The specification for:

Level 1 Award in Health and Safety within the Construction Environment

This qualification is designed to support professionals in, or striving to work within the construction industry in demonstrating their understanding in Health and Safety within the Construction Environment. Covering the knowledge needed to work safely within the construction environment.

The Regulated Qualifications Framework (RQF) was designed by the UK government's Qualifications and Curriculum Development Agency now replaced by Ofqual. The RQF is referenced to the European Qualifications Framework devised by the European Union

The assessment model for the qualifications presented in this publication was designed by TLM in consultation with the support of Lewes Training.

Contents

1. For those in a hurry!

Please read the rest of the book later as the details are important!

1.1	TLM's assessment model is common to most of its qualifications. It is based on competence-based assessment of coursework using a portfolio of evidence and supported by a free optional cloud-based evidence management system.
1.2	Learners must demonstrate competence against the assessment criteria from their day-to-day work and the tutor assessor must verify that they are competent in relation to the general level descriptor using indicative assessment criteria. TLM's external moderator will check the judgements and the quality of the evidence and provide feedback. This process is not graded, the intention is that it is a flexible way of checking basic practical competence in the subject at the qualification's framework level.

Procedures

1.3	The first thing to do is to arrange assessor training with TLM. TLM trains at least one assessor as Principal Assessor who must accept responsibility for standards within the Centre. The Principal Assessor can train and appoint assessors within the Centre as long as they are competent to take on the work and are willing to sign an agreement on the web site to uphold standards.
1.4	TLM will provide initial training in the pedagogical model, and using the supporting technologies to provide the evidence needed. The purpose is to get you started and then we provide on-going support to ensure you are confident and we can work as a professional partnership. We advise new Centres to do some coursework assessment early so that they can receive feedback and quickly become confident in doing routine coursework assessment. Our aim is to make this no more onerous than normal routine assessment that anyone would do as a normal part of the teaching job. This gives more time to focus on teaching and therefore to support raising attainment.

2. Introduction

The Level 1 Award in Health and Safety within the Construction Environment is designed to support those learners striving or already working in the construction industry.

2.1 **Level 1 Award in Health and Safety within the Construction Environment**
The objective of the qualification is to prepare learners with the knowledge to work safely within the Construction Environment.

Mandatory
Unit 1 – Health and Safety within the Construction Environment (3 credits).

3. Summary of Qualification Specification

3.1	**Level 1 Award (Annexe A)**

The Level 1 award is a qualification covering the common risks and hazards that are needed to understand to safely operate in a construction environment.

Qualification Title: TLM Level 1 Award in Health and Safety within the Construction Environment
Qualification Number: 610/0219/7
Qualification Level: Level 1
Total Credits: 3
Guided Learning Hours: 21
Total Qualification Time: 29
Assessment Methods: Coursework, E-assessment, Portfolio of Evidence

Assessment

Learners must demonstrate competence against the assessment criteria from their communication and involvement with the training materials and the trainer assessor must verify that they are competent in relation to the general level descriptor using indicative assessment criteria. TLM's external moderator will check the judgements and the quality of the evidence and provide feedback. This process is not graded, the intention is that it is a flexible way of checking basic practical competence in the subject at the qualification's framework level.
Mandatory Unit - Unit 1 Health and Safety within the Construction Environment (3 credits)

3.5	**Assessment**

The internally assessed, externally moderated coursework for all qualifications is pass/fail but by submitting the evidence for external moderation, feedback can be given to the tutor on areas to improve for resubmission.

Evidence must be provided against the unit assessment criteria from practical tasks related to the learners' everyday work supported by tutor observations, portfolio completed, and or activities inline with the learning materials

The way evidence is gathered is up to the assessor, the only requirement is that it clearly supports the judgements against the assessment criteria and the relevant learning outcomes.

If on formative assessment the account manager finds gaps in evidence relating to a particular candidate, they will request more evidence before approving the award or the unit certificate. Assessors must then adjust their work to ensure all their learners are providing the appropriate level and breadth of evidence.

We encourage early submission of at least some evidence so that assessors are confident from the feedback that what they are providing is sufficient. In this way we can maintain standards while supporting improved efficiency.

