation.

The purpose of COSHH is to reduce the number of people who become unwell due to being exposed to harmful substances. Examples of substances that are harmful to health should be provided, particularly those covered by the COSHH legislation.

Learners should be made aware of who the legislation applies to and what the responsibilities of employers are with regard to hazardous substances.

Case studies from the Health and Safety Executive website may be useful or other simple case studies can be created to illustrate the learning points

<https://www.hse.gov.uk/coshh/casestudies/cook.htm>

It may also be useful to introduce learners to symbols associated with hazards such as the skull and crossbones - The toxic symbol represents chemicals that can cause a lot of damage even in low and very low quantities

Hazard symbols used in the UK can be seen on the HSE website here:

[Hazard symbols and hazard pictograms - Chemical ... - HSE](#)

[www.hse.gov.uk > labelling-packaging > hazard-symbols-..](http://www.hse.gov.uk/labelling-packaging/hazard-symbols-..)

### **2.2 Identify the consequences of not applying COSHH regulations**

Linked to the learning in 1.1 above about the responsibilities of the employer, learners should be made aware of the possible consequences for employers who do not apply the COSHH regulations.

Noncompliance can result in prosecution as well as substantial fines.

Learners should understand that employers are required by law to protect employees, and others, from harm. The point can be made that good practice in health and safety is good for businesses and a basic explanation of why this is so can be offered.

NB

2.1 and 2.2 can usefully be taught in a holistic format

### **Learning Outcome 3 - Know how to prevent common accidents at work.**

In this section the learner may be introduced to risk assessment.

There are many possible causes of accidents in the workplace and these vary according to the setting. Some of the most common relate to;

- Trips/slips or falls
- Electrical incidents
- Manual handling/lifting
- Being hit by falling objects
- Cuts and lacerations
- Burns

The preventive measures for each of these categories should be covered at a basic level. An example might be;

#### **Slips trips and falls**

Good housekeeping is the key to preventing many of these incidents that make up about a third of all accidents in workplaces. Workplaces that are an untidy or disorganised are more likely to be the cause of slips trips and falls.

In order to prevent these accidents employers should ensure that;

- Flooring is suitable and worn flooring is replaced
- If it is wet, snowy or icy outdoors, this should be cleared and the area is sanded or gritted
- Trailing cables are hidden away
- Flooring is cleaned regularly using appropriate cleaning materials
- There are adequate hand rails, guard rails and sufficient lighting in place
- Areas that are temporarily wet or slippery are clearly marked

Employees should also play their part by;

- Clearing up any spillages or ensuring that someone does this
- Placing hazard signs to warn of wet floors or when there has been a spillage
- Reporting an hazards spotted that may lead to slips trips or falls

### **Learning Outcome 4 - Be able to respond to first aid incidents**

NB the assessment criteria may be usefully taught holistically for this LO

#### **4.1 Demonstrate first aid treatments for use in dealing with simple accidents**

Assessors should note that learners are not required to carry out the full functions of a First Aider but simply be able to offer some basic assistance following a simple accident, guided by the knowledge provided in this unit and have an underpinning knowledge to prepare them for the workplace. Emphasise that the aim is to keep themselves and the person in need of first aid safe.

The law states that it is a legal requirement to have a first aider if there are more than 5 employees in an organisation and these qualified people should be summoned to assess the person who has had the accident. It is also a legal requirement for every workplace to have a first aid kit.

The most common accidents include;

- Cuts, grazes and associated bleeding (including a nosebleed)
- Burns and scalds
- Slips, trips and falls resulting in muscle strains, bruising, and possible broken bones

Assessors may wish to briefly cover a list of emergency incidents such as anaphylaxis, electric shock and choking although this is not a requirement. The designated workplace First Aider would be required to respond in these instances with a focus on recognition of major illness or accident and a requirement to refer to emergency services.

The assessor may also cover the three priorities when dealing with a person in need of first aid, commonly referred to as ABC, which stands for:

- Airway
- Breathing
- Circulation

Employers are required to report any relevant incident or accident under the **RIDDOR (The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013)** regulations and some basic awareness of this may be useful for learners.

