



QA Level 2 Award in  
**Health and Safety  
in the Workplace (RQF)**

Qualification Specification

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## Key Qualification Information

Qualification number:	603/2687/6
Operational start date:	18 Dec 2017
Number of units:	1
Total Qualification Time (TQT):	7
Guided learning hours (GLH):	6
Assessment methods:	<ul style="list-style-type: none"> <li>Theory assessment/multiple choice question paper: 1 x 30 question paper (minimum score 20)</li> </ul>



## Qualsafe Awards

Not only is Qualsafe Awards (QA) one of the largest Awarding Organisations (AO) in the UK, we are also the biggest AO for First Aid qualifications, making us an extremely trusted and recognisable name that employers look for when selecting a training provider.

We are recognised and regulated by the Office of Qualifications and Examinations Regulation (Ofqual), Qualifications Wales and the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA). This means we can offer Centres an extensive range of qualification suites including First Aid; Prehospital Care; Health and Safety; Mental Health First Aid; Food Safety; Fire Safety; Education and Training; Manual Handling; and Health and Social Care.

With a specialist team of subject matter experts on hand to support our Centres, including A&E Consultants, doctors, paramedics, nurses, physiotherapists and specialists in other sectors such as mental health, you can be confident that you are truly working with the industry experts.

## Qualification overview

This qualification forms part of the QA Health and Safety suite of qualifications. The qualification and learning outcomes are based on the recommendations of:

- National Occupational Standards (NOS) related to health and safety in the workplace
- Recommendations of good practice outlined by the Health and Safety Executive (HSE)

This qualification develops Learners' health and safety awareness in the workplace. It covers understanding risk assessment, identifying and controlling the risks from common workplace hazards, the legal requirements related to health and safety in the workplace and what to do in response to accidents and incidents at work.

This qualification specification provides information for Centres about the delivery of the QA Level 2 Award in Health and Safety in the Workplace (RQF) and includes the unit information, assessment methods and quality assurance arrangements.

### Objective

The objective of the qualification is to benefit Learners through developing their health and safety awareness. Learners will have the opportunity to build an understanding of health and safety in the workplace and the role that everyone plays in maintaining a safe working environment.

### Purpose

The purpose of this qualification is to develop Learners' health and safety awareness in preparation for employment.

### Intended audience

This qualification is for all Learners seeking to raise their awareness of health and safety issues in the workplace.



## Structure

This qualification contains 1 mandatory unit with a Total Qualification Time (TQT) of 7 hours. Full details of this unit are in *Appendix 1*.

Learners must complete all assessments in the unit successfully within the registration period to achieve the qualification. The maximum period to achieve this qualification, including any referrals is 4 weeks.

TQT is the total number of hours required for a Learner to achieve this qualification. It has 2 elements:

- Guided Learning Hours (GLH) is the time a Learner is being taught and assessed under the immediate guidance of a Trainer/Assessor, which for this qualification is 6 GLH (minimum), and
- The number of hours a Learner will reasonably be likely to spend in preparation and study, including assessment, as directed by, but not under the immediate guidance or supervision of a Trainer, e.g. pre-course reading, which for this qualification is 1 hour

## Other units

No other units can be combined to count towards the QA Level 2 Award in Health and Safety in the Workplace (RQF) qualification.

## Relationship with other related qualifications

This unit may appear in health and safety qualifications that contain multiple units.

## Recognition of Prior Learning (RPL)

RPL is not allowed for this qualification.

## Entry requirements

Learners must be at least 14 years old on the first day of the training.

There are no other formal entry requirements but to benefit from the learning we advise that Learners have a minimum of Level 1 in literacy or equivalent.

## Progression

The QA Level 2 Award in Health and Safety in the Workplace (RQF) may be used towards other qualifications at the same and higher level, plus aid career progression in a relevant profession.

Some possible routes of progression are:

- QA Level 2 Award in Principles of COSHH (RQF)
- QA Level 2 Award in Principles of Risk Assessment (RQF)
- QA Level 2 Award in Working at Height (RQF)
- QA Level 3 Award in Health and Safety in the Workplace (RQF)
- QA Level 3 Award in Risk Assessment (RQF)

## Requalification requirements

We recommend you refresh your training every 3 years.



