



Ascentis Level 1 Certificate in

Skills for Employment in the Construction Industries

Specification

Ofqual Number	500/4033/9
Ofqual Start Date	01/06/2008
Ofqual Review Date	31/07/2021
Ofqual Certification Review Date	31/07/2022

ABOUT ASCENTIS

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)

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 progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

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ASCENTIS LEVEL 1 CERTIFICATE IN SKILLS FOR EMPLOYMENT IN THE CONSTRUCTION INDUSTRIES

Introduction

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

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

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

Aims

The aims of the qualification are to enable learners

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

Target Group

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

Ofqual Qualification Number 500/4033/9

Rationale for Rules of Combination

Learners interested in employment in the construction industries will benefit from the Mandatory units of Group A and B. The choice of optional units in Group C allows learners to pick the practical area they are interested in.

Rules of Combination

Ascentis Level 1 Certificate in Skills for Employment in the Construction Industries				
Minimum credits: 24				
Group A - Mandatory Units (at either E3 or L1)				
Credit (from Group A) Mandatory Units: 2				
Title	Level	Credit Value	GLH	Unit ref
Introduction to Construction Work	E3	2	20	D/504/3389
Introduction to Construction Work	L1	2	20	D/504/3120
Group B - Mandatory Units				
Credit (from Group B) Mandatory Units: 16				
Principles of Health and Safety	L1	6	60	Y/504/3391
Handling and Storing Materials and Components	L1	6	60	H/504/3393
Personal Work Skills	L1	4	40	J/501/7126
Group C – Optional Units				
Minimum credit (from Group C) Optional Units: 6				
Introduction to Self-Employment	L1	2	10	F/504/3403
Carrying out Dry Lining	L1	6	60	K/504/3220
Carrying out Electrical Installation Operations	L1	6	60	M/504/3221
Carrying out Flooring Operations	L1	6	60	M/504/3123
Carrying Gas Service Engineering Operations	L1	6	60	T/504/3222
Carrying out Groundwork Operations	L1	6	60	R/504/3213
Carrying out Painting and Decorating Operations	L1	6	60	H/504/3166
Carrying out Plastering Operations	L1	6	60	T/504/3155
Carrying out Plumbing Operations	L1	6	60	R/504/3230
Carrying out Sign Making Operations	L1	6	60	Y/504/3231
Carrying out Tiling Operations	L1	6	60	H/504/3149
Carrying out Trowel Operations	L1	6	60	M/504/3140
Carrying out Wood Operations	L1	6	60	R/504/3129
Carrying out Stone Masonry Operations	L1	6	60	F/504/3126
Credits from equivalent Units: Please contact the Ascentis office to request equivalences, and ask to speak to a member of the Qualifications Development Team.				
Credits from exemptions: Please contact the Ascentis office to request exemptions and ask to speak to a member of the Qualifications Development Team.				

Unit certification is available for all units

Recommended Guided Learning Hours

The recommended guided learning hours for this qualification is 240

Total Qualification Time

The total qualification time for the Level 1 Certificate in skills for employment in the Construction Industries is 240.

Time Limit for the Process of Credit Accumulation and Exemptions

Credit accumulation-usually within the life span of the qualification.

Recommended Prior Knowledge, Attainment and/or Experience

No recommended prior learning is required.

Age Range of Qualification

This qualification is suitable for young people aged 14-19 and adult learners.

Opportunities for Progression

It is intended that these qualifications will help learners towards the following progression routes

- Level 2 Construction qualifications
- Further training within their chosen occupational area/s

Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. 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.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at 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.

Status in England, Wales and Northern Ireland

This qualification is available in England, Wales and Northern Ireland. It is only offered in English. If a centre based overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Ascentis.

Reasonable Adjustments and Special Considerations

In the development of this qualification 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 the reasonable adjustments and special considerations are available from the Resources/Key Documents area of the Ascentis website 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 Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

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

On completion of the learners' evidence for either the individual units or the diploma, 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 4 weeks afterwards should any appeal be made.

Carrying out Operations units are assessed by an Ascentis devised external assessment

Internal Assessment

The Mandatory units are assessed through 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
- Tape recordings
- Self-assessments
- Workbook activities

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. Examples of tracking sheets are found in Appendix 2.

External Assessment

The Optional units are assessed through external assessment.

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

External assessments can be downloaded from QuartzWeb and must be kept under secure conditions. Assessors mark the external assessments following the mark scheme provided by Ascentis.

Conduct of External Assessment

- All work completed as evidence for the activity must be clearly marked with the learner's name and date and handed in at the end of each session
- It is the centre's responsibility to make sure that such evidence in progress is securely kept and not contaminated by learner evidence produced elsewhere
- Only work produced and completed under supervised conditions may be included as the evidence for externally approved activity for any learner
- Where any evidence is derived from group activities, the assessor must be confident that the learner's work presented for assessment is their own work
- All tasks and assignments must be completed unaided. Where evidence of competence is based on observations of activities or oral responses then these must be recorded in a standard format provided by Ascentis and signed by a tutor/assessor. An observation record is provided in Appendix 4. These records are to be retained and made available for moderation together with each learner's portfolio of evidence
- All evidence must be completed following the assessment criteria in the specification. Evidence should demonstrate the ability to complete the activity unaided after any necessary initial help in understanding the situation and tasks required.

