



GQA Level 1 Award in Construction Health and Safety

Qualification Number
601/2322/9

PERSONAL COMPETENCE SUMMARY

Name	Company/Centre
Job Title	GQA Registration Number

UNITS OF COMPETENCE				ASSESSOR SIGNATURE Performance and knowledge assessment completed and supplemented with evidence overtime	DATE
MANDATORY UNITS		Level	Credit		
H&Sv2	Health and Safety in a Construction Environment	1	4		
A/616/8622					

RELIABLE EVIDENCE: The forms of evidence available include (mark as appropriate)

Observation in the workplace ☐
 Records of prior experience ☐
 Testimonial(s) ☐
 Work records ☐

Assessment of knowledge ☐
 Witness statement(s) ☐
 Photographic evidence ☐
 External testing ☐

Passport Style
 Candidate Photo
 (Mandatory)

COMPETENCE COMPLETION SIGNATURES

By signing here, the Candidate and Assessor confirm that evidence presented is authentic and that the assessments took place in accordance with the relevant assessment strategy. Details of the assessments and evidence must be recorded in the assessment decision record/summaries at the end of each unit.

	Name and Signature	Date
Candidate		
Lead Assessor		
Internal Verifier		
EQA		

Introduction to the Qualification

Who is this Qualification for?

This qualification is aimed at individuals wishing to prove they have the level and range of knowledge required to work safely in a Construction working environment. Achievers of this unit will fulfil the CSCS requirements for the new (2014) Labourer's card.

The qualification is equally relevant to individuals already employed in Construction, Apprentices or new entrants to the Industry and is also suitable for those wishing to find out more about the theoretical aspect of Health and Safety within the Construction Industry without the need to be directly employed in a Construction working environment. To meet the unit aims candidates will have to prove knowledge of risk assessments, method statements, hazards, accidents and emergencies, health risks, manual handling and working at heights. Specific information on the range and scope of assessment criterion will be provided to the candidate and assessor.

In addition to this knowledge qualification GQA has a range of Construction qualifications available; more information can be found at www.gqaqualifications.com.

What is required from candidates?

GQA qualifications are made up of a number of units that have a credit value or credits. This qualification has one unit with a Credit Value of 4 credits.

The unit is made up of the key aspects of Health and Safety those involved in Construction roles need to know to be able to carry out the work safely and correctly. These are called Learning Outcomes, and all must be met to achieve the unit.

Unit no	Mandatory units	Level	Credit
A/616/8622	Health and Safety in a Construction Environment	1	4
H&Sv2			

Achievement of the required credit indicated above will mean the qualification has been completed and GQA will provide the Certificate with the qualification title.

Assessment Guidance

Evidence of the knowledge to show that candidates can complete all of the learning outcomes is required. Evidence of knowledge through performance can contribute if applicable and could also be demonstrated by completing projects, assignments and reports, tests, exams, professional discussion or by responding to questions.

Potential Sources of evidence could include:

- Completed projects
- Reports
- Witness Testimonies
- Training Records
- Assignments
- Quality Assurance records
- Audio evidence
- Video/photographic evidence

Please Note that photocopied or downloaded documents such as manufacturers' or industry guidance, H&S policies, Risk Assessments etc, are not normally acceptable evidence for GQA qualifications unless accompanied by a record of a professional discussion or Assessor statement confirming candidate knowledge of the subject. If you are in any doubt about the validity of evidence, please contact your GQA EQA.

GQA Knowledge Qualification Implementation Requirements covering Centre Approval, Candidate Assessment and ongoing Quality Assurance

This document indicates the requirements of Approved Centres delivering GQA knowledge qualifications and / or units of credit.

Approved Centres should familiarise themselves with the structure and content of the GQA Knowledge Qualification before designing an appropriate course and are also advised to consider the knowledge and understanding requirements of any linked qualifications (e.g S/NVQ's, qualifications, essential skills).

GQA does not itself provide courses of instruction or specify entry requirements. As long as the requirements for the Technical Certificate / Knowledge Qualification are met, trainers / assessors / teachers may design courses of study in any way that they feel best meets the needs and capabilities of the candidates

1.Equality of Opportunity

Equality of access to fair and valid assessment is necessary for all candidates undergoing assessment. This may mean making reasonable adjustments to normal assessment methods for candidates with particular or special assessment requirements. Candidates work patterns should not become a barrier to assessment, the organisation of which may have to be flexible. In the same way, reasonable adjustment arrangements may be necessary for candidates with a disability. For example, a candidate who is unable, through disability, to produce oral or written evidence, may be allowed to use the method they normally use as a substitute for the required form of communication. Reasonable adjustments need to be approved by GQA.