## Qualification approval requirements

Quasafe Awards requires the Centre:

- To have appropriate policies, systems and procedures in place
- To appoint suitable individuals from their personnel team to train, assess and quality assure their QA qualifications
- To have suitable and adequate venues, equipment and learning resources

In order to secure and maintain approval from QA, Centres need a minimum staffing requirement for each qualification suite they deliver, which for this qualification is:

<b>One Trainer/Assessor</b>	Responsible for the delivery and assessment of qualifications
<b>One Internal Quality Assurer</b>	Responsible for quality assuring the delivery, assessment and awarding of this qualification

Quasafe Awards requires the Centre staff to read and understand QA's key policies and procedures, and to abide by their contents.

### Trainers

All Trainers should have the skills, knowledge and experience to be able to teach and demonstrate the subject. Each Trainer must be approved by Quasafe Awards and provide evidence of:

1. A relevant vocational qualification (see *Vocational qualifications* table)
2. A formal teaching/training qualification (see *Teaching qualifications* table)

Vocational qualifications	
Ofqual Regulated Level 3 or 4 Health and Safety qualification	NEBOSH Certificate in Occupational Safety and Health (or equivalent)
NEBOSH Diploma in Occupational Safety and Health (or equivalent)	HNC/D in a relevant subject, e.g. Occupational Health or Environmental Health
Degree or Dip HE in a relevant subject, e.g. Occupational Health or Environmental Health	IOSH Managing Safety (face-to-face assessments only)

Teaching qualifications	
B.Ed, M.Ed	City and Guilds Teacher's Certificate or equivalent
PGCE, PCET, Cert Ed	Ofqual Regulated Level 3 Award and Level 4 Certificate in Education and Training
NVQ Level 3 in Learning and Development	PTTLS, CTTLS, DTTLs
NVQ Level 4 in Learning and Development	Further Education Teacher's Certificate

(If relevant qualifications or experience do not appear on this list, please provide us with details as these alternatives could be acceptable.)

Trainers are expected to keep up to date with the subject area and provide evidence of continuing professional development (CPD).



## Assessors

There is no requirement for a separate Assessor when delivering this qualification. Once Trainers have been approved to deliver the qualification, they can assess Learners.

It is best practice for Trainers to hold a formal (regulated) assessing qualification or attend relevant Assessor CPD training with an Awarding Organisation (AO). However, as a minimum, Trainers must follow the principles outlined in the current *National Occupational Standards for Learning and Development: Standard 9 – Assess learner achievement*. Centres must be able to prove this.

## Internal Quality Assurers

Internal Quality Assurers (IQAs) must be vocationally competent and have a relevant vocational qualification (see *Vocational qualifications* table) **and**:

- Hold an assessing qualification and follow the principles outlined in the current *National Occupational Standards for Learning and Development: Standard 11 – Internally monitor and maintain the quality of assessment* (Centres must be able to prove this) **or**
- Hold a quality assurance qualification **or**
- Have attended QA approved IQA training relevant to this qualification

It is best practice for IQAs to hold a formal (regulated) IQA qualification and to hold, or be working towards, a formal (regulated) teaching qualification.

Full details of the Centre's requirements for internal quality assurance are in the *QA Centre Quality Assurance Guidance*.

Note: IQAs cannot quality assure a course for which they were the Trainer and/or Assessor.

## Venue and equipment

Quality training involves using premises conducive to learning and it is a Centre's responsibility to make sure all venues used for training and assessment purposes are suitable and adequate – whether these are hired or in-house training rooms. They must also comply with all current legislation.

In addition, it is important to use a wide range of equipment and learning resources to support delivery.