Centres will be subject to the TLM Centre Assessment Standards Scrutiny (CASS) and further details of this, including our centre guidance, is freely available on the TLM website in our Policy Download Centre. https://tlm.org.uk/policy-download-centre/

4. Qualification Content

Mandatory	Optional (for reference)
3 CREDITS	**None**
Unit 1 Health and Safety within the Construction Environment (3 credits)	

5. Transferable Skills

5.1	**Key Subject Aims**

The over-arching aim is to enable learners to understand the risks and hazards within a construction environment.
. Subordinate aims include:

- Developing the skills needed for safe manual handling.
- Gaining practical experience and competence with Health and Safety within the Construction Environment
- Increasing the capacity to transfer knowledge and skills between contexts.
- Developing knowledge of the health and safety for working at heights and/or around plant and machinery.
- Developing an understanding of the legislation and responsibilities.

5.2	**Knowledge and Understanding**

The following knowledge and understanding will be required to support learning for the qualification.

- Demonstrate knowledge and understanding of health and safety in the construction environment.
- Understand the purpose for effective communication and teamwork.

5.3	**Skills**

Opportunities are provided to support the following skills, the great majority of which will be assessed directly.

- Manipulate and process data and other information, sequence instructions, model situations and explore ideas.
- Transfer competence in a familiar context to an unfamiliar context.
- Communicate data and information in a form fit for purpose and audience.
- Adopt safe, secure and responsible practice when acting in a construction environment.
- Self and peer assess to gauge the effectiveness of their own learning.

6. Support

6.1 There is further guidance for coursework assessment on the TLM web site. All centres have an assigned Account Manager who will be pleased to help at any time. Our aim is to give professional assessors, most of whom are qualified tutors, the confidence to make judgements with a minimum of bureaucracy so that they can focus their time on maintaining their professional knowledge, skills and supporting learning through effective teaching rather than "chasing paper". There is often a confusion between bureaucracy and rigour, since unnecessarily complex bureaucracy can actually detract from rigour by obscuring the importance of the outcomes.

6.2 **Web sites** - TLM provides support through cloud-based systems. Providing assessment grades and the management of certification through the Markbook Site is mandatory and all assessors are provided with training in its use. It is simply a matter of recording learner competence against the unit criteria as the evidence is collected and claiming a certificate on behalf of the learner when a unit has been fully assessed.

6.3 The **community learning site** provides free optional facilities for learners to submit their evidence on-line, linking it to the assessment criteria across single or multiple units. The assessor can accept or reject this evidence and comment on it providing a full audit trail for evidence. Moderator/verifiers can get immediate access to this evidence and so it is potentially a lot more efficient than alternative methods. No paper, no e-mails with file attachments necessary. There are facilities for progress tracking that can be based on criteria and/or units. The system can be linked as an extension to any standards compliant VLE/e-portfolio system for centres that are already committed to a specific VLE product. Training can be provided, and free support is available from your Account Manager. The aim is to eliminate all paper-based bureaucracy, all screen-shots and referencing that draws time away from teaching.

6.4 **Telephone** and e-mail support are available to all Centres. There is a general convention of firstname.secondname@tlm.org.uk for e-mail addresses. It is usually best to e-mail your account manager in the first instance. Google hangouts can be arranged for video conferencing support.

7. Registration & Procedures

Registration

7.1 TLM's registration model allows centres to enter learners at times convenient to them. There are no late entry fees and no additional fees should a learner fail to produce evidence at a level but can meet the criteria at a lower level. This can reduce costs to the centres when compared to other qualifications

There are no fees for replacement certificates or verification of certificates because all certificates can be directly authenticated against TLM's secure database. For details of current subscription costs please contact us or refer to the web site.

Internal standardisation

7.2 The Principal Assessor has the ultimate responsibility for consistency in assessment standards within a centre. All assessors have signed a contract agreeing to uphold standards and should therefore co-operate with the Principal Assessor and Account Manager at TLM to ensure that standards across the centre are consistent.

It is advisable to send work samples to TLM early to check that evidence is at the right standard so that there is time to make any adjustments necessary to the course and learner expectations.
TLM will generally check a higher quantity of work from new assessors and feedback to ensure that they are confident to make appropriate judgements over time. This reduces risk and improves efficiency in the longer term.

Authentication

7.3 All assessors must take reasonable steps to ensure that any coursework evidence submitted by candidates is a true reflection of the candidates' competence. This is in keeping with the assessor undertaking to uphold and maintain standards in the contract with TLM.

7.4 Certificates can be authenticated directly on-line using the certificate number or by scanning the QR code on the certificate. There is no charge and it makes it more likely that certificates will be checked and that in turn improves security. Certificate forgeries are a significant problem when authentication is not simple and straightforward because convincing forgeries are easy to achieve with recent technologies and will get easier as time goes on.

