



QA Level 1 Award in  
**Health and Safety  
in a Construction  
Environment (RQF)**

Qualification Specification

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## Key Qualification Information

Qualification Number:	603/5034/9
Operational start date	4th September 2019
Number of units	1 mandatory unit
Total Qualification Time (TQT)	29
Guided Learning Hours (GLH):	21
Assessment Methods:	<ul style="list-style-type: none"> <li>Theory assessment/multiple choice question paper:</li> <li>1 x 52 question paper (minimum score 42)</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) for Health and Safety
- Good practice outlined by the Health and Safety Executive (HSE)
- ConstructionSkills and the Build Environment Awarding Body Forum (BEABF)

This qualification is supported by the Construction Industry Training Board (CITB) and develops Learners' basic awareness of health and safety in a construction environment. It includes knowing the risks of working within a construction environment and the principles of risk assessment for improving health and safety at work, the importance of safe manual handling, the importance of working safely at height and the importance of working around equipment safely.

This qualification specification provides information for Centres about the delivery of the QA Level 1 Award in Health and Safety in a Construction Environment (RQF) and includes the unit information, assessment methods and quality assurance arrangements.

### Objective

The objective of the qualification is to develop Learners' knowledge and understanding of health and safety in a construction environment so they can work safely on a construction site. It will prepare Learners for employment in a construction environment and is one route towards applying for the Green Labourer CSCS card. Learners who successfully complete QA Level 1 Award in Health and Safety in a Construction Environment (RQF) and have completed the CITB Health, Safety & Environment Test within the last 2 years can apply for a Green Labourer CSCS card.

### Intended audience

This qualification is for all Learners working in, or wanting to work in, a construction environment. It is also suitable for refresher training.

### Structure

This qualification contains 1 mandatory unit with a Total Qualification Time (TQT) of 29 hours. Full details of the 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 10 weeks.



The BEABF have assigned 29 hours TQT to this qualification. 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 21 GLH 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 8 hours

The time taken to deliver this course will vary significantly depending on the individual needs and experience level of the Learners. Centres must fully evaluate the needs of the Learners before assigning a delivery time. The average time taken is usually between 1-5 days. QA have designed lesson plans for a 1 day course which can be extended to meet the individual needs of Learners.

## Other units

No other units can be combined to count towards the QA Level 1 Award in Health and Safety in a Construction Environment (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)

Recognition of Prior Learning (RPL) is a process for recognising any learning undertaken and/or attained by a Learner. The Learner must prove they have met some or all the learning outcomes and/or assessment criteria for this qualification before RPL can be considered.

Any evidence submitted as RPL must be valid, authentic, reliable, current, sufficient and specific.

In some cases Centres may need to carry out mapping against QA learning outcomes and assessment criteria to confirm comparability of qualification certificates and/or evidence being submitted. Mapping templates created by QA must be used for this process. Please see the *QA Recognition of Prior Learning (RPL) Policy* for further details.

RPL is considered for this qualification with a reduction or exemption of learning outcomes or Guided Learning Hours as a potential outcome.

## 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

Some possible routes of progression are:

- QA Level 2 Award in Health and Safety in the Workplace (RQF)
- QA Level 2 Award in Fire Safety (RQF)
- QA Level 2 Award in Principles of COSHH (RQF)
- QA Level 2 Award in Principles of Risk Assessment (RQF)
- QA Level 2 Award in Safe Moving and Handling (RQF)
- QA Level 3 Award in Health and Safety in the Workplace (RQF)
- QA Level 3 Award in Risk Assessment (RQF)

## Requalification requirements

This qualification does not require requalification; however we recommend Learners refresh their training every 3 years.



## Qualification approval requirements

Quallsafe 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

Quallsafe 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 Quallsafe 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)
Degree or Dip HE in a relevant subject, e.g. Occupational Health or Environmental Health	HNC/D in a relevant subject, e.g. Occupational Health or Environmental Health
NEBOSH Diploma in Occupational Safety and Health (or equivalent)	IOSH Managing Safely (face-to-face assessments only)
NEBOSH National Certificate in Construction Health and Safety	

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

(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 (or be working towards) a quality assurance qualification **or**
- Have attended QA approved IQA training relevant to this qualification **or**
- 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)

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>Small loads (optional)</b>	Provide a minimum ratio of 1 small load to every 4 Learners.