As a minimum, Centres must make sure their venues, equipment and other resources include:

Area:	Requirements:
<b>Training venue</b>	The training venue must meet acceptable health and safety standards and be conducive to learning, with sufficient: Size, floor surfaces, seating, writing surfaces, toilet facilities, ventilation, lighting, heating, access, exits, cleanliness, absence of distracting noise. The theory assessment space should allow Learners to sit at least 1 metre apart to prevent collusion.
<b>Audio visual (AV) equipment and training aids</b>	Sufficient AV equipment and training aids to facilitate learning using varying teaching methods.
<b>Learning materials</b>	Provide Learners with clear and accurate reference books/handouts covering the topics included in the qualification.
<b>Fire extinguisher (optional)</b>	To re-enact how to put out a fire using an extinguisher.
<b>Small loads</b>	Provide a minimum ratio of 1 small load to every 4 Learners to practise the principles of safer handling.

Note: Learners should sit at least 1 metre apart to prevent collusion during the theory/multiple choice question paper assessment.





## Course/Centre administration

### Registering Learners

Register Learners with Qualsafe Awards in accordance with the guidance in the *QA Centre Handbook*.

### Certification

After a Learner has completed an assessment, unit or qualification, whether they have passed or not, Centres must enter the details and assessment results on the Customer Portal at: [www.qualsafeawards.org](http://www.qualsafeawards.org)

Centres will be given login details and guidance on using the Customer Portal when they are approved to deliver a QA qualification.

The Learner receives a certificate on achieving this qualification.

The certificate date is the date the Learner achieves the unit.

QA have developed a verification tool that means the validity of every certificate can be verified online. This verification tool can be found on the QA website.

## Delivery and support

### Learner to Trainer ratio

To maintain the quality of training and assessment, make sure the class ratio is no more than 16 Learners to 1 Trainer. The assessment space should allow Learners to sit at least 1 metre apart to prevent collusion during the theory/multiple choice question paper assessment. Never allow more Learners on the course than you can cater for during the assessment.

While this ratio of 16 Learners to 1 Trainer is strongly recommended for the QA Level 2 Award in Health and Safety in the Workplace (RQF) qualification, Centres may apply to QA to extend this ratio to 24 Learners to 1 Trainer if there are no practical assessments/skills tests. You must demonstrate that:

- Learners will not be disadvantaged
- The Trainer is experienced in this subject area with a low Trainer risk rating
- The venue has sufficient assessment space to allow Learners to sit at least 1 metre apart (to prevent collusion during the multiple choice question paper assessment)

All requests **must be approved** by Qualsafe Awards **before** any increase in Trainer/Learner ratio.

Note: You should never allow more Learners on the course than you can cater for during the assessment.

### Delivery plan

Qualsafe Awards provides Centres with a complimentary course programme and detailed lesson plans, which are carefully designed to meet the objective of this qualification and the needs of Learners, making sure Learners are adequately prepared for the assessments.

Centres not using QA lesson plans, which are created and provided free, must submit their own delivery plan and have it approved by us **before** delivering this qualification. Note: Charges may apply. The delivery plan should:

- Include a course timetable and detailed lesson plans, clearly showing the required subjects and criteria/ learning outcomes are covered and the minimum 6 guided learning hours are met
- Be carefully designed to meet the objective of this qualification and the needs of Learners, making sure Learners are adequately prepared for the assessments
- Be emailed to: [info@qualsafeawards.org](mailto:info@qualsafeawards.org)



## Learning materials

Centres must provide each Learner with suitable reference materials that cover the lesson plans and learning outcomes for this qualification. We recommend:

- *Level 2 Health and Safety Made Easy* published by Qualsafe.com

Centres can choose alternative books or other learning materials but these **must be approved** by Qualsafe Awards prior to use. Note: Charges may apply.