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 will be co-ordinated by a named Foundation Coordinator at each centre, who will liaise with Ascentis. The Foundation Coordinator may also act as the Internal Verifier. Internal verification will be carried out through standardisation activities including the internal verification of 10% of portfolio evidence across all the groups of students, to include all the assessors and the full range of units. It is the responsibility of Internal Verifiers to ensure that all assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Verifiers are also responsible for supporting assessors by offering advice and guidance.

Further information is available from the Resources/Key Documents section of the Ascentis website www.ascentis.co.uk

Ascentis External Verifiers will confirm the internal verification activities at their visit.

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 Verifiers will usually do this through discussion with the centre management team; assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners, 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 Quartz Web or the Ascentis website.

Health and Safety

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

UNIT SPECIFICATIONS

Introduction to Construction Work

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: E3

Introduction

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

This unit is assessed through a portfolio of evidence.

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

Indicative Content
<p>Construction Industry</p> <ul style="list-style-type: none"> ▪ Structure of industry – small and larger firms, specialist firms and services; sole traders, large companies, sub-contractors ▪ Specialists – electricians, plumbers etc. ▪ Roles – apprenticeships, builders, painters and decorators, architects <p>Conditions</p> <ul style="list-style-type: none"> ▪ Working practices - flexibility, flexi-time, shift patterns, short-term employment, self-employment, contract work ▪ Conditions – rates of pay, overtime, bonuses, holidays, working away from home ▪ Benefits – pension, tools allowance, meals on duty, free clothes/uniform, PPEs

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

UNIT SPECIFICATIONS

Introduction to Construction Work

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: 1

Introduction

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

This unit is assessed through a portfolio of evidence.

Learning Outcomes		Assessment Criteria
The learner will be able to		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
<p>Construction Industry</p> <ul style="list-style-type: none"> ▪ Structure of industry – small and larger firms, specialist firms and services; sole traders, large companies, sub-contractors ▪ Specialists – electricians, plumbers etc. ▪ Roles – apprenticeships, builders, painters and decorators, architects <p>Conditions</p> <ul style="list-style-type: none"> ▪ Working practices - flexibility, flexi-time, shift patterns, short-term employment, self-employment, contract work ▪ Conditions – rates of pay, overtime, bonuses, holidays, working away from home ▪ Benefits – pension, tools allowance, meals on duty, free clothes/uniform, PPEs

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

UNIT SPECIFICATIONS

Principles of Health and Safety

Credit Value of Unit: 6

GLH of Unit: 60

Level of Unit: 1

Introduction

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

This unit is assessed through a portfolio of evidence.

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

Indicative Content

Health, Safety and Welfare

What health and safety in the workplace covers and why it is important

- **Welfare Provision:** washrooms, other facilities (e.g. Places to eat and drink), breaks etc. personal hygiene
- **Important for Health of Self and Others;** employer, manager and employee
- **Responsibilities:** legal and organisational

Hazards and Risks

- **Definitions of Hazard, Harm and Risk; Range of Hazards and the Harm they May Cause:** e.g. Manual handling, repetitive work, noise and vibration, hazardous substances, computers, animals, slips, trips and falls, falling from height, machinery/equipment, electricity, transport/vehicles, fire/explosions (the fire triangle), confined spaces, pressure systems, people/stress
- **Conditions in the Workplace Including:** housekeeping, access and exit routes, lighting, ventilation, noise, temperature, dust/fumes, working space and the hazards they may cause

Safety Signs

- **Safety Signs and the Hazards they Indicate to Include:** prohibition signs, warning signs, safe condition signs, mandatory signs, fire signs

Safe Practices and Protective Equipment

- **Fire Drills and Procedures;** what to do if you discover a fire or other emergency fire extinguishers and their use
- **Personal Protective Equipment to Include:** protective clothing, head protection, eye protection, hearing protection, respiratory protection, hand protection, foot protection; protection provided by protective equipment
- Importance of accident reporting
- **First Aid:** legal requirements and protection of employees

UNIT SPECIFICATIONS

Handling and Storing Material and Components

Credit Value of Unit: 6

GLH of Unit: 60

Level of Unit: 1

Introduction

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

This unit is assessed through a portfolio of evidence.

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

UNIT SPECIFICATIONS

Personal Work Skills

Credit Value of Unit: 4

GLH of Unit: 40

Level of Unit: 1

Introduction

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

This unit is assessed through a portfolio of evidence.