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 for face-to-face courses. 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 for face-to-face courses is strongly recommended for the QA Level 1 Award in Health and Safety in a Construction Environment (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.

This qualification may be delivered and/or assessed digitally through Qualsafe at Home. To maintain the quality of training and assessment for remote/online courses, make sure the class ratio is no more than 8 Learners to 1 Trainer. The assessment session must be invigilated 'live' via an appropriate video conferencing facility. Learners must meet all the technical, equipment and invigilation requirements to sit the theory/multiple choice assessment via the QA e-Assessment platform.

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

### Qualsafe at Home

This qualification can be delivered online using a virtual classroom. It can be delivered entirely online by combining remote training and an invigilated e-Assessment or Learners can complete the remote training and then attend a face-to-face assessment session. Further details about the requirements for delivering a Qualsafe at Home course are available to approved Centres in the 'Centre downloads' section of their Centre portal. All Centres must seek approval for remote training and/or e-Assessment by completing the *Qualsafe at Home Centre Application*. All Centre staff involved in the remote delivery and/or assessment for this qualification must read and understand all guidance and requirements in advance of delivery.



## Delivery plan

Quallsafe 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 adequately covered
- 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@quallsafeawards.org

## Learning materials

Centres must provide each Learner with suitable learning materials that cover the lesson plans and learning outcomes/assessment criteria for this qualification. These **must be approved** by Quallsafe Awards prior to use.

## Ongoing support

Quallsafe 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

Quallsafe Awards has devised externally set, internally marked assessment tools for face-to-face assessments 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 is a:

- Theory assessment/multiple choice question paper – there is 1 paper for each Learner and Learners should answer all the questions under ‘examination’ conditions, see *QA Multiple Choice Question Paper Guidelines*:
  - o Maximum time allowed is 80 minutes
  - o Minimum mark is 42 out of 52 to be considered for an overall ‘Pass’
  - o Learners **must** provide their date of birth on their answer paper in order for their certificate to be recognised by the Construction Skills Certification Scheme (CSCS)

Alternatively, Learners may complete an externally set, externally marked invigilated e-Assessment. The time allowed, number of questions and minimum mark requirements are the same as the face-to-face assessment.

In order to meet the BEABF assessment requirements for the unit, Learners will be required to achieve a pass mark of at least 80%. For the full assessment requirements, please refer to the qualification unit in *Appendix 1*.



## 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 using the QA e-Assessment platform, Centres can apply additional time to a multiple-choice assessment for specific Learners who require a reasonable adjustment.

When a reasonable adjustment is made or requested, e.g. written or theory assessment delivered verbally or additional time given, 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.

## Assessment language

Assessments in languages other than English are **not** permitted. It is a requirement of the construction industry that assessments for this qualification are taken in English. Learners are not allowed to have the assessment translated and are not allowed to use a bilingual dictionary.

# 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: 0330 660 0899

### 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)
- Construction Skills Certification Scheme: [www.cscs.uk.com](http://www.cscs.uk.com)



## Appendix 1 – Qualification unit

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

<b>Title:</b>	Health and Safety in a Construction Environment	
<b>GLH:</b>	21	
<b>Level:</b>	1	
<b>Learning outcomes The Learner will:</b>	<b>Assessment criteria The Learner can:</b>	<b>Indicative content:</b>
<b>1. Know the principles of risk assessment for maintaining and improving health and safety at work</b>	1.1 State the purpose of risk assessments and method statements	<ul style="list-style-type: none"> <li>• Purpose of a risk assessment, e.g. to identify hazards and who is at risk from them</li> <li>• Purpose of a method statement, e.g. outlines how a job is to be carried out safely in a logical order</li> </ul>
	1.2 State the legal requirements of risk assessments and method statements	<ul style="list-style-type: none"> <li>• Legal requirements of risk assessment, e.g. who must legally complete risk assessments</li> <li>• Definition of 'suitable and sufficient'</li> <li>• Hazards that need specific risk assessment, e.g. COSHH, manual handling</li> <li>• Legal requirements of method statements, e.g. best practice but not required by law</li> </ul>
	1.3 State common causes of work-related: <ul style="list-style-type: none"> <li>• fatalities</li> <li>• injuries</li> </ul>	<ul style="list-style-type: none"> <li>• Most common causes of fatalities, e.g. falls from height, being struck by a vehicle</li> <li>• Other causes of fatalities, e.g. electrocution, being struck by a moving object</li> <li>• Common injuries and how these could occur, e.g. manual handling injury from incorrect lifting techniques</li> </ul>
	1.4 State the implications of not preventing accidents and ill health at work	<ul style="list-style-type: none"> <li>• Business costs if accidents and ill health are not prevented, e.g. sick pay</li> <li>• Human costs if accidents and ill health are not prevented, e.g. pain and suffering</li> <li>• Who enforces health and safety law and their main functions, e.g. Health and Safety Executive inspectors and Environmental Health Officers</li> <li>• Types of notice that inspectors can serve, e.g. prohibition notices</li> </ul>
	1.5 State the meaning of the following in relation to health and safety at work: <ul style="list-style-type: none"> <li>• accident</li> <li>• near miss</li> <li>• hazard</li> <li>• risk</li> <li>• competence</li> </ul>	<ul style="list-style-type: none"> <li>• Definition of 'accident'</li> <li>• Definition of 'near miss'</li> <li>• Definition of 'hazard'</li> <li>• Definition of 'risk'</li> <li>• Definition of 'competence'</li> </ul>



