



GQA Level 1 Diploma in Health  
and Safety and Environmental  
Awareness in a Glass Processing  
or Fabrication Working  
Environment  
Qualification Number  
**610/2813/7**

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# PERSONAL COMPETENCE SUMMARY

Name		Company/Centre				
Job Title		GQA Registration Number				
<b>UNITS OF COMPETENCE</b>					<b>ASSESSOR SIGNATURE</b> Performance and knowledge assessment completed and supplemented with evidence overtime	<b>DATE</b>
UNIT NUMBER	INT REF	MANDATORY UNITS	LEVEL	CREDIT		
M/650/7493	KHS1	Knowledge of Health and Safety practice and Environmental Impact in a Glass Processing or Fabrication Working Environment	1	4		

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

- |                              |                          |                         |                          |
|------------------------------|--------------------------|-------------------------|--------------------------|
| Observation in the workplace | <input type="checkbox"/> | Assessment of knowledge | <input type="checkbox"/> |
| Records of prior experience  | <input type="checkbox"/> | Witness statement(s)    | <input type="checkbox"/> |
| Testimonial(s)               | <input type="checkbox"/> | Photographic evidence   | <input type="checkbox"/> |
| Work records                 | <input type="checkbox"/> | External testing        | <input type="checkbox"/> |

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?

The aim of this qualification is to provide the candidates with an awareness of the importance of understanding and complying with health and safety practice and awareness of the environmental impact within a glass processing or fabrication working environment.

This covers candidates who are working in glass processing areas and also those working in a fabrication workshop.

The qualification will focus on providing the candidates with information relating to: the reason for health and safety in the workplace, health and safety law and regulations, hazards and risks in the workplace, what a healthy and safe working environment is, fire safety, electrical safety, first aid, noise and vibration, personal protective equipment, hazardous substances, vehicle safety, environmental impact and workplace stress.

## Candidates for this qualification will primarily be:

- working in or considering working in the Glass Processing or Fabrication sector

GQA qualifications are made up of units that have a credit value or credits. This qualification has 1 mandatory unit.

The units are made up of the things you need to know and the things you need to be able to do to carry out your job safely and correctly. These are called Learning Outcomes, and all must be met to achieve the unit.

Unit No.	Int Ref.	Mandatory units	Level	Credit
M/650/7493	KHS1	Knowledge of Health and Safety practice and Environmental Impact in a Glass Processing or Fabrication Working Environment	1	4

## Assessment Guidance:

Evidence should show that you can complete all of the learning outcomes for the unit.

## Types of evidence:

This is a knowledge only qualification. Evidence of knowledge can be demonstrated through a combination of written responses to questions, oral Q&A sessions, or guided discussions. Verbal evidence should be audio/video recorded and be fully auditable.

## Quantity of evidence:

Evidence should show that you understand the unit content in context of the range and scope shown at the end of the unit.

## Potential sources of evidence:

The main source of evidence for the practical aspects of this unit will be either detailed, written answers, recorded guided discussions, or written answers supplemented by recorded discussions.

**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 External Verifier.**

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

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

## **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
- 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. Assessor occupational knowledge related to the qualifications being assessed is essential and must be illustrated to GQA prior to approval.

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 relevant national external quality assurance 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.

All GQA Assessors and Verifiers must undertake a minimum of 2 significant CPD activities in both occupational areas and assessment and verification. Reflective CPD records must be maintained and made available to GQA EV's for review.

### **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 EV 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 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

As part of the Quality Assurance process Proskills require an Enhanced external quality assurance process.

This will be in the form of 1 significant underpinning knowledge question answered by the candidate for each unit of the qualification. The questions will be decided by GQA, and guideline answers must be submitted for approval and once approved kept in the Centre File to allow independent assessment

### **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 to perform competently, even where they have not provided evidence from the workplace

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 performance of what he/she can do, not just what he/she knows. The assessment criteria / qualification requirements are described within the qualification and / or unit of credit itself and can incorporate practical skills and 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. It is not sensible to collect evidence against individual criteria. Nor is it effective. 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:

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

Consistency means that the individual is likely to achieve the standard in their work role, in the different activities defined in the qualification and / or unit of credit over time and range of work. The assessor must judge how long a time period is enough to be confident that the candidate can perform reliably to the standard. Unsupported evidence i.e. based on a single assessment/visit will not normally prove consistency.

## **Performance evidence**

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.

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 can consistently meet the requirements of the qualification and / or unit of credit? 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 cover a number of outcomes. It makes sense to plan evidence collection so that what the candidate does, in the normal course of their job, can be related to different outcomes and units. The activities that clearly link to the qualification and / or unit of credit requirements are the things to concentrate on when planning evidence collection and assessment and when monitoring the candidate's progress. Look for opportunities in the candidate's job when evidence can be collected against a number of units at the same time.