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

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

Tutor Guidance

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

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

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

UNIT SPECIFICATIONS

Introduction to Self-Employment

Credit Value of Unit: 2

GLH of Unit: 10

Level of Unit: 1

Introduction

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

This unit is assessed through a portfolio of evidence.

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

Practical Assessment Task

Opportunities

- **Skills Audit to Identify Own Skills and Abilities; Skills to Include** communication skills, numeracy, self-starter, time management
- Decision making and problem solving
- Specialist skills for specific business ideas
- Opportunities based on skills and abilities
- Assessment of ideas to decide if possible

Business Plans

- **How to Identify Resources to Include** materials and equipment, employees, finance, stock and consumables, transport, premises, licences etc.
- Finding out about costs
- **Researching Possible Income Levels:** e.g. Looking at similar services
- Estimating required profit margin
- Gross and net profit
- Preparing a business plan

Legal and Practical Issues

- **Practical Issues:** reality of working alone, possible irregularity of payment, impact on current finances e.g. Benefits
- **Sources of Help Including** banks, Business Link and other Government agencies, local agencies, friends, family etc.
- **Legal Aspects to Include** requirement to pay tax, licences where required
- Health and safety issues
- Any specialist legislation relating to specific business idea

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

UNIT SPECIFICATIONS

Carrying Out Dry Lining Operations

Credit Value of Unit: 6

GLH of Unit: 60

Level of Unit: 1

Introduction

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

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

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

UNIT SPECIFICATIONS

Carrying Out Electrical Installation Operations

Credit Value of Unit: 6

GLH of Unit: 60

Level of Unit: 1

Introduction

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

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

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

UNIT SPECIFICATIONS

Carrying Out Flooring Operations

Credit Value of Unit: 6

GLH of Unit: 60

Level of Unit: 1

Introduction

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

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

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

UNIT SPECIFICATIONS

Carrying Out Gas Service Engineering Operations

Credit Value of Unit: 6

GLH of Unit: 60

Level of Unit: 1

Introduction

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

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

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

UNIT SPECIFICATIONS

Carrying Out Ground Work Operations

Credit Value of Unit: 6

GLH of Unit: 60

Level of Unit: 1

Introduction

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

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

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

UNIT SPECIFICATIONS

Carrying Out Painting and Decorating Operations

Credit Value of Unit: 6

GLH of Unit: 60

Level of Unit: 1

Introduction

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

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

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

NOTE: The use of eggshell paint has been raised as part of the VOC 2010 regulations, which covers ventilation.

Care should be taken to ensure adequate ventilation is available in accordance with the manufacturer's safety data sheets.

UNIT SPECIFICATIONS

Carrying Out Plastering Operations

Credit Value of Unit: 6

GLH of Unit: 60

Level of Unit: 1

Introduction

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

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

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

UNIT SPECIFICATIONS

Carrying Out Plumbing Operations

Credit Value of Unit: 6

GLH of Unit: 60

Level of Unit: 1

Introduction

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

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

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

UNIT SPECIFICATIONS

Carrying Out Sign Making Operations

Credit Value of Unit: 6

GLH of Unit: 60

Level of Unit: 1

Introduction

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

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

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

UNIT SPECIFICATIONS

Carrying Out Tiling Operations

Credit Value of Unit: 6

GLH of Unit: 60

Level of Unit: 1

Introduction

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

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

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

UNIT SPECIFICATIONS

Carrying Out Trowel Operations

Credit Value of Unit: 6

GLH of Unit: 60

Level of Unit: 1

Introduction

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

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

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

UNIT SPECIFICATIONS

Carrying Out Wood Operations

Credit Value of Unit: 6

GLH of Unit: 60

Level of Unit: 1

Introduction

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

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

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

UNIT SPECIFICATIONS

Carrying Out Stone Masonry Operations

Credit Value of Unit: 6

GLH of Unit: 60

Level of Unit: 1

Introduction

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

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

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

APPENDIX 1

Summary Record of Achievement

Level 1 Certificate in Skills for Employment in Construction Industries

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

Learner Name _____

Minimum Credit Value of Qualification: 24 (including all the mandatory units)

Learner Signature _____

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

Tracking Sheet

Unit 1: Introduction to Construction Work (Entry 3)

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

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Unit 1: Introduction to Construction Work (Level 1)

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

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Unit 2: Principles of Health and Safety

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

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Unit 3: Handling and Storing Materials and Components

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

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Unit 4: Personal Work Skills

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

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Unit 5: Introduction to Self-Employment

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

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Personal Work Skills Record Form

Learner name _____

Tutor name _____

Centre name _____

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

Tutor/Assessor Signature _____

Date _____

Observation Record

Learner name _____

Centre name _____

Unit	Level	Assessment criteria covered

What the Learner had to do

Assessor's Comment on the Learner's Performance

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

Learner signature _____

Date _____

Assessor Signature _____

Date _____

Internal Verifier (if sampled) Signature _____

Date _____