

Pearson BTEC Level 1 Award in Health and Safety in a Construction Environment

Specification

BTEC Specialist qualification

First teaching December 2013

Issue 2

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Pearson BTEC Level 1 Award in Health and Safety in a Construction Environment (QCF)

The QN remains the same.

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Summary of Pearson BTEC Level 1 Award in Health and Safety in a Construction Environment specification Issue 2 changes

Summary of changes made between previous Issue 1 and this current Issue 2	Page/section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
TQT value added	Section 2
Reference to credit transfer within the QCF removed	Section 5
QCF references removed from unit titles and unit levels in all units	Section 12
Guided learning definition updated	Section 12

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

1 Introducing Pearson BTEC Specialist qualifications

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Sizes of Specialist qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 1 Award in Health and Safety in a Construction Environment
Qualification Number (QN)	601/1861/1
Accreditation start date	01/11/2013
Approved age ranges	16-18 18+ 19+
Credit value	4
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	40
Guided learning hours	40
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 10 Access and recruitment</i>).

Qualification number and qualification title

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual*, available on our website, qualifications.pearson.com

Objective of the qualification

The Pearson BTEC Level 1 Award in Health and Safety in a Construction Environment is for learners who work in, or want to work in Construction.

It gives learners the opportunity to:

- develop introductory knowledge related to health and safety in the Construction industry
- develop introductory skills in health and safety in the Construction industry
- learn about health and safety issues related to different occupations in the Construction industry
- achieve a nationally-recognised Level 1 qualification
- develop their own personal growth and engagement in learning.

Relationship with previous qualifications

The qualification is not a replacement, it is a new qualification.

Progression opportunities through Pearson qualifications

Learners who have achieved the Award can progress to a range of Pearson BTEC Level 2 qualifications including:

- Pearson BTEC Level 2 Award in Construction and Built Environment (Specialist: Construction)
- Pearson BTEC Level 2 Certificate in Construction Occupations

Industry support and recognition

This qualification is supported by ConstructionSkills (Cskills), the SSC for the construction industry.

Relationship with National Occupational Standards

This qualification relates to the National Occupational Standards in Construction Skills (Craft). This qualification's unit has been mapped against the appropriate NOS.

3 Qualification structure

Pearson BTEC Level 1 Award in Health and Safety in a Construction Environment

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification. This qualification consists of one mandatory unit.

Minimum number of credits that must be achieved	4
Minimum number of credits that must be achieved at level 1	4

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	K/505/1933	Health and Safety in a Construction Environment	1	4	40

4 Assessment

The table below gives a summary of the assessment methods used in the qualification.

Units	Assessment method
One mandatory unit	Internally assessed, externally verified portfolio assessment

Portfolio Assessment (internal assessment)

The mandatory unit has specified learning outcomes and assessment criteria. To pass a centre-assessed portfolio unit, learners must meet all the assessment criteria. Centres should index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres may choose to use the Pearson-devised BTEC Assessment workbook to gather knowledge evidence for this qualification, or they may devise assignments or use other methods to record evidence against each learning outcome and assessment criterion.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example, workbook, performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to give learners realistic scenarios and maximise the use of practical activities in delivery and assessment.

To avoid over-assessment centres are encouraged to link delivery and assessment across units.

There is more guidance about internal assessment on our website. See *Section 13. Further information and useful publications*.

5 Recognising prior learning and achievement

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website, qualifications.pearson.com

6 Centre resource requirements

As part of the approval process, centres must make sure that the resources requirements below are in place before offering the qualification.

General resource requirements

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 10 Access and recruitment* and *Section 11 Access to qualifications for learners with disabilities or specific needs*. For full details on the Equality Act 2010, please go to www.legislation.gov.uk

7 Centre recognition and approval centre recognition

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson BTEC qualifications is available at qualifications.pearson.com.

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses Pearson BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC apprenticeship ('single click' registration):
 - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions
- 2 Delivery of the qualification outside the apprenticeship:
 - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems

For further details, go to the *UK BTEC Quality Assurance Handbook* on our website.

9 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Centres must make sure that any legislation taught is up to date.

10 Access and recruitment

Pearson's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to Pearson BTEC Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information on reasonable adjustments and special consideration in *Section 4, Assessment*.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

12 Units

Units have the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim

This gives a summary of what the unit aims to do.