	<p>1.6 List typical hazards and potential risks associated with the following:</p> <ul style="list-style-type: none"> <li>resources</li> <li>equipment</li> <li>obstructions</li> <li>storage</li> <li>services</li> <li>wastes</li> <li>work activities</li> </ul>	<ul style="list-style-type: none"> <li>Resources hazards and risks, e.g. lack of the correct resources leading to injury</li> <li>Equipment hazards and risks, e.g. incorrectly constructed equipment collapsing causing crush injuries</li> <li>Obstruction hazards and risks, e.g. power lines overhead causing electrocution</li> <li>Storage hazards and risks, e.g. untidy storage area may cause items to fall on people</li> <li>Services hazards and risks, e.g. buried services that are damaged during excavation may cause electrocution</li> <li>Wastes hazards and risks, e.g. build-up of waste can cause people to trip</li> <li>Work activities hazards and risks, e.g. noisy work activities can damage hearing</li> </ul>
	<p>1.7 State the importance of reporting accidents and near misses</p>	<ul style="list-style-type: none"> <li>Reasons for reporting all accidents and near misses, e.g. to avoid similar incidents in the future</li> <li>Employee's duty to report all incidents and near misses and who they should report it to</li> </ul>
	<p>1.8 State typical accident reporting procedures</p>	<ul style="list-style-type: none"> <li>Reporting requirements under Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)</li> <li>Recording of accidents in the accident book, e.g. every accident should be recorded</li> <li>Information required in an accident book, e.g. type of injury</li> </ul>
	<p>1.9 State who is responsible for making accident reports</p>	<ul style="list-style-type: none"> <li>Who should record accidents in the accident book</li> <li>Who should report accidents to RIDDOR</li> </ul>
	<p>1.10 State the purpose of dynamic risk assessments</p>	<ul style="list-style-type: none"> <li>Definition of a dynamic risk assessment</li> <li>When dynamic risk assessments might be used, e.g. when an unexpected hazard has to be risk assessed on the spot</li> </ul>
<p><b>2. Know the importance of safe manual handling in the workplace</b></p>	<p>2.1 State the reasons for ensuring safe manual handling in the workplace</p>	<ul style="list-style-type: none"> <li>Reasons for safe manual handling, e.g. to reduce the risk of injury</li> <li>Business costs of poor manual handling, e.g. sick pay</li> <li>Human costs of poor manual handling, e.g. injury</li> </ul>
	<p>2.2 State the potential injuries and ill health that may occur from incorrect manual handling</p>	<ul style="list-style-type: none"> <li>Potential manual handling injuries, e.g. hernia, muscle sprain</li> <li>Potential ill health caused by manual handling injuries, e.g. stress</li> <li>Most common manual handling injuries and their causes, e.g. back injury from incorrect lifting technique</li> </ul>
	<p>2.3 State the employee's responsibilities under current legislation and official guidance for:</p> <ul style="list-style-type: none"> <li>moving and storing materials</li> <li>manual handling</li> <li>mechanical lifting</li> </ul>	<ul style="list-style-type: none"> <li>Employee's responsibilities under 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>Employee's responsibilities under Manual Handling Operations Regulations (1992), e.g. follow safe systems provided</li> <li>How the Management of Health and Safety at Work Regulations (1999), Provision and Use of Work Equipment Regulations (PUWER 1998), Lifting Operations and Lifting Equipment Regulations (LOLER 1998) affects employees at work, e.g. make sure equipment has been thoroughly examined before using it for the first time</li> </ul>