Learners undertaking a very basic level for First Aid should focus mostly on how to recognise when a situation needs to be escalated, how to stay safe whilst assessing the situation, how to handle associated dangers, how to prioritise when there are multiple casualties. This links in with 4.2.

#### **4.2 State when and how to call for emergency assistance.**

As noted above, assessors may choose to deliver content for both assessment criteria in a holistic session.

The session should therefore cover the importance of summoning help and accident recording and reporting in the workplace.

Learners need to understand when it is appropriate to call the emergency services and what information they will need.

Emergency services will need to know:

- Where you are (including the area or postcode)
- What phone number are you calling from
- What has happened including number of casualties and approximate age

The possible alternatives to calling 999 should be reviewed such as calling NHS 111, 112 and include what each one is used for including 999.

It is useful to know that people who are deaf, hearing impaired or with a speech impediment can contact the emergency service by SMS.

#### **Sending an Emergency Text Message – Next Generation Text Service (NGT)**

The NGT service lets deaf, hard of hearing, or speech-impaired people in the UK alert police, ambulance, fire, or coastguard services by either calling via a relay assistant or texting a message to 999 using the emergency SMS service.

Users must register their phone before you can use it.

#### **How to use emergency SMS to call 999**

In an emergency, NGT suggest that users should use emergency SMS to contact the emergency services only if they have no other option. This is because it will take longer than the standard voice 999 service.

Information to be included in the SMS:

- The service required: ambulance, police, fire or coastguard
- What's the emergency?
- Where's the emergency? Be precise, including the name of the road and town and, if possible, more details like the house number or nearby landmarks or main roads.

Send the message to 999. The emergency service will reply to the user, either asking for more information or informing them that help is on the way.

## Learning Outcome 5 - Be able to recognise cardiac arrest.

### 5.1 State how to recognise a situation of cardiac arrest.

Assessors need to ensure that the information and procedures taught for this learning outcome are appropriate for the level of the qualification and in line with **up to date recommendations** from the NHS, the UK Resuscitation Council and other reliable and respected sources.

In the UK all resuscitation procedures are regulated by the UK Resuscitation Council (UKRC), who release guidance on resuscitation procedures for both the health professionals and the lay person. All Resuscitation procedures must be taught in accordance with the UKRC. Further details can be found on the UKRC website here <https://www.resus.org.uk/>

The survival rate can be hugely improved if first aid is applied quickly. The survival rates in the UK are low compared with some other countries and these can be improved substantially if more people know how to recognise an emergency and apply lifesaving techniques such as cardiopulmonary resuscitation (CPR).

“In the UK, fewer than 1 in 10 people survive an out-of-hospital cardiac arrest. This is low compared to many other countries, including Norway, where 7 out of 10 people survive an out-of-hospital cardiac arrest.”  
*Resuscitation Council UK*

The **Chain of Survival** can be covered and this outlines the key steps that need to be taken in the event of a cardiac arrest.

At this level of study and for the layperson in general it is recommended by the UK Resuscitation Council that to establish whether or not the casualty is **unconscious** and whether **breathing** is normal or not is sufficient. This involves establishing if the person is **unresponsive**.

The UK Resuscitation Council argue that “the knowledge, skills and confidence of bystanders will vary according to the circumstances, of the arrest, level of training and prior experience. The bystander who is trained and able should assess the collapsed victim rapidly to determine if the victim is unresponsive and not breathing normally and then immediately alert the emergency services. Whenever possible, alert the emergency services without leaving the victim.”

The **DRABC** procedure should be covered to establish whether or not the person is responsive and to safely assess the situation

- Danger
- Response
- Airway
- Breathing and
- Circulation

The UKRC states that 40% of adult casualties in the initial few minutes following a Cardiac Arrest, may take gasping or infrequent breaths, referred to as ‘agonal gasps’. Therefore, learners should be encouraged to continue with CPR, if the casualty is not breathing normally.

## Learning Outcome 6 - Be able to demonstrate resuscitation techniques and the recovery position.

### 6.1 Demonstrate resuscitation procedures correctly and confidently

Bearing in mind the limitations discussed at LO 5, learners should be enabled to practice the technique of CPR under supervision and their competence assessed.