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections:

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Unit 1: Health and Safety in a Construction Environment

Unit reference number: K/505/1933

Level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

The aim of this unit is to help learners understand how health and safety working practices are incorporated into a construction environment. Learners will demonstrate that they can identify hazards and risks associated with the site environment. Learners will also understand the regulatory processes and procedures that must be followed by all site staff and operatives.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass 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.

Learning outcomes		Assessment criteria		Unit amplification	Assessment guidance
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	<ul style="list-style-type: none"> □ Risk assessments: purpose, e.g. reduce risk to workforce, comply with relevant applicable legislation, e.g. Management of Health and Safety at Work Regulations. □ Method statements: purpose, e.g. create specific safety instructions, safely perform tasks, safety induction, create control measures, reduce risks, incorporate H&S. 	<ul style="list-style-type: none"> □ Evidence from learners should include hazard identification, risk evaluation, legislation compliance and to reduce harm to workers and operatives. A minimum of three reasons should be stated. □ Learners should state at least three clear reasons what a method statement is used for.

Learning outcomes	Assessment criteria		Unit amplification	Assessment guidance
	1.2	State the legal requirements of risk assessments and method statements	<ul style="list-style-type: none"> □ Legal requirements: mandatory legal actions (in general terms) required of a contractor on-site. 	<ul style="list-style-type: none"> □ There are a number of areas of legislation in the Management of Health and Safety, which require risk assessments e.g. Working at Height, Noise, COSHH, Asbestos etc. the learner may link their answer for the requirements of risk assessment, to specific examples under such regulatory areas, to show they know how the requirement for risk assessment applies. □ Method statements will have to be named in general terms within health and safety legislation, e.g. CDM regulations, HSWA 1974, MHSW Regs and should refer back to how they meet the legal requirements of the Act.
	1.3	State common causes of work-related: <ul style="list-style-type: none"> • Fatalities • Injuries 	<ul style="list-style-type: none"> □ Fatalities and injuries: e.g. falls, struck by objects, electric shock, machinery. 	<ul style="list-style-type: none"> □ At least three causes of fatal and minor/major injuries should be listed or identified. □ Identification should clearly illustrate the common causes of fatal and major/minor accidents which are construction related.

Learning outcomes	Assessment criteria		Unit amplification	Assessment guidance
	1.4	State the implications of not preventing accidents and ill health at work	<ul style="list-style-type: none"> □ Implications: improvement notice, prohibition notice; accidents and ill health e.g. injuries, absenteeism, possibility of paying compensation. 	<ul style="list-style-type: none"> □ Consequences should cover those on and off site as a result of failure to prevent accidents, e.g. HSE sanctions; higher insurance costs, claims for damages.
	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 	<ul style="list-style-type: none"> □ Accident: an unplanned, unpremeditated event caused by unsafe acts or conditions resulting in injury. □ Near miss: an unplanned event with the potential to cause injury or loss. □ Hazard: something that can cause harm at work, e.g. chemicals, noise, electricity, working up a ladder. □ Risk: chance that a hazard causes harm, e.g. working alone, exposed wiring, identification of the risks relating to plant, equipment, machinery, materials. □ Competence: e.g. ability, understanding, knowledge, having the skills to carry out the task. 	<ul style="list-style-type: none"> □ Short identifier statements against each in terms of providing a statement and an example within the descriptive text. □ Examples should be construction related.

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
	<p>1.6 List typical hazards/risks associated with the following:</p> <ul style="list-style-type: none"> • Resources • Equipment • Obstructions • Storage • Services • Wastes • Work activities 	<ul style="list-style-type: none"> □ Hazards/risks: e.g. injury to self/others, toxics, pollution of environment. 	<ul style="list-style-type: none"> □ Learners need to identify at least one hazard and at least one risk associated with that hazard. □ There should be clear delineation between a hazard, which is something that has the potential to cause harm, e.g. dust and the risk or severity that this hazard could cause, e.g. asthma, irritation.
	<p>1.7 State the importance of reporting accidents and near misses</p>	<ul style="list-style-type: none"> □ Accident: an unplanned, unpremeditated event caused by unsafe acts or conditions resulting in injury. □ Near Miss: an unplanned event with the potential to cause injury or loss. 	<ul style="list-style-type: none"> □ Learners should identify three things wrong with poor accident reporting for example, morale at work, claims for damages by employees, missed opportunities to make improvements, loss of a feeling of safety while working.
	<p>1.8 State typical accident reporting procedures</p>	<ul style="list-style-type: none"> □ Reporting Procedures: e.g. Refer to own company procedures, site book, accident form. 	<ul style="list-style-type: none"> □ Reporting procedures should include internal company processes, Report of Injuries, Dangerous Diseases Regulations (RIDDOR) and the Health and Safety Executive (HSE).
	<p>1.9 State who is responsible for making accident reports.</p>	<ul style="list-style-type: none"> □ Responsibility: e.g. Refer to own company procedures. 	<ul style="list-style-type: none"> □ Learners should identify individuals, supervisors, senior managers and health and safety officers.