	2.4 State the procedures for safe lifting in accordance with official guidance	<ul style="list-style-type: none"> <li>• What to do before you lift an object, e.g. check the route is clear</li> <li>• Principles of lifting an object safely, e.g. get close to the load, maintain spinal curves</li> <li>• How to deal with loads with uneven centres of gravity or awkward shaped loads, e.g. position the heaviest side closest to the body</li> <li>• Principles of lifting objects safely as a team, e.g. work in unison</li> </ul>
	2.5 State the importance of using site safety equipment when handling materials and equipment	<ul style="list-style-type: none"> <li>• Importance of using site safety equipment, e.g. help to avoid injury</li> <li>• Types of site safety equipment, e.g. safety boots</li> </ul>
	2.6 List aids available to assist manual handling in the workplace	<ul style="list-style-type: none"> <li>• Different types of equipment available to help with manual handling tasks, e.g. forklift truck</li> <li>• Suitability of equipment for specific tasks, e.g. forklift trucks should not be used in spaces where they may collide with other workers</li> </ul>
	2.7 State how to apply safe work practices, follow procedures and report problems when carrying out safe manual handling in the workplace	<ul style="list-style-type: none"> <li>• Follow special manual handling risk assessments that use T.I.L.E. (Task, Individual, Load, Environment)</li> <li>• How to report unsafe manual handling practice and equipment, e.g. if equipment is not fit for purpose remove it and inform a supervisor</li> </ul>
<b>3. Know the importance of working safely at height in the workplace</b>	3.1 Define the term 'working at height'	<ul style="list-style-type: none"> <li>• Definition of working at height</li> </ul>
	3.2 State the employee's responsibilities under current legislation and official guidance whilst working at height	<ul style="list-style-type: none"> <li>• Employee's responsibilities under current legislation whilst working at height, e.g. co-operate with their employer on working at height safety matters</li> </ul>
	3.3 List hazards and potential risks associated with the following: <ul style="list-style-type: none"> <li>• dropping tools and debris</li> <li>• stability of ladders</li> <li>• overhead cables</li> <li>• fragile roofs</li> <li>• scaffolds</li> <li>• internal voids</li> <li>• equipment</li> <li>• the working area</li> <li>• other people</li> </ul>	<ul style="list-style-type: none"> <li>• Dropping tools and debris hazards and risks, e.g. dropping tools and injuring someone working below</li> <li>• Stability of ladders hazards and risks, e.g. overloading ladders causing them to fall over</li> <li>• Overhead cables hazards and risks, e.g. accidentally contacting powerlines overhead causing electrocution</li> <li>• Fragile roofs hazards and risks, e.g. falling through fragile roofs causing injury</li> <li>• Scaffolds hazards and risks, e.g. setting scaffold up on uneven ground causing it to be unstable</li> <li>• Internal voids hazards and risks, e.g. falling into internal voids causing injury</li> <li>• Equipment hazard and risks, e.g. poorly maintained equipment could cause injury</li> <li>• Working area hazards and risks, e.g. untidy works areas increase the chance of slips, trips and falls</li> <li>• Other people hazards and risks, e.g. people working on scaffolding dropping tools on people working below</li> </ul>
	3.4 State how hazards and potential risks associated with working at height can be controlled	<ul style="list-style-type: none"> <li>• Most effective working at height control, e.g. avoid working at height and work from the ground</li> <li>• Working at height controls, e.g. safe systems of work, guard rails, debris chutes</li> </ul>
	3.5 State the regulation that controls the use of suitable equipment for working at height	<ul style="list-style-type: none"> <li>• The Work at Height Regulations (2005) and its control of equipment</li> </ul>



