



Level 1 Award - Health and Safety in a Construction Environment
603/4898/7

Entering Work Suite - Assessment Principles

Introduction

TA qualifications are developed in conjunction with the industries and employers they service. They are designed to add value and deliver multidimensional outputs that provide impact for both learners and employers.

It is therefore important that the assessment requirements of ETA qualifications are robust whilst not containing unnecessary and over-burdensome challenges that detract from the intended outcomes and impact. These assessment principles are prepared with that in mind and are applicable to the *Entering Work Suite* of qualifications detailed below:

Level 1 Certificate - Securing Employment

Level 1 Certification - Introduction to Construction

Level 1 Certificate – Introduction to Lean Techniques

Level 2 Certificate - Preparation for Military Service

Principles

There are four key principles to underpin assessment delivery:

1. Assessment should contribute to developing a learners' knowledge and/or skills and provide relevant and current development the related industry requires.
2. Systems for capturing evidence of competence should be integrated and efficient. Assessment practices for both competence-based and knowledge-based aspects of qualifications should, where possible, be integrated with industry driven standards and requirements.
3. Assessment methods must be appropriate for the level and nature of the qualification units to be assessed. Methods of assessing achievement against learning outcomes and assessment principles must be accommodating and flexible, whilst remaining appropriate for both the level being assessed and industry expectations of learners at that level.
4. Evidence of knowledge and understanding must be recorded and be clearly attributable to the learner. This can be delivered using task-based activity with questions and answer sessions, supported by assessor observation.

The choice and application of assessment methods must be consistent with these principles and will generally include:

- Direct Observation
- Written evidence (portfolio/workbook)
- Centre set assignment
- Centre set coursework
- Oral examination
- Professional/open discussion

Delivery Team Requirements

Tutors / Assessors

- Tutors / Assessors should have an detailed knowledge of, and be competent in, the occupational requirements of the units
- Tutors / Assessors should hold or be working towards the related professional qualifications for delivery and assessment as required
- This competence will have been acquired either in direct employment in the occupational role to which the unit relates, or in employment as a manager, supervisor or in-house trainer of employees carrying out the role
- It is unlikely that occupational competence will have been achieved in less than twelve months of employment but individuals with less experience could be considered as assessors if sufficiently occupationally competent

Internal Quality Assurers (IQAs)

- IQAs must have a thorough understanding of the structure, content and occupational requirements of the units that they are internally quality assuring. This understanding will have been acquired while either working directly within or delivering within the relevant occupational area in either an operational or a support function
- The level of understanding must be sufficient to allow the IQA to judge whether the assessor has fully assessed learners against all the principles within the unit
- It is unlikely that a person could have gained this level of understanding in less than twelve months of being employed but individuals with less experience could be considered as IQAs if they have the required level of experience, knowledge and understanding

Technical / Expert Witness

Expert witnesses can be drawn from a wide range of people who can observe, 'measure and examine performance against the industry and qualification principles. These can include; line managers and experienced individuals within a related sector-based organisation. The Technical Expert Witnesses should have proven practical experience and knowledge relating to the content of the principles being assessed.

It is unlikely that someone could become an expert in their entire job role in less than twelve months of being employed in their industry. They could, however, very quickly become an expert in the content of a single unit if this was the focus of their job role. The assessor should make a judgement as to the level of expertise held by a potential Technical Expert Witness and, where necessary, this should be confirmed with the awarding organisation.

Assessment Materials

ETC Awards Ltd. (ETA) Assessment Materials are protected by copyright and are supplied only to Approved Centres for use solely for the purpose of the assessment of ETA learners.

Instructions for Conducting Assessment

the Approved Centre must either:

- Secure approval of in house assessment material by ETA's External Quality Assurance team prior to use
- Use ETA Assessment Materials
- We recognise that reasonable adjustments may be considered at the time of assessment, please refer to the ETA Reasonable adjustments and considerations policy

All approved centres must then handle and store securely all Assessment Materials in accordance with the following:

- Assessment Material must be accessible to learners only during their programme
- The Approved Centre must not make public in any format the contents of any materials either in part or in full.
- Materials must be securely handled and under no circumstances shared with third party organisations or individuals
- The Approved Centre must seek permission from ETA through the External Quality Assurance team if they want to convert Material for alternative storage, retrieval and delivery in electronic formats.