## Ongoing support

Qualsafe Awards Centres should provide appropriate levels of support to Learners throughout the qualification. The purpose of the support is to:

- Assess knowledge and competence in relation to learning outcomes and the detailed assessment criteria of the unit within the qualification, see *Appendix 1*
- Give Learners feedback on their progress and how they might be able to improve

# Assessment

## Methods

Qualsafe Awards has devised assessment tools to make sure Learners are assessed against the required knowledge, skills and understanding, as detailed in the learning outcomes and assessment criteria shown in *Appendix 1*. Centres should download all assessment papers from the Customer Portal in advance of the course. For each unit there are:

- Theory assessment/multiple choice question papers – there is 1 paper for each Learner and Learners should answer all the questions under ‘examination’ conditions, see *QA Multiple Choice Question Paper Guidelines*:
  - Maximum time allowed is 45 minutes
  - Minimum mark is 20 out of 30 to be considered for an overall ‘Pass’

Note: Centres should download all assessment papers from the Customer Portal in advance of the course.

## Access to assessment

Qualsafe Awards is committed to equality when designing the assessments for this qualification. Centres can make sure they do not unfairly exclude the assessment needs of a particular Learner by following the *QA Access to Assessment Policy* to determine whether it is appropriate to make a:

- Reasonable adjustment or
- Special consideration

When a reasonable adjustment is made or requested, e.g. written or theory assessment delivered verbally, Centres must complete a Reasonable Adjustment Form and send it to QA with any relevant supporting evidence. Centres should retain a copy of this form for their own records.

Learners may be eligible for special consideration if they have been affected by adverse circumstances beyond their control. A Special Consideration Request Form should be completed and sent to QA for consideration along with supporting evidence prior to implementation. Centres should retain a copy of this form for their own records.

Note: If you have any suggestions for improvements, please let us know.

Learners should be informed about the Centre’s and QA’s appeals procedures and how they can access these.





## Quality assurance

### Centre internal quality assurance

The Centre is required to sample a reasonable amount of assessments as part of the quality assurance of the qualification. This standardisation of assessment across Learners and Trainers is to make sure there is fairness and consistency in assessment practices. The arrangements for this should be included in the Centre's approved internal quality assurance policy.

Centres must retain all Learner documents and records for a period of 3 years and make sure these are available for review by Qualsafe Awards or our representatives, e.g. External Quality Assurers (EQAs), on request.

### Qualsafe Awards external quality assurance

Qualsafe Awards operates a system of ongoing monitoring, support and feedback for approved Centres across the United Kingdom.

QA employs a risk based model to decide the frequency of external quality assurance activity.

Further details of the Qualsafe Awards' external quality assurance programme are available in the *QA Centre Quality Assurance Guidance*.

## Further information

### Contact us

If you have any queries or comments we would be happy to help you, contact us:

Email: [info@qualsafeawards.org](mailto:info@qualsafeawards.org)

Tel: 0845 644 3305

### Useful addresses and websites

- Qualsafe Awards, City View, 3 Wapping Road, Bradford, BD3 0ED  
[www.qualsafeawards.org/home](http://www.qualsafeawards.org/home)
- Office of Qualifications and Examinations Regulation (Ofqual):  
[www.gov.uk/government/organisations/ofqual](http://www.gov.uk/government/organisations/ofqual)
- Scottish Qualifications Authority (SQA) Accreditation: <http://accreditation.sqa.org.uk>
- Qualifications Wales: [www.qualificationswales.org](http://www.qualificationswales.org)
- Health & Safety Executive (HSE): [www.hse.gov.uk](http://www.hse.gov.uk)



## Appendix 1 – Qualification unit

The QA Level 2 Award in Health and Safety in the Workplace (RQF) has 1 unit that Learners are required to complete in order to achieve the qualification.