Performance evidence can be:

- Naturally occurring – evidence produced in the normal course of work. Evidence of this sort is usually of high quality and reliable. It is also cost effective to collect naturally occurring evidence

- Taken from previous achievements – the candidate may be able to bring forward evidence from previous work experience to show that they are still competent to the standard.
- Evidence of prior achievement can be used when it can be shown to support a judgment that the candidate can still achieve the standard. So, the assessor must be satisfied that the evidence of prior achievement is sufficiently reliable to justify saying that the candidate is currently competent.
- Simulated – from circumstances specially designed to enable the candidate’s performance to be assessed. Simulation is generally not acceptable.
- The exceptions to this are:
  - o Dealing with emergencies
  - o Dealing with accidents
  - o Certain pre-approved real time simulators
  - o Limited other procedures that cannot be practically performed in the workplace, and for which sufficient evidence can be collected through other means.

**NB: 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 i.e. it makes sense to look for evidence from sources other than naturally occurring ones, rather than for, say, waiting for the building to burn down. Centres must obtain GQA EQA approval prior to the use of simulation.**

### **Knowledge evidence**

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.

**NB: These Qualification implementation guidelines are generic across the full range of GQA qualifications. Further guidance on acceptable evidence on each qualification will be found in the Introduction to the Qualification section of the 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 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.....

<b>Title:</b>	<b>Knowledge of Health and Safety practice and Environmental Impact in a Glass Processing or Fabrication Working Environment</b>						
<b>GQA ref</b>	KHS1	<b>Level</b>	1	<b>Credit value</b>	4	<b>GLH</b>	30
<b>Regulatory ref</b>	M/650/7493						
<b>Unit aims</b>	<p>The aim of this unit is to provide the candidates with an awareness of the importance of understanding and complying with health and safety practice and awareness of the environmental impact within a glass processing or fabrication working environment. This covers candidates who are working in glass processing areas and also those working in a fabrication workshop. The unit will focus on providing the candidates with information relating to: the reason for health and safety in the workplace, health and safety law and regulations, hazards and risks in the workplace, what a healthy and safe working environment is, fire safety, electrical safety, first aid, noise and vibration, personal protective equipment, hazardous substances, vehicle safety, environmental impact and workplace stress.</p>						
<b>Assessment guidance</b>	<p>Assessment of this unit must be carried out in accordance with GQA's Qualification Implementation Guidance  Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge.  All criteria must be assessed, and evidence must be auditable.</p>						
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>					<b>Evidence location</b>	
1. Know the reason for the requirements of health and safety in the workplace	1.1 Explain what is meant by health and safety in the workplace						
	1.2 Explain why health and safety is needed within a working environment						
	1.3 List the roles and responsibilities of employers and employees relating to health and safety in the workplace						
	1.4 Explain the meaning and provide examples of the following health and safety terms: a. Accident b. Near miss c. Incident						
	1.5 Explain what causes accidents and incidents in the workplace						
	1.6 List the most common causes and types of injuries in the occupational working environment						

2. Know the health and safety regulations that are relevant to a glass processing or fabrication workshop.	2.1 Describe why health and safety regulations are required in a work environment			
	2.2 Name the main act relating to health and safety in a work environment			
	2.3 List six health and safety regulations that apply to a glass processing or fabrication workshop			
	2.4 Explain what might happen if the employer and employee do not follow health and safety laws and regulations			
3. Know what hazards and risks may be present in a glass processing or fabrication workshop	3.1 Explain the meaning of the following terms: a. hazard b. risk			
	3.2 List 5 examples of health and safety hazards and their associated risks found in a glass processing or fabrication workshop			
	3.3 Explain the purpose of a health and safety risk assessment			
	3.4 Explain the difference between a written risk assessment and a dynamic one			
	3.5 Describe the Employee's responsibility for controlling risks in your work area			
4. Know what makes a healthy and safe working environment	4.1 State who is responsible for health and safety in an organisation			
	4.2 Explain how a company that has health and safety policies and procedures maintains a safe working environment			
	4.3 Explain how general housekeeping and cleanliness promote health and safety			
	4.4 Explain how routine maintenance on tools, equipment and machinery helps keep the working environment safe			
	4.5 Name the 4 different types of safety signs that are found in the workplace and state how they can help keep people safe in the working environment			
	4.6 State how suitable lighting can help to keep people safe in the workplace			
	4.7 Explain how having suitable ventilation can help keep a safe and healthy working environment			
	4.8 Explain what condition staircases and walkways need to be in to provide a safe working environment			
	4.9 Explain how to identify where firefighting equipment is located in the working environment			