8. Other Considerations

Access arrangements and special requirements

8.1 All TLM's qualifications are intended to be accessible, as widely as possible. There is an extensive policy documented on the web site at https://tlm.org.uk/policy-download-centre/ Centres should contact TLM if they have any questions related to accessibility issues.

Language

8.2 The language for provision of this qualification is English only. This will only change if we have a significant demand in another language that is sufficient to cover the additional costs involved.

Malpractice

8.3 TLM has comprehensive policies and procedures for dealing with malpractice. These are documented with links on the web site at https://tlm.org.uk/policy-download-centre/ Assessors should be familiar with these policies and make them clear to candidates. Assessors should inform their account manager if they suspect any instance of malpractice that could have a material effect on the outcome of any assessments, either for themselves or colleagues. This is part of the upholding of standards that is part of the contract with TLM.

Equality of opportunity

8.4 TLM promotes equality of opportunity through policies and procedures. These are again documented in detail on the web site at https://tlm.org.uk/policy-download-centre/

Resources, Support and Training

8.5 A clear goal is to enable learners to support all their IT user needs using resources freely and legally available from the internet. This is related directly to national policies for inclusion and equality of opportunity. The reality is that there is so much user dependence on proprietary applications that we can only support the transition to free and open resources through education and common sense.

8.6 TLM does not require centres to use Free and Open Source applications but it certainly encourages them to do so. Most of the key software applications needed to support any of the assessed units are available freely from the web including office suites, graphics and sound editing. As a nation we could save hundreds of millions if not billions of pounds in software licensing fees by providing users with the skills, knowledge and confidence to migrate to free and open source applications. You Tube, OpenClipart.org, Wikipedia and many other sites provide free content that supports learning and the number and range of such sites is increasing.

Annexe A

Level 1 Award for Health and Safety within the Construction Environment - Unit assessment - coursework guidance

<table>
<tr>
<td>The Level 1 learner has the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance AND/OR

Holder can select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems. Holder can identify how effective actions have been. Holder can identify, gather and use relevant information to inform actions.</td>
<td>Moderation/verification: The assessor should keep a record of assessment judgements made for each candidate and make notes of any significant issues for any candidate. They must be prepared to enter into dialogue with their Account Manager and provide their assessment records to the Account Manager through the on-line mark book. They should be prepared to provide evidence as a basis for their judgements should it be required by the Principal Assessor or their Account Manager/external moderator. Before authorising certification, the Account Manager must be satisfied that the assessor's judgements are sound.</td>
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General Information

The Level 1 qualification has the following characteristics for learners:

- Achievement at RQF level 1 (EQF Level 2) reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance.
- Use understanding of facts, procedures and ideas to complete well-defined tasks and address straightforward problems. Interpret relevant information and ideas. Be aware of the types of information that are relevant to the area of study or work.
- Complete well-defined routine tasks. Use relevant skills and procedures.
- Select and use relevant information. Identify whether actions have been effective. Take responsibility for completing tasks and procedures subject to direction or guidance as needed.

- The specification for the Level 1 award provides an outcome framework for assessment and is not intended to dictate any particular context for learning and so can be used with any age range of adults.

Requirements

- Standards must be confirmed by a trained Level 3 Assessor
- Assessors must as a minimum record assessment judgement as entries in the on-line mark book on the TLM certification site.
- It is expected that there will be routine evidence of work used for judging assessment outcomes in the candidates' records of their day to day work. Samples, including related plans and schemes of work should be available at the annual visit and/or by video conference.
- Different approaches to learning will be required in order to match differing needs, for example, the needs of learners will be different from the needs of those with learning disabilities.
- When the candidate demonstrates secure capability against each of the criteria in the unit, they are entitled to a certificate for passing the unit and the overall award.
- We expect at least 7 hours of guided study to be under-taken for the certificate for complete beginners generally new to formal education, but discretion can be used to take account of prior learning where this is sensible in individual cases. In terms of making the certificate, what matters is outcomes. Can the candidate securely meet the criteria?
  Certificates must be printed as per the TLM markbook with no alterations unless written consent if given by TLM.

Mandatory Unit - Level 1, Unit 1 – Health and Safety within the Construction Environment (3 credits)

	TLM Learning Objectives	TLM Learning Outcomes
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 the 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. 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
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 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.