Level 1 Unit – Health & Safety in a Construction Environment
A/617/7191

Unit aim

The purpose and aim of this unit is to provide the learner with the skills and knowledge required in Health and Safety in a Construction Environment

Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment

Progression

On completion of this qualification learners will be prepared to progress to level 1 Certificates / Diploma's or a level 2 qualification in a range of occupations within the sector, this could include but not limited to apprenticeships.

Achievement

Learners must achieve a total of 3 credits, by completing the mandatory unit within the qualification.

Unit Reference Number		A/617/7191
Qualification Framework		RQF
Title		Health & Safety in a Construction Environment
Unit Level		Level 1
Guided Learning Hours		21 GLH
Total Qualification Time		30 TQT
Unit Credit Value		3 Credits
Unit Grading Structure		Pass / Fail

Learning Outcome		Assessment Criteria - The learner can	
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 and injuries
		1.4	State the implications of not preventing accidents and ill health at work
		1.5	State the meaning of the following in relation to health and safety at work: <ul style="list-style-type: none"> • accident • near miss • hazard • risk • competence

		1.6	List typical hazards and potential risks associated with the following: <ul style="list-style-type: none"> • resources • equipment • obstructions • storage • services • wastes • work activities
		1.7	State the importance of reporting accidents and near misses`
		1.8	State typical accident reporting procedures
		1.9	State who is responsible for making accident reports
		1.10	State the purpose of dynamic risk assessments
2	Know the importance of safe manual handling in the workplace	2.1	State the reasons for ensuring safe manual handling in the workplace
		2.2	State the potential injuries and ill health that may occur from incorrect manual handling.
		2.3	State the employee's responsibilities under current legislation and official guidance for: <ul style="list-style-type: none"> • moving and storing materials • manual handling • mechanical lifting
		2.4	State the procedures for safe lifting in accordance with official guidance
		2.5	State the importance of using site safety equipment when handling materials and equipment
		2.6	List aids available to assist manual handling in the workplace
		2.7	State how to apply safe work practices, follow procedures and report problems when carrying out safe manual handling in the workplace
3	Know the importance of working safely at height in the workplace	3.1	Define the term 'working at height'

		3.2	State the employee's responsibilities under current legislation and official guidance whilst working at height
		3.3	List hazards and potential risks associated with the following: <ul style="list-style-type: none"> • dropping tools and debris • stability of ladders • overhead cables • fragile roofs • scaffolds • internal voids • equipment • the working area • other people
		3.4	State how hazards and potential risks associated with working at height can be controlled
		3.5	State the regulation that controls the use of suitable equipment for working at height
4	Know risks to health within a construction environment	4.1	List the main groups of substances hazardous to health under current regulations
		4.2	List common risks to health within a construction environment
		4.3	State the types of hazards and potential risks that may occur in the workplace linked with the use of drugs and alcohol
		4.4	State the importance of the correct storage of combustibles and chemicals on site
		4.5	State the importance of personal hygiene within a construction environment
		4.6	State the potential risks to the health of workers exposed to asbestos
		4.7	State the types of asbestos waste
		4.8	State the types of personal protective equipment (PPE) that may be used when dealing with hazardous materials
5	Know the importance of working around plant and equipment safely	5.1	List ways in which moving plant, machinery or equipment can cause injuries
		5.2	State the hazards/risks relating to the use of plant and equipment
		5.3	State the importance of safeguards located near where plant, machinery and equipment are being used
		5.4	State the importance of keeping a safe distance away from plant, machinery or equipment until clear contact is made with the operator

		5.5	Outline how method statements can assist in ensuring the safety of workers where moving plant, machinery or equipment is in
		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.