The first task is to check for dangers, assess response and then call emergency services for help.

The British Heart Foundation provides information that can be useful for learners to help them prepare for the task <https://www.bhf.org.uk/>.

Assessors should also cover the use of **Automated External Defibrillators (AED)** and discuss with learners whether or not they are aware of these and have seen any in locations near where they live. The British Heart Foundation has a useful video that can be seen here <https://youtu.be/8A0kljQU48U>

The UK Resuscitation Council also provides a very useful guide here <https://www.resus.org.uk/public-resource/defibrillation>

Currently if an untrained layperson calls 999, the 2015 UKRC guidelines stated that the ambulance call handler would guide the person in how to perform chest compression only CPR and locating an AED.

## **6.2 Demonstrate the recovery position correctly.**

Assessors should first establish with learners;

- The aim / purpose of the recovery position
- When it should be used

The learner should then be involved in practical demonstrations and should have the opportunity to practice the technique under supervision until they are able to carry this out correctly.

There are videos available as well that can be seen at:

NHS <https://www.nhs.uk/conditions/first-aid/recovery-position/>

St John Ambulance <https://youtu.be/GmqXqwSV3bo>

## **Learning Outcome 7 - Be able to safely handle and move inanimate loads.**

### **7.1 Demonstrate safe practice in the following areas:**

- (a) pushing and pulling**
- (b) supporting**
- (c) carrying a load.**

Learners should be provided with a little background to the risks and dangers of inappropriate manual handling of loads. The Trade Union Unison provides information on the number and frequency of accidents and injuries related to manual handling.

*“One in three **accidents** at work **are caused by manual handling**. **Many manual handling incidents cause damage to the back.**”*

<https://www.unison.org.uk/get-help/knowledge/health-and-safety/manual-handling>

It should also be pointed out that employers should aim to avoid hazardous manual handling operations by possibly redesigning the task to avoid moving the load.

The five principles of manual handling should be covered in this section and the acronym T.I.L.E can be explained; Task, Individual, Load, Environment in relation to assessing tasks and the associated risks.

Learners should be able demonstrate understanding of the safe practices involved in;

### **Pushing and pulling**

Key points to understand here include the fact that pushing and pulling may avoid lifting and carrying heavy loads but these manoeuvres must still be done correctly otherwise musculoskeletal disorders (MSDs) can occur. MSDs include pain and injuries to arms, legs and joints, and repetitive strain injuries of various sorts

## Supporting

Learners should be aware of how to safely support a load whilst a lift is in progress. The Health and Safety Executive offers the following guidance;

- Keep the load close to your waist for as long as possible while lifting.
- Keep the heaviest side of the load next to your body.
- If you can't get close to the load, try to slide it towards your body before you try to lift it.

**Lifting and handling aids** can remove or reduce that risk and keep workers healthy and at work can also be used to support loads. These include hoists, trucks and trolleys.

This criterion may also be interpreted to include supporting colleagues to carry out a lift as a group and basis information can be provided in this regard.

## Carrying a load

To help prevent manual handling injuries in the workplace, you should avoid such tasks as far as possible. However, where it is not possible to avoid handling a load, employers must look at the risks of that task and put sensible health and safety measures in place to prevent and avoid injury

Whilst lifting a heavy load prior to attempting to carry this learners should explore the preparations needed including;

- Thinking about the process and the load to be lifted.
- Planning the route to take when carrying the load and ensuring there are no obstacles
- Keep the load close to the waist
- Adopting a stable position and getting a good hold on the load
- Not bending the back or twisting when lifting or carrying the load

The Health and Safety Executive provides sound guidance to follow for all of these activities.  
<https://www.hse.gov.uk/msd/pushpull/index.htm>

## 7.2 Identify when a moving and handling procedure should be stopped and help or guidance should be obtained.

It is important that all staff are aware that they must not put themselves or others at risk. If at any time staff, are involved in any activity that feels unsafe or at risk they should feel comfortable with the idea of stopping the activity and getting some help.

Learners need to be aware that they should know your own limitations and if they feel uncomfortable, or that the object is too awkward to grip properly or too heavy, they should seek assistance before lifting.