<b>4. Know risks to health within a construction environment</b>	4.1 List the main groups of substances hazardous to health under current regulations	<ul style="list-style-type: none"> <li>Main groups of substances hazardous to health, e.g. liquids, solids, dust</li> <li>Common hazardous substances used on a construction site and the group they fall into, e.g. vapours from adhesives</li> </ul>
	4.2 List common risks to health within a construction environment	<ul style="list-style-type: none"> <li>Common health risks in a construction environment, e.g. hand-arm vibration syndrome, dermatitis, respiratory disease</li> </ul>
	4.3 State the types of hazards and potential risks that may occur in the workplace linked with the use of drugs and alcohol	<ul style="list-style-type: none"> <li>Hazards and risks linked to drugs and alcohol, e.g. mood changes and altered perception and the effects this would have when working on a construction site</li> </ul>
	4.4 State the importance of the correct storage of combustibles and chemicals on site	<ul style="list-style-type: none"> <li>Importance of correct storage of combustible materials and chemicals, e.g. so they don't cause a health risk, so they don't cause a fire</li> <li>Correct storage of chemicals and combustibles, e.g. store in their original container, store away from ignition sources</li> </ul>
	4.5 State the importance of personal hygiene within a construction environment	<ul style="list-style-type: none"> <li>Importance of personal hygiene in a construction environment, e.g. to prevent workers swallowing harmful substances</li> <li>When workers should wash their hands, e.g. before eating</li> <li>How good hand washing practice helps to protect workers, e.g. prevents sickness</li> </ul>
	4.6 State the potential risks to the health of workers exposed to asbestos	<ul style="list-style-type: none"> <li>Consequences of disturbing asbestos, e.g. asbestos fibres can be breathed in and enter the body</li> <li>Possible consequences of breathing in asbestos, e.g. lung cancer, asbestosis</li> <li>Symptoms of asbestos related disease, e.g. breathlessness, chest pain</li> <li>Onset time of asbestos related diseases, e.g. can take years for diseases to develop</li> </ul>
	4.7 State the types of asbestos waste	<ul style="list-style-type: none"> <li>Most common types of asbestos including crocidolite (blue asbestos), amosite (brown asbestos) and chrysotile (white asbestos)</li> <li>Places asbestos may be found, e.g. lagging, flooring tiles</li> </ul>
	4.8 State the types of personal protective equipment (PPE) that may be used when dealing with hazardous materials	<ul style="list-style-type: none"> <li>Types of PPE and their possible uses, e.g. face masks to protect against inhaling substances</li> </ul>
<b>5. Know the importance of working around plant and equipment safely</b>	5.1 List ways in which moving plant, machinery or equipment can cause injuries	<ul style="list-style-type: none"> <li>Ways moving plant, machinery or equipment can cause injury, e.g. injuries from flying debris, crush injuries</li> </ul>
	5.2 State the hazards/risks relating to the use of plant and equipment	<ul style="list-style-type: none"> <li>Hazard and risks related to the use of plant and equipment, e.g. being hit by a reversing vehicle, being pulled into moving parts</li> </ul>
	5.3 State the importance of safeguards located near where plant, machinery and equipment are being used	<ul style="list-style-type: none"> <li>Importance of safeguards near where plant, machinery and equipment are being used, e.g. to prevent people coming into contact with moving parts</li> </ul>
	5.4 State the importance of keeping a safe distance away from plant, machinery or equipment until clear contact is made with the operator	<ul style="list-style-type: none"> <li>Importance of keeping a safe distance away from operator until they know someone is there, e.g. to avoid startling the operator, to avoid being injured by sudden movements from the equipment</li> </ul>



	5.5 Outline how method statements can assist in ensuring the safety of workers where moving plant, machinery or equipment is in use	<ul style="list-style-type: none"> <li>• Definition of a method statement</li> <li>• Contents of a method statement and how it helps keep workers safe, e.g. method statements identify the correct equipment to complete the job safely</li> </ul>
	5.6 State the ways to eliminate or control risks relating to working around plant, machinery or equipment	<ul style="list-style-type: none"> <li>• Ways to eliminate and control risks relating to plant, equipment and machinery, e.g. safe vehicle routes, audible alarms, visibility aids</li> </ul>
	5.7 Identify hazard warning signs and symbols used when operating, working with, around or in close proximity to plant, machinery or equipment	<ul style="list-style-type: none"> <li>• Types of safety sign including safe condition signs, prohibition signs, warning signs and mandatory signs</li> <li>• Colours of safety signs and what that means, e.g. blue and white sign means you must do something</li> <li>• Examples of safety signs, e.g. warning forklift truck in operation</li> </ul>

**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



## QA Level 1 Award in Health and Safety in a Construction Environment (RQF)

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

Assessment criteria 4.8:  
**Three** types of personal protective equipment (PPE) must be stated

Assessment Criteria 5.2:  
**Five** hazards and **Five** potential risks must be stated

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.