2.Recognised/Approved Assessment Centres

2.1 Individual centres must be approved by GQA to offer specific qualifications and / or units of credit. A centre may be a single organisation or a partnership of two or more organisations. It may operate at a single location or have satellites. For further details see the GQA booklet "Guide to Centre Approval". The Centre Approval process is carried out by a GQA approved EQA. Each Centre must maintain a centre file. It is important to be clear what the steps in the assessment process are:

- plan evidence collection and opportunities for assessment
- collect evidence
- judge evidence
- give feedback to the candidate
- determine whether sufficient evidence has been presented
- make an assessment decision and give feedback to the candidate

NB Any deviation from the norm must be approved by a GQA EQA

2.2 Assessors and Verifiers

All Assessors of candidate performance must be competent, to make qualitative judgements, both in the skills they are assessing and in the assessment of candidates and hold the appropriate Assessor national award. Similarly Internal and EQAs must be competent to make qualitative judgements.

Internal Verifiers are responsible for the quality assurance of the assessment process within a centre. They should have a relevant occupational background, be competent in internal verification and hold the Internal Verifier national award. It is recommended that Internal Verifiers work towards national recognition of assessor competence.

EQAs are responsible for ensuring accurate and consistent standards of assessment across centres, qualifications, units of credit and over time. They should have a relevant occupational background, be competent in External Quality Assurance and hold the EQA national award

GQA will approve and licence all individuals involved in the assessment and verification of its approved qualifications and / or units of credit. Individuals who are working towards the Assessor or Internal Verifier national awards can only be provisionally licensed. The judgement of provisional licence holders will need to be agreed/authorised by a fully qualified and GQA licensed individual who cannot carry out a dual role in relation to a specific candidate.

2.3 Centre Approval, Monitoring Reviews and Quality Assurance

The centre recognition/approval process is the start of a significant part of the awarding body's quality assurance system. The Approval process will begin with an EQA review of centre procedures to ascertain the potential centres ability to deliver GQA qualifications and / or units of credit. Centres will be expected to meet the relevant regulatory authority criteria for delivery of qualifications prior to initial approval; continued compliance with the criteria will be monitored through regular EQA visits. It is recommended that centre reviews are conducted at minimum every six months by a GQA EQA.

New or multi-site centres may be required to undertake quarterly or more frequent EQA reviews to ensure that different locations can be seen to satisfy the national requirements.

GQA will ensure that unacceptable barriers relating to the assessment and internal verification of candidates in small glass companies do not deny recognition of competence to competent young workers. In such circumstances, GQA will demonstrate that its quality assurance procedures remain sufficient and rigorous to ensure that the competence outcomes have standing and credibility in the occupational area.

Enhanced quality procedures to ensure consistency of assessment and verification will be necessary and will include:

- a high level of sampling of assessment decisions N.B. In some instances the EQA may visit each assessment location and qualification / unit of credit candidate (e.g. single candidates dispersed throughout different small companies on government funded programmes)
- an in-depth scrutiny of assessment plans, materials and records
- specific centre guidance aimed at the successful implementation of qualifications and / or units of credit in SMEs via approved centre partnerships. This can include guidance on the quantity and quality of valid, authentic, and transferable evidence expected to be attributed to individual candidates
- ensuring centres are following the requirements prescribed in any appropriate assessment strategies and applicable codes of practice
- the identification and publication of good practice in centres

3. Qualification / Unit of Credit Candidates

All candidates must register with a GQA recognised/approved centre. The centre must maintain appropriate candidate personal details for external audit purposes etc.

The centre will provide candidates with advice and guidance on how to prepare for assessment and allocate an Assessor who will assess candidate ability to meet the requirements of the relevant qualifications / unit of credit. It is the candidate's responsibility to demonstrate competence and to do this they must:

- prove they can consistently meet all the qualification and / or unit of credit criteria
- provide evidence from work, that they can perform competently in all the contexts specified in the qualification / unit of credit requirements
- prove that they have the knowledge and understanding required

It is therefore critical that quality evidence is provided in a format to allow the Assessor to make a decision and for the Internal Verifier to audit/verify his/her decision.

4. Evidence

A qualification and / or credit is awarded when a person has achieved the necessary outcomes of the qualification and / or unit of credit.

