



Qualification Specification

Level 1 Award in Health and Safety in a Construction Environment

Level 1 Award in Health and Safety in a Construction Environment



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Introduction

The Level 1 Award in Health and Safety in a Construction Environment qualification is appropriate for individuals wishing to apply for the Construction Skills Certification Scheme (CSCS) Green Card and to access construction sites in the UK as a non-skilled worker.

In July 2014 CSCS introduced a new requirement for applicants to achieve a formal knowledge based qualification, the 'Health and Safety in a Construction Environment' Award. Achievement of this Award will demonstrate the applicant's understanding of key issues affecting safe working practices on UK construction sites.

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

The specification for the qualification has been approved by the Welsh Government for use by centres in Wales.

This qualification has been accredited onto the Regulated Qualifications Framework (RQF).

Qualification Profile

Qualification Title:	Level 1 Award in Health and Safety in a Construction Environment
Qualification Number:	603/2515/X
Level:	1
Total Qualification Time (TQT):	29 Hours
Guided Learning Hours (GLH):	21 Hours
Assessment:	Pass / Fail
	Internally assessed and verified by centre staff
	External quality assured by ProQual Verifiers
Qualification Start Date:	01/12/2017
Qualification Review Date:	28/08/2028

Learner Profile

There are no formal entry requirements for this qualification.

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

Qualification Structure

This qualification consists of **X mandatory/optional unit/units**. Candidates must complete all mandatory units to complete this qualification.

Unit Number	Unit Title	Level	TQT	GLH
Mandatory Units – Candidates must complete all units in this group.				
R/616/6181	Health and Safety in a Construction Environment	1	29	21

Centre Requirements

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

Materials produced by centres to support candidates should:

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

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

Certification

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

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

Level 1 Award in Health and Safety in a Construction Environment

Claiming certificates

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

Unit certificates

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

Replacement certificates

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

Assessment Requirements

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

Evidence can include:

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

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

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

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

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

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

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

Important Note:

CSCS confirm that candidates assessed for this qualification using an online test as the only method of assessment, without any assessor or IQA input, is **NOT** acceptable and CSCS will **NOT** be supplied in this scenario.

This is a vocational qualification, assessment and IQA input evidence and the journey of the candidate to achieve the qualification must be shown to EQAs during their visits.

Enquiries, Appeals and Adjustments

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

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

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

Units – Learning Outcomes and Assessment Criteria

Title:		Health and Safety in a Construction Environment		Level:	1
Unit Number:		R/616/6181	TQT:	29	GLH: 21
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Know the principles of risk assessment for maintaining and improving health and safety at work.	1.1	State the purpose of risk assessments and method statements.		
		1.2	State the legal requirements of risk assessments and method statements.		
		1.3	State common causes of work-related: <ul style="list-style-type: none"> Fatalities. Injuries. 		
		1.4	State the implications of not preventing accidents and ill health at work.		
		1.5	State the meaning of the following in relation to health and safety at work: <ul style="list-style-type: none"> Accident. Near miss. Hazard. Risk. Competence. 		

1	<i>Continued</i>	1.6	List typical hazards and potential risks associated with the following: <ul style="list-style-type: none"> • Resources. • Equipment. • Obstructions. • Storage. • Services. • Wastes. • Work activities.
		1.7	State the importance of reporting accidents and near misses.
		1.8	State typical accident reporting procedures.
		1.9	State who is responsible for making accident reports.
		1.10	State the purpose of dynamic risk assessments.
2	Know the importance of safe manual handling in the workplace.	2.1	State the reasons for ensuring safe manual handling in the workplace.
		2.2	State the potential injuries and ill health that may occur from incorrect manual handling.
		2.3	State the employee's responsibilities under current legislation and official guidance for: <ul style="list-style-type: none"> • Moving and storing materials. • Manual handling. • Mechanical lifting.
		2.4	State the procedures for safe lifting in accordance with official guidance.
		2.5	State the importance of using site safety equipment when handling materials and equipment.
		2.6	List aids available to assist manual handling in the workplace.
		2.7	State how to apply safe work practices, follow procedures and report problems when carrying out safe manual handling in the workplace.