Sometimes a small change in work practices workplace can mean that some hazardous manual handling tasks can be stopped altogether

## UNIT SPECIFICATIONS

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**Unit Title:** Undertaking an Enterprise Project

**Unit Reference Number:** T/505/4446

**Credit Value of Unit:** 3

**GLH of Unit:** 27

**Level of Unit:** 1

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This unit aims to provide learners with essential skills in undertaking an enterprise project. The information in this unit will enable learners to identify the focus of their enterprise, develop skills in market research, practice costing, and create a resource for appropriate marketing methods to promote their enterprise.

Learning Outcomes	Learning Outcomes
The learner will:	The learner can:
1 Know how to select an appropriate enterprise project for a particular target market	1.1 State two ways in which s/he could undertake market research
	1.2 State, giving reasons for choice, a product or service as a focus for enterprise
	1.3 Identify and list the target market and main competitors for own enterprise
2 Be able to set the price for own product or service	2.1 Identify and list all the costs involved in producing a chosen product or service
	2.2 Using a given simple arithmetic formula, calculate the total cost of producing a chosen product or service
	2.3 State the price s/he will charge the customer for a chosen product or service
3 Know the significance of effective marketing	3.1 Identify the key personal skills and qualities required to effectively market and sell own chosen product or service
	3.2 Identify the most appropriate methods for marketing own chosen product or service
	3.3 Create a resource for marketing own chosen product or service to the target market

## UNIT SPECIFICATIONS

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**Unit Title:** Use and Maintain Woodworking Tools

**Unit Reference Number:** A/505/8725

**Credit Value of Unit:** 3

**GLH of Unit:** 27

**Level of Unit:** 1

The aim of this unit is to provide learners with the knowledge and skills required to identify, use and maintain woodworking tools.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Be able to use tools safely	1.1 Observe correct health and safety procedures in relation to handling tools used in a workshop
	1.2 Use tools safely
2 Be able to identify and use manual tools	2.1 Name four manual tools used in carpentry and state their use
	2.2 Use two hand tools correctly
3 Be able to maintain and store manual tools	3.1 Use a wheel or oilstone to correctly sharpen a bladed manual tool
	3.2 List two points to take into account when storing manual tools
4 Be able to identify and use electrical tools	4.1 Name three electrical tools used in carpentry and state their uses
	4.2 Use a range of electrical tools correctly to: a) Drill holes in timber b) Saw timber c) Sand timber d) Insert screws
5 Be able to maintain and store electrical tools	5.1 Identify when a tool needs sharpening
	5.2 Identify and conduct a safe wiring check
	5.3 List two points to take into account when storing electrical tools

## UNIT SPECIFICATIONS

**Unit Title:** Use of Tools and Equipment for Bricklaying

**Unit Reference Number:** F/505/8614

**Credit Value of Unit:** 3

**GLH of Unit:** 27

**Level of Unit:** 1

The aim of this unit is to provide learners with the knowledge and skills required to use tools and equipment for bricklaying.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Know commonly used materials in bricklaying	1.1 Identify five materials from a given range, for example, bricks (various), blocks (various), cement (masonry, port-land), hydrated lime, mortar plasticiser
2 Be able to stack and store materials	2.1 Handle materials correctly
	2.2 Correctly store materials
	2.3 Display manual handling skills
3 Be able to use access equipment	3.1 Identify three items of access equipment
	3.2 Assist in positioning equipment
	3.3 Assist in erecting equipment
	3.4 Dismantle access equipment
4 Know tools used in bricklaying	4.1 Identify eight tools and items of equipment from a given range, for example, trowels, line and pins, corner blocks, scotch chisel, spirit level, tape measure, soft brush, shovel, bucket, wheel barrow, builders square, hawk, pocket level, straight edge, gauge lath (rod), spot board, mechanical mixer
5 Be able to use a brick trowel	5.1 Roll and spread mortar
	5.2 Prepare a mortar bed
	5.3 Place a cross joint on a brick head
	5.4 Cut off the surplus mortar
	5.5 Handle the trowel safely
6 Be able to re-point an area of brickwork	6.1 Select and use one of the following finishes: keyed, struck, weather-struck or flush
	6.2 Prepare the joint
	6.3 Fill the joint
	6.4 Cut/brush off mortar rags with a minimum of smearing to the face brickwork
7 Be able to measure, cut and level bricks	7.1 Use a tape measure to accurately measure brickwork
	7.2 Use a hammer and chisel to cut a brick to a given size
	7.3 Use a spirit level to level the brick on a mortar bed