The specific combination of units necessary to achieve a qualification is detailed in the qualification structure. Certificates of Unit Credit can be awarded when candidates achieve any one, or more, units from the qualification.

The evidence the candidate brings forward is primarily evidence of what he/she knows. The assessment criteria / qualification requirements are described within the qualification and / or unit of credit itself and could incorporate practical skills in addition to primary evidence of knowledge.

The assessor's role is to judge each relevant item of evidence. Each must be judged against the qualification and / or unit of credit requirements. If items of evidence were collected for each of the criteria, the candidate may have to produce many items of evidence, well above the number actually required. GQA recommend holistic assessment.

When judging each item of evidence, the assessor is deciding whether the evidence:

- is authentic – i.e. actually produced by the candidate
- meets the criteria
- relates as appropriate to a context defined within the qualification and / or unit of credit
- confirms that the candidate has the required underpinning knowledge

When the assessor makes a decision about the candidate's competence, he or she examines all the evidence available to determine:

- if the evidence, as a whole, covers all the evidence of achievement
- whether the evidence indicates consistency in competent performance
- whether there is enough evidence on which to base an inference of competence

The answer can only be (one of):

- yes (the candidate has achieved)
- no (the candidate has not yet achieved)
- there is insufficient evidence to make a decision

Acceptable evidence

Knowledge evidence Being able to achieve a standard requires the ability to put knowledge to work. The qualification and / or unit of credit indicate the knowledge each person should use if they are to perform competently.

Oral or written assessments must clearly provide a suitable means of checking the breadth and depth of an individual's knowledge. Assessors will need to judge the best mix of knowledge evidence according to individual circumstances. Knowledge evidence is useful when deciding the quality of performance evidence, but must not be used in isolation to judge competence or as an alternative to performance evidence. Care must be taken that candidate evidence is auditable and verifiable.

It should not be necessary to test all of the candidate's knowledge separately. Performance evidence could show that the candidate knows what he or she is doing.

Performance evidence can be what the individual actually produces, or the way the individual achieves the standard. One is called product evidence and the other process evidence. Product evidence is tangible – you can look at it and feel it. Products can be inspected and the candidate can be asked questions about them.

Process evidence describes the way the candidate has achieved an outcome – how they went about it. This may be, for example, the way the quality of products is checked or the way customer complaints are handled. This usually means observing the candidate in action.

Performance evidence may be acceptable if the candidate is working in a glass or glass related environment
Simulation – from circumstances specially designed to enable the candidate's knowledge and / or performance to be assessed. It is not always possible or feasible to collect naturally occurring evidence. It is likely that some simulation may be needed, when it may take too long to wait for the evidence to arise e.g. it may be an aspect of performance which occurs infrequently. An example of this may be evidence of how to deal with emergencies.

The centre must obtain GQA EQA approval for the use of simulation.

Recommended Evidence

Personal Profile - A personal profile is helpful both to the qualification candidate and those involved in assessing and/or verifying competence and the use of such a document should be encouraged.

Candidates new to the sector and working primarily in an off-the-job learning environment will develop/compile a personal profile during the implementation of the Technical Certificate / Knowledge Qualification. Whilst it may not be immediately evident with the help of centre staff, the candidate may be able to identify some auditable prior skills and / or knowledge that may be transferable to the glass related occupational role.

Candidates already in employment in the sector will be able to provide a relevant personal profile and be able to demonstrate aspects of their skills/knowledge using real workplace experiences.

Evidence Guide/Brief - This section is intended to provide a guide for any training plans, reports or assignments produced to support the implementation of the Technical Certificate / Knowledge Qualification. Report / Assignment topics should reflect activities from the occupational area chosen and should be agreed by both candidate and assessor.

- 1.Introduction - Provide an explanation of the proposed assignment activity and its expected outcome.
- 2.Preparatory Work - This section should cover the actions and issues required prior to carrying out the main practical activity.
- 3.Practical Work - This will incorporate a step-by-step account of the practical activity incorporating appropriate quality procedures.
- 4.Quality Review - This will incorporate an account of the relevant quality checks in relation to the anticipated outcome e.g. in terms of product and/or customer expectations.

NB1: The above will take account of the prescribed format of the practical activities and underpinning knowledge requirements as described within the qualification booklet (standard and assessment guidance).