5. Know how to carry out manual handling in a glass processing or fabrication working environment	5.1 State 5 manual handling hazards and their associated risks that relate to the glass processing and fabrication working environment			
	5.2 List 5 injuries that can be caused through incorrect manual handling related to moving glass and profiles			
	5.3 Explain what TILEO stands for and how it is used to carry out safe manual handling			
	5.4 Describe how to carry out safe manual handling when moving 2 of the following: a. large panes of glass b. lengths of window profile c. heavy and awkward shaped objects			
	5.5 State 5 manual handling aids, explain how to use them and what can be moved using them			
	5.6 Explain what an employer needs to do to make sure employees are kept safe when carrying out manual handling activities.			
6. Know how to use tools, equipment and machinery safely in a glass processing or fabrication workshop	6.1 Explain what is meant by safe operating procedures when referring to the use of machinery or equipment			
	6.2 List 4 tools used in the occupational role and explain how to use these safely			
	6.3 List 4 pieces of equipment used in the occupational role and explain how to use these safely			
	6.4 List 2 pieces of machinery used in the occupational role and explain how to use these safely			
	6.5 Explain why it is important to carry out regular maintenance on tools, equipment and machinery			
	6.6 Explain why there is a need for emergency power shut off and power isolation methods when using tools, equipment and machinery			
7. Know the principles of fire safety in a glass processing or fabrication working environment	7.1 Explain the meaning of the fire triangle			
	7.2 List different types of fire and what causes them			
	7.3 List the different types of fire extinguisher available and what types of fire they can be used on			
	7.4 Explain the checks required before using a fire extinguisher and how to use it safely			
	7.5 Explain the purposes of fire exits and fire exit routes			
	7.6 Explain what to do if a fire is discovered			
	7.7 Explain what to do when hearing a fire alarm			
	7.8 Explain the importance of the safe storage of combustible materials			

8. Know the principles of electrical safety in a glass processing or fabrication working environment	8.1 State the top 4 causes of accidents relating to electricity			
	8.2 State the checks that need to be carried out before using electrically powered equipment			
	8.3 Explain how to keep safe when using electrical equipment			
	8.4 Explain what to do if it is suspected someone has had an electric shock			
9. Know the principles of first aid in a glass processing or fabrication working environment	9.1 Explain what is meant by "First Aid"			
	9.2 Explain what first aid equipment and provision an employer should provide in their workplace			
	9.3 State who can provide first aid in the workplace			
	9.4 Explain how workplace accidents and injuries should be reported			
10. Know how noise and vibration needs to be reduced in a glass processing or fabrication working environment	10.1 List 4 causes of noise and vibration in the workplace			
	10.2 Explain 4 hazards and their risks associated with noise and vibration in the workplace			
	10.3 Explain what an employer needs to do to reduce the hazards and risks associated with noise and vibration in the working environment			
11. Know the principles of Personal Protective Equipment (PPE) use in a glass processing or fabrication working environment	11.1 List 5 pieces of Personal Protective Equipment used in the working environment and state why each are needed			
	11.2 Explain who should supply Personal Protective Equipment in the workplace			
	11.3 Explain what action to take if Personal Protective Equipment is damaged			
12. Know how to deal with hazardous substances in a glass processing or fabrication workshop	12.1 List 6 hazardous substances found in the workplace and explain how to use them safely			
	12.2 Explain the purpose of a COSHH safety data sheet and where they are located			
	12.3 Explain how hazardous substances should be stored in the workplace			
	12.4 Explain how to deal with leaks and spillages of hazardous substances in the workplace			
	12.5 Explain how hazardous waste is dealt with in the working environment			

13. Know how to keep safe around moving vehicles and associated activities in the glass processing or fabrication working environment	13.1 List 4 vehicles that might be found in a glass processing or fabrication working environment			
	13.2 Explain the reason for safe segregation between people and vehicles and how this is achieved			
	13.3 Explain the concept of danger zones in relation to vehicle movement			
14. Know the potential impact on the environment that can be caused by a glass processing or fabrication working environment	14.1 List 3 materials that can have an impact on the environment from a glass processing or fabrication working environment			
	14.2 Explain the potential impact that a company can have on the environment			
	14.3 Explain controls that can be put into place to help control the potential impact on the environment			
	14.4 List 3 things that the company does to control their impact on the environment			
15. Know the causes of stress in the workplace and how to control, manage and report this in a working environment	15.1 Explain what is meant by the term stress			
	15.2 State 4 causes of stress in the workplace			
	15.3 Explain some of the symptoms associated with suffering from stress			
	15.4 Explain how to control and manage stress			
	15.5 Explain what action to take if suffering from stress in the workplace			

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