<b>Title:</b>	Health and Safety in the Workplace	
<b>GLH:</b>	6	
<b>Level:</b>	2	
<b>Learning outcomes The Learner will:</b>	<b>Assessment criteria The Learner can:</b>	<b>Indicative content:</b>
<b>1. Understand roles and responsibilities for health, safety and welfare in the workplace</b>	1.1 Recognise employers' and employees' duties relating to health, safety and welfare at work	<ul style="list-style-type: none"> <li>• Employer's responsibilities under health and safety law including the Health and Safety at Work etc. Act (1974), e.g. to provide safe systems of work, welfare facilities</li> <li>• Employee's responsibilities under health and safety law including the Health and Safety at Work etc. Act (1974), e.g. act in a way that does not put themselves or others at risk</li> <li>• Other activities in the workplace that require specific legislation, e.g. manual handling, hazardous substances</li> </ul>
	1.2 Identify the consequences for non-compliance with health and safety legislation	<ul style="list-style-type: none"> <li>• HSE inspectors and their main roles</li> <li>• Environmental Health Officers and their main roles</li> <li>• Types of legal notices, e.g. prohibition notice</li> <li>• Penalties for non-compliance</li> </ul>
	1.3 Identify the requirements for training and competence in the workplace	<ul style="list-style-type: none"> <li>• Definition of the term 'competent person'</li> <li>• Legal requirements for training and competency</li> </ul>
	1.4 Recognise the ways in which health and safety information can be communicated	<ul style="list-style-type: none"> <li>• Different types of safety sign and what they mean, e.g. prohibition, mandatory</li> <li>• Health and safety policies</li> <li>• Meetings and training</li> <li>• Safety data sheets</li> </ul>
<b>2. Understand how risk assessments contribute to health and safety</b>	2.1 Recognise the definitions of 'hazard' and 'risk'	<ul style="list-style-type: none"> <li>• Definition of 'hazard'</li> <li>• Definition of 'risk'</li> </ul>
	2.2 Identify the process for carrying out a risk assessment	<ul style="list-style-type: none"> <li>• Definition of 'risk assessment'</li> <li>• Benefits of risk assessment</li> <li>• Legal responsibilities regarding risk assessments</li> <li>• Five steps of a risk assessment</li> <li>• When a risk assessment should be reviewed, e.g. after a near miss</li> <li>• Manual handling risk assessment – task, individual, load, environment</li> </ul>
	2.3 Recognise how risk assessment can be used to reduce accidents and ill health at work	<ul style="list-style-type: none"> <li>• Definition of 'safe systems of work'</li> <li>• How risk assessment helps devise safe systems of work</li> <li>• Identification of control measures required</li> <li>• Identification of training needs</li> </ul>



<b>3. Understand how to identify and control the risks from common workplace hazards</b>	3.1 Identify the hazards that may be found in a range of workplaces	Hazards include: <ul style="list-style-type: none"> <li>• Slips, trips and falls</li> <li>• The workplace, e.g. housekeeping, lighting</li> <li>• Working at height. e.g. fragile roofs, dropping tools</li> <li>• Electricity</li> <li>• Manual handling</li> <li>• Ergonomics</li> <li>• Equipment</li> <li>• Noise</li> <li>• Vibration</li> <li>• Transport and vehicles</li> <li>• Hazardous substances including different types of substance</li> <li>• Stress</li> <li>• Violence</li> <li>• Smoking, alcohol and drugs</li> <li>• Fire</li> </ul>
	3.2 Recognise how hazards can cause harm or damage to people, work processes, the workplace and the environment	Harm caused by hazards: <ul style="list-style-type: none"> <li>• Slips, trips and falls, e.g. fractures, bruising</li> <li>• The workplace, e.g. poor lighting leading to trips</li> <li>• Working at height, e.g. death from falling through fragile roofs</li> <li>• Electricity, e.g. electric shock, fire</li> <li>• Manual handling, e.g. back injuries, hernias</li> <li>• Ergonomics, e.g. back injuries, upper limb injuries</li> <li>• Equipment, e.g. entrapment, contact, impact, ejection, entanglement</li> <li>• Noise, e.g. hearing loss</li> <li>• Vibration, e.g. hand-arm vibration syndrome</li> <li>• Transport and vehicles, e.g. death from being struck by a reversing vehicle</li> <li>• Hazardous substances and ways hazardous substances can enter the body</li> <li>• Stress</li> <li>• Violence</li> <li>• Smoking, alcohol and drugs, e.g. mood changes</li> <li>• Fire, e.g. smoke inhalation, lack of oxygen</li> </ul>
	3.3 Recognise the principle of the risk control hierarchy	<ul style="list-style-type: none"> <li>• Definition of the term 'control measure'</li> <li>• Definition of the term 'hierarchy of control'</li> <li>• Elements of the hierarchy of control in order of preference including rules of using Personal Protective Equipment (PPE) and types of PPE</li> </ul>