NB2 All of the above stages will incorporate individually as appropriate:

- Health and Safety regulations and requirements
- Products, materials and equipment
- Handling products and materials e.g. movement of and storage of, hazardous and non-hazardous materials
- Communications including working relationships, information systems, locating and recording
- Standard operating procedures
- Quality issues as appropriate e.g. systems and checks
- Problems, their repercussions and resolution

In terms of content, language and requirements, evidence within a Technical Certificate / Knowledge Qualification portfolio of evidence should satisfy terms such as explain, report, identify and investigate.

In order to make a fair and objective assessment, the assessor must be able to answer the question: Is there sufficient evidence that the candidate has the knowledge to meet the requirements of the qualification and / or unit of credit?

NB: Further guidance on acceptable evidence on each qualification can be found in the Introduction to the Qualification page of this candidate booklet.

Candidate Declaration

Candidate Name.....

Centre/Company Name.....

Assessor(s) Name(s).....

I acknowledge receipt of this copy of GQA qualification booklet. The unit structure provides information on which units must be achieved to be awarded the qualification. The individual units detail in the necessary requirements etc that I must achieve.

I understand that I will have an important role in preparing for and planning assessments and with guidance from the Assessor I will Collect and record relevant evidence.

I have been informed of the appeals system, should I want to appeal against any part of the assessment process.

I understand the assessments will be carried out with regard to the company's/centre's Equal Opportunities Policy.

Candidate signature.....

Date.....

Guidance on the format of a unit

This is an example of a Unit of competence

The Unit has a title clearly explaining what the unit is concerned with

There is an explanation of what the unit is about

Each unit has a level, this indicates the difficulty of the unit

Each unit has a credit value; based on how long it would take to get the skills and knowledge needed to complete the unit

REPAIR DAMAGED WINDSCREEN GLASS IN VEHICLES	
To complete this unit you need to have the knowledge and skills to carry out windscreen repairs. You need to know about the code of practice for repairing damaged windscreens and how to identify and confirm the damage with the customer. You need to know why it is important to identify the zone where the damage is, and also give the customer any relevant information, including any further actions needed.	
Level and Credit Value: Level 2, 5 Credits	
1. Know the industry code of practice relating to windscreen repair.	1.1 Name the industry code of practice referring to windscreen repairs and explain what this means in practice.
2. Be able to correctly identify the type of windscreen damage and confirm this with the customer.	2.1 Correctly identify the type of windscreen damage. 2.2 Correctly identify the zone in which the damage lies 2.3 Correctly determine the feasibility of repair. 2.4 Clearly inform the customer of the action required, the risks involved, customer expectations and obtain customer's agreement and confirmation of this action.
3. Be able to correctly carry out windscreen repair.	3.1 Select the correct equipment to carry out the repair.
	3.2 Select the correct materials.
	3.3 Correctly carry out the repair minimising the time the vehicle is not operational
4. Be able to correctly record information on the repair of damaged windscreens.	4.1 Correctly record information on the repair of damaged windscreens

The first column contains learning outcomes, these set out what you need to be able to do or what you need to know.
(This example has been reduced in the number of learning outcomes in the actual qualification unit to fit the space available)

The second column sets out the assessment criteria. This explains what you need to do to prove to your assessor that you have the skills and knowledge required, your assessor will decide and explain how much and what type of evidence will be required.

A/616/8622	Health and Safety in a Construction Environment	Level 1	4 Credits
H&Sv2			

To meet the unit aims candidates will have to prove knowledge of a wide range of Health and Safety related matters in a Construction working environment. The unit includes knowledge of relevant legislation, risk assessments, method statements, hazards, accidents and emergencies, health risks, manual handling and working at heights. Other aspects of Health and Safety included in this unit include knowledge of the risks and hazards that can arise from drugs and alcohol, equipment use, moving plant and machinery, fire, electricity, vibration, hazardous substances and noise. Candidates will also be tested on their knowledge of Health and safety signs, Personal Protective Equipment and Welfare facilities.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
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: - 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: - accident - near miss - hazard - risk - competence			
	1.6 List typical hazards and potential risks associated with the following: - 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: - 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.			

A/616/8622	Health and Safety in a Construction Environment (continued)	Level 1	4 Credits
H&Sv2			

	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: - 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.			
	4.8 State the types of personal protective equipment (PPE) that may be used when dealing with hazardous materials.			

Assessor comments/feedback

K/505/1933	Health and Safety in a Construction Environment	Level 1	4 Credits
CHS1	(continued)		

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, machinery 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.			

Assessor comments/feedback

Notes



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