3	Know the importance of working safely at height in the workplace.	3.1	Define the term 'working at height'.
		3.2	State the employee's responsibilities under current legislation and official guidance whilst working at height.
		3.3	List hazards and potential risks associated with the following: <ul style="list-style-type: none"> • Dropping tools and debris. • Stability of ladders. • Overhead cables. • Fragile roofs. • Scaffolds. • Internal voids. • Equipment. • The working area. • Other people.
		3.4	State how hazards and potential risks associated with working at height can be controlled.
		3.5	State the regulation that controls the use of suitable equipment for working at height.
4	Know risks to health within a construction environment.	4.1	List the main groups of substances hazardous to health under current regulations.
		4.2	List common risks to health within a construction environment.
		4.3	State the types of hazards and potential risks that may occur in the workplace linked with the use of drugs and alcohol.
		4.4	State the importance of the correct storage of combustibles and chemicals on site.
		4.5	State the importance of personal hygiene within a construction environment.
		4.6	State the potential risks to the health of workers exposed to asbestos.
		4.7	State the types of asbestos waste.

4	<i>Continued</i>	4.8	State the types of personal protective equipment (PPE) that may be used when dealing with hazardous materials.
5	Know the importance of working around plant and equipment safely.	5.1	List ways in which moving plant, machinery or equipment can cause injuries.
		5.2	State the hazards/risks relating to the use of plant and equipment.
		5.3	State the importance of safeguards located near where plant, machinery and equipment are being used.
		5.4	State the importance of keeping a safe distance away from plant, machinery or equipment until clear contact is made with the operator.
		5.5	Outline how method statements can assist in ensuring the safety of workers where moving plant, machinery or equipment is in use.
		5.6	State the ways to eliminate or control risks relating to working around plant, machinery or equipment.
		5.7	Identify hazard warning signs and symbols used when operating, working with, around or in close proximity to plant, machinery or equipment.

Additional Assessment Information

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

Additional information about this unit

Assessment Guidance

The information below are examples to support Awarding Organisations with options on how they can ensure coverage of the Learning Outcomes. The first chart below is for Awarding Organisations that decide 70% is the minimum achievement they would expect for each Learning Outcome (LO) and an overall achievement of at least 80% of the assessment paper. This is based on a paper which comprises of 52 questions where each question is worth two marks (104 marks in total), this allows for complete coverage of the Assessment Criteria.

The breakdown would be:

	Weighting %	#Questions	Marks Req. (#Qns)	%
LO1	35	18	26	72.2
LO2	15	7	10	71.4
LO3	20	11	16	72.7
LO4	15	8	12	75
LO5	15	8	12	75

Assessment Requirements

Assessment criteria 1.6:

One hazard and potential risk must be listed for each of the following:

- Resources.
- Equipment.
- Obstructions.
- Storage.
- Services.
- Wastes.
- Work activities.

Assessment criteria 2.6:

Four aids must be listed.

Assessment criteria 3.3:

One hazard and potential risk must be listed for each of the following:

- Dropping tools and debris.
- Stability of ladders.
- The working area.
- Overhead cables.
- Fragile roofs.
- Scaffolds.
- Internal voids.
- Equipment.
- Other people.

Assessment criteria 4.1

List **Five** substance groups.

Assessment criteria 4.2:

Five risks to health must be listed.

Assessment criteria 4.7:

Two types of asbestos waste must be stated.

	<p>Assessment criteria 4.8: Three types of personal protective equipment (PPE) must be stated.</p> <p>Assessment Criteria 5.2: Five hazards and Five potential risks must be stated.</p>
Trainer Requirements	<p>Trainers for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge as well as hold a valid trainer's qualification.</p> <p>For the avoidance of doubt a qualification is defined as a regulated programme of learning.</p>
Subject Sector Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	21

Appendix One – Command Verb Definitions

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

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



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