## UNIT SPECIFICATIONS

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**Unit Title:** Using Floor and Wall Tiling Techniques

**Unit Reference Number:** H/504/9646

**Credit Value of Unit:** 3

**GLH of Unit:** 27

**Level of Unit:** 1

This aim of this unit is to provide learners with floor and wall tiling techniques, leaving the work area clean and tidy.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Know the main tools and materials used in floor and wall tiling	1.1 Identify commonly used materials for wall and floor tiling
	1.2 Identify background surfaces to which tiles are commonly fixed
	1.3 Identify commonly used tools for wall and floor tiling
2 Be able to prepare for floor and wall tiling	2.1 Prepare the work area appropriately, checking straight edges and distribution of tiles
	2.2 Clean and prepare surface
3 Be able to use tools, materials and techniques in floor and wall tiling	3.1 Use techniques and tools to set out, position and fix tiles
	3.2 Cut tiles neatly using appropriate tools
	3.3 Mix and apply grout according to requirements
	3.4 Clean down the work area, removing surplus grout
	3.5 Use tools and equipment safely
4 Be able to leave work area clean and tidy	4.1 Clean and store tools and equipment appropriately
	4.2 Leave the work area clean and free from debris
	4.3 Dispose of waste appropriately

## UNIT SPECIFICATIONS

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**Unit Title:** Using Painting Skills for Interior Ceilings and Walls

**Unit Reference Number:** K/504/9647

**Credit Value of Unit:** 3

**GLH of Unit:** 27

**Level of Unit:** 1

This aim of this unit is to provide learners with painting skills for interior ceilings and walls, leaving the work area clean and tidy.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Be able to prepare for painting	1.1 Prepare the work area appropriately, removing items affected by painting work
	1.2 Prepare the surface to be painted using the appropriate tools and techniques
	1.3 Identify and select the appropriate tools and equipment for painting
2 Be able to use tools, materials and techniques for painting	2.1 Select the appropriate paint for the area to be painted
	2.2 Apply paint to the area according to requirements
	2.3 Paint the area to the required level of finish
	2.4 Use tools and equipment safely
3 Be able to leave work area clean and tidy	3.1 Clean and store tools and equipment appropriately
	3.2 Leave the work area clean and free from debris
	3.3 Dispose of waste appropriately

## UNIT SPECIFICATIONS

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**Unit Title:** Using Plastering Skills – Floating Coat to an Attached Pier

**Unit Reference Number:** M/504/9648

**Credit Value of Unit:** 3

**GLH of Unit:** 27

**Level of Unit:** 1

This aim of this unit is to provide learners with plastering skills to apply a floating coat to an attached pier, leaving the work area clean and tidy.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Be able to prepare for applying a floating coat to an attached pier	1.1 Prepare the work area appropriately, removing existing plaster 1.2 Check the area using appropriate techniques 1.3 Identify and select the appropriate tools and equipment for plastering
2 Be able to apply a floating coat to an attached pier according to requirements	2.1 Fix rules/angle beads to corners 2.2 Apply a floating coat to the wall 2.3 Apply a finishing coat to the wall 2.4 Use tools and equipment safely
3 Be able to leave work area clean and tidy	3.1 Clean and store tools and equipment appropriately 3.2 Leave the work area clean and free from debris 3.3 Dispose of waste appropriately

## UNIT SPECIFICATIONS

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**Unit Title:** Using Plastering Skills – Plastering to a Window Reveal