	<p>3.4 Identify examples of risk controls for common workplace hazards</p>	<p>Risk controls for hazards:</p> <ul style="list-style-type: none"> <li>• Slips, trips and falls, e.g. good housekeeping, non-slip flooring</li> <li>• The workplace, e.g. adequate lighting, handrails</li> <li>• Working at height, e.g. avoid fragile surfaces, adequate training</li> <li>• Electricity, e.g. electrical equipment checks</li> <li>• Manual handling – follow the principles of manual handling and special risk assessment using T.I.L.E.</li> <li>• Ergonomics, e.g. adjustable work stations, alternating tasks</li> <li>• Equipment, e.g. fitting safety guards, PPE</li> <li>• Noise, e.g. limit exposure to noise</li> <li>• Vibration, e.g. avoiding frequent use of vibrating tools, wearing gloves</li> <li>• Transport and vehicles, e.g. clearly marked traffic routes, adequate training</li> <li>• Hazardous substances, e.g. safe systems of work, correct procedure when a new substance is introduced</li> <li>• Stress, e.g. staff health surveillance, welfare facilities</li> <li>• Smoking, alcohol and drugs, e.g. reporting to supervisor</li> <li>• Fire, e.g. fire prevention methods, fire triangle</li> </ul>
<p><b>4. Know the procedures for responding to accidents and incidents in the workplace</b></p>	<p>4.1 Recognise the common causes of workplace accidents and ill health</p>	<p>Common causes of workplace accidents and ill health:</p> <ul style="list-style-type: none"> <li>• Slips, trips and falls, e.g. poor housekeeping, wet floors</li> <li>• The workplace, e.g. poor maintenance</li> <li>• Working at height, e.g. using ladders, tools falling</li> <li>• Electricity, e.g. overloaded sockets, damaged equipment</li> <li>• Manual handling, e.g. poor technique, heavy loads</li> <li>• Ergonomics, e.g. overreaching, repetitive tasks</li> <li>• Equipment, e.g. poor maintenance</li> <li>• Noise, e.g. overexposure to noise</li> <li>• Vibration, e.g. driving vehicles over uneven ground</li> <li>• Transport and vehicles, e.g. unbalanced loads, reversing</li> <li>• Hazardous substances, e.g. not reading data sheet before use</li> <li>• Stress, e.g. poor working conditions, overworked</li> <li>• Smoking, alcohol and drugs, e.g. altered perception</li> <li>• Fire, e.g. arson, portable heaters</li> </ul> <ul style="list-style-type: none"> <li>• Most common causes of injury in the workplace</li> <li>• Biggest causes of death in the workplace</li> <li>• Occupational illnesses that account for the most sick leave</li> </ul>



	4.2 Identify the actions that might need to be taken following an incident in the workplace	<ul style="list-style-type: none"><li>• Principles of extinguishing a fire</li><li>• Types of fire extinguisher</li><li>• When it is safe to fight a fire</li><li>• Operating a fire extinguisher</li><li>• Actions on discovering a fire and raising the alarm</li><li>• Evacuation procedures, fire doors and fire escapes</li><li>• Duty to report all accidents and near misses</li><li>• Information needed on an accident report form</li><li>• Requirements to report accidents and ill health to the HSE</li></ul>
	4.3 Identify the arrangements that should be in place in a workplace for emergencies and first aid	<ul style="list-style-type: none"><li>• What must be provided in case of emergency, e.g. emergency lighting, first aiders, escape routes</li><li>• First aid needs assessments</li></ul>
	4.4 Recognise why it is important to record all incidents, accidents and ill health	<ul style="list-style-type: none"><li>• Importance of reporting all accidents and near misses, e.g. to avoid the same thing happening again</li></ul>

Note: Full and detailed qualification content is available to approved Centres in the form of lesson plans and a training presentation which are provided free of charge.



[www.qualsafeawards.org](http://www.qualsafeawards.org)

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