



Ascentis Level 1 Award in
Introduction to the Construction Environment
Specification

Ofqual Number:

Award	603/5955/9
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SUMMARY OF CHANGES

Version and Date	Change Detail	Section
November 2024	Notice of Certificate withdrawal	
December 2024 V2	Achievement content updated	Level 1 Certificate - RoC
August 2025 V3	Level 1 Certificate in Introduction to the Construction Environment - withdrawn	

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, 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 IN INTRODUCTION TO THE CONSTRUCTION ENVIRONMENT

Introduction

The Ascentis Level 1 Award in Introduction to the Construction Environment introduces learners to the construction industry to enable them to progress with further training and employment within their chosen areas.

There are several features of the qualification that makes it very appropriate for the 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
- It 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 aim of this qualification is 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

This qualification is 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 Number (Ofqual):

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

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	D/504/3120
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	J/505/8601
Carpentry Hand Skills	Level 1	3	27	J/503/2659
Constructing a Cavity Wall Using Bricklaying Skills	Level 1	3	27	L/504/9625
Constructing a Half Brick Wall Using Bricklaying Skills	Level 1	3	27	Y/504/9627
Constructing a One Brick Wide Wall Using Bricklaying Skills	Level 1	3	27	H/504/9629
Decorative Paint Effects for Interior Walls	Level 1	3	27	L/505/4114
Developing Plumbing Skills	Level 1	4	36	H/505/8668
Developing Practical Skills and Techniques	Level 1	3	27	Y/617/2905
Developing Skills in Garden Horticulture	Level 1	3	27	T/504/2880
Environmental Sustainability	Entry 3	1	10	J/505/8503
Fitting Units for Interiors	Level 1	1	10	M/505/0539
Fix and Fit Work Surfaces	Level 1	1	10	R/505/8603
Health and Safety in a Practical Environment	Level 1	1	9	J/504/9364
Health and Safety in Construction	Entry 3	3	30	H/505/1381
Health and Safety in Construction	Level 1	3	30	D/505/1363
Introduction to Carpentry and Joinery	Entry 3	3	30	Y/505/3192
Introduction to Plastering Techniques	Level 1	3	27	R/505/4969
Plastering Techniques	Level 1	3	27	R/504/9643
Preparing Ceilings and Walls for Decoration	Level 1	3	27	Y/504/9644
Understanding Ecology and Conservation	Level 1	3	27	Y/505/6576
Use and Maintain Woodworking Tools	Level 1	3	27	A/505/8725
Use of Tools and Equipment for Bricklaying	Level 1	3	27	F/505/8614
Using Floor and Wall Tiling Techniques	Level 1	3	27	H/504/9646
Using Painting Skills for Interior Ceilings and Walls	Level 1	3	27	K/504/9647
Using Plastering Skills – Floating Coat to an Attached Pier	Level 1	3	27	M/504/9648
Using Plastering Skills – Plastering to a Window Reveal	Level 1	3	27	T/504/9649
Wallpapering Skills	Level 1	3	27	D/506/5330

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.

Total Qualification Time (TQT)

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

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

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

Opportunities for Progression

This qualification is intended to give learners an introduction to the construction environment which can be applied in a wide variety of contexts. Learners may use the qualification as a standalone course or as part of a longer vocational or academic programme of study. Learners may also use the qualification 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 this qualification.

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. Late registration may result in a fee (refer to the latest version of the product catalogue).

Status in England, Wales and Northern Ireland

This qualification is available in England. It is only offered in English. If you wish to deliver this in any other nation, please contact development@ascentis.co.uk.

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 reasonable adjustments and special considerations are available from the login 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 login area of the Ascentis website 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

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 the Level 1 Award, 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](#).

The Use of Artificial Intelligence (AI) in Assessments

There are potential risks associated with the use of AI in assessments, such as the possibility of bias and the potential for cheating.

Centres are expected to detect and monitor the use of AI tools in assessments. Centres must be satisfied that the work provided is that of the learner. All learners must be aware that they are responsible for ensuring they are not cheating in assessments by using AI tools. All learners must cite the use of AI in their assessments where this is allowed.

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).

Further information is available from the login section of the Ascentis website 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

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

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

Please be aware that the indicative content supplied below is a suggested guide only.

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

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: 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

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

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

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

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

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

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

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

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

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

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

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: Environmental Sustainability

Unit Reference Number: J/505/8503

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 3

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.

Learning Outcomes	Assessment Criteria
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

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

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.

Learning Outcomes	Assessment Criteria
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

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

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

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.

Learning Outcomes	Assessment Criteria
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

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

This unit provides the learner with a basic introduction to the 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 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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX 1

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 2

Tracking Sheet

Unit Name –

Unit Code –

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1.				

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 _____