**Unit Reference Number:** T/504/9649

**Credit Value of Unit:** 3

**GLH of Unit:** 27

**Level of Unit:** 1

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This aim of this unit is to provide learners with plastering skills to a window reveal, leaving the work area clean and tidy.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Be able to prepare for plastering to a window reveal	1.1 Prepare the work area appropriately, removing existing plaster
	1.2 Check the area using appropriate techniques
	1.3 Identify and select the appropriate tools and equipment for plastering
2 Be able to plaster to a window reveal according to requirements	2.1 Fix rules/angle beads to corners
	2.2 Apply a floating coat to the wall
	2.3 Apply a finishing coat to the wall
	2.4 Use tools and equipment safely
3 Be able to leave work area clean and tidy	3.1 Clean and store tools and equipment appropriately
	3.2 Leave the work area clean and free from debris
	3.3 Dispose of waste appropriately

## UNIT SPECIFICATIONS

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**Unit Title:** Wallpapering Skills

**Unit Reference Number:** D/506/5330

**Credit Value of Unit:** 3

**GLH of Unit:** 27

**Level of Unit:** 1

This unit is designed to provide learners with the skills to be able to select suitable equipment and materials for wallpapering, planning, preparing and carrying out wallpapering whilst also maintaining tools and the working area.

Learning Outcomes		Assessment Criteria	
The learner will:		The learner can:	
1	Be able to select equipment and materials for wallpapering	1.1	Indicate suitable tools and materials for the job
2	Be able to plan and prepare for the wallpapering task	2.1	Identify obvious defects in the surface to be papered
		2.2	Give an approximate number of complete drops needed to cover the surface area
		2.3	Set up a workstation in a given position
		2.4	Mix adhesive as directed
		2.5	Measure straight drops, making an allowance for trimming, and cut paper
		2.6	Mark a plumb line from a given starting point
3	Be able to wallpaper	3.1	Apply adhesive to the paper, ensuring even and complete coverage
		3.2	Fold paper before applying to wall
		3.3	Apply first drop to the plumb line and ensure subsequent drops are butted
		3.4	Smooth paper to minimise creases and bubbles
		3.5	Ensure internal angles are correctly finished
		3.6	Ensure external angles are correctly finished
		3.7	Trim excess paper and remove any excess paste
4	Be able to maintain tools and the working area	4.1	Clean all tools and make good the working area

## UNIT SPECIFICATIONS

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**Unit Title:** Work, Review and Plan  
**Unit Reference Number:** L/505/8616

**Credit Value of Unit:** 3

**GLH of Unit:** 27

**Level of Unit:** 1

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The aim of this unit is to introduce the use of a plan, from creation and review through to self-evaluation, that can be repeated regularly to encourage continuous improvement.

The unit aims to provide the basic framework that learners can apply in their own work situation to help improve personal performance and achievement against self-identified aims and objectives.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Understand the need for goal setting in relation to learning objectives	1.1 Identify and record short- and long-term objectives and aims
2 Be able to create simple action plans	1.2 Identify areas of learning they wish to improve
	2.1 Identify a range of specific improvements they wish to make
	2.2 Outline strategies appropriate to the development of specific skills and abilities
3 Be able to review own progress	2.3 Create a simple action plan
	3.1 Record work completed
	3.2 Carry out a simple self-assessment
4 Understand the need for self-evaluation and summative review	3.3 Describe on-going progress
	4.1 Comment on personal performance and achievement against self-identified aims and objectives
	4.2 Revise personal action plan in accordance with information derived from self-evaluation
	4.3 State the importance of self-evaluation

**Summary Record of Achievement**  
**Ascentis Level 1 Award in Introduction to the Construction Environment**

Unit Title	Level	Credit Value	Date Completed	Assessor Signature	Internal Verifier Signature (if sampled)

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

Minimum Credit Value of Qualification: 7

I confirm that the minimum number of credits at the appropriate level have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

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

Internal Verifier Signature (if sampled) \_\_\_\_\_

## APPENDIX 1

### Summary Record of Achievement

#### Ascentis Level 1 Certificate in Introduction to the Construction Environment

Unit Title	Level	Credit Value	Date Completed	Assessor Signature	Internal Verifier Signature (if sampled)

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

Minimum Credit Value of Qualification: 21

I confirm that the minimum number of credits at the appropriate level have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

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

Internal Verifier Signature (if sampled) \_\_\_\_\_