Learning outcomes		Assessment criteria		Unit amplification	Assessment guidance
2	Know the importance of safe manual handling in the workplace	2.1	State the reasons for ensuring safe manual handling in the workplace	<ul style="list-style-type: none"> □ Manual handling, e.g. reduce risk to employer and employees, assessing individual capability, preventing injury. 	<ul style="list-style-type: none"> □ Learners should identify three reasons for following manual handling procedures to include for example, to reduce back injuries, reduce loss of production through sick leave, reduce strain on workforce, reduce hazards to general public.
		2.2	State potential injuries and ill health that may occur from incorrect manual handling	<ul style="list-style-type: none"> □ Injuries/ill health: e.g. torn ligaments, strains, sprains, aches, pains, fractures, bruises, cuts, falls. 	<ul style="list-style-type: none"> □ Learners should produce relevant potential injuries and ill health. □ Injuries could be classified as major injuries for example strains, sprains, fractures, breaks, spinal injuries, cuts, bruises. □ Ill health could cover minor injuries for example inhalation of dust, sickness, irritation.

Learning outcomes	Assessment criteria		Unit amplification	Assessment guidance
	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 	<ul style="list-style-type: none"> □ Employees responsibilities moving and storing: HSWA 1974 and the Manual Handling Regulations. □ Refer to organisations own procedures and guidance. 	<ul style="list-style-type: none"> □ Employees responsibilities: moving and handling – Personal Protective Equipment Regulations 1992, HSWA 1974 Sections 2 and 7. □ Employees responsibilities: Manual Handling Regulations 1992 (MHR). □ Employees responsibilities: mechanical lifting – Lifting Operations and Lifting Equipment Regulations 1998 (LOLER) □ Learners will need to research each regulation and state/identify employee responsibilities.
	2.4	State the procedures for safe lifting in accordance with official guidance	<ul style="list-style-type: none"> □ Safe lifting: refer to organisations own procedures. 	<ul style="list-style-type: none"> □ Learners could design a poster that illustrates the correct method of lifting using the kinetic procedure. □ A series of diagrams illustrating the correct method of lifting must be provided with annotative notes.
	2.5	State the importance of using site safety equipment when handling materials and equipment	<ul style="list-style-type: none"> □ Importance: e.g. prevent injury, avoid mishaps. 	<ul style="list-style-type: none"> □ Learners need to relate the importance against the risk; for example concrete can burn so skin needs protection.

Learning outcomes	Assessment criteria		Unit amplification	Assessment guidance
	2.6	List aids available to assist manual handling in the workplace	<ul style="list-style-type: none"> □ Aids: e.g. trolley, truck, fork lift. 	<ul style="list-style-type: none"> □ Learners need to find four appropriate manual handling aids. □ Illustrations can be pasted into the learner portfolio of evidence and identified by name.
	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"> □ Work practices: refer to organisations own procedures. □ Follow procedures: refer to organisations own procedures. □ Report problems: e.g. contact manager/supervisor, responsible officer, complete accident form. 	<ul style="list-style-type: none"> □ For 'apply safe working practices' evidence could include risk assessments, training, kinetic lifting, using mechanical lifting etc. □ For 'following procedures' evidence could include use of training, instructions and demonstration for lifting, use of manual handling checklists etc. □ For 'report problems' evidence could include telling a supervisor, filling in a maintenance form, marking an aid as defective and removing it from site etc.

Learning outcomes		Assessment criteria		Unit amplification	Assessment guidance
3	Know the importance of working safely at height in the workplace	3.1	Define the term 'working at height'	<ul style="list-style-type: none"> □ Working at heights: awareness of Working at Height Regulations (WAH). 	<ul style="list-style-type: none"> □ Learners could use the formal definition of working at height from the WAH regulations 2005 and put this into their own words. □ Definition should include where there is any danger of falling.
		3.2	State the employee's responsibilities under current legislation and official guidance whilst working at height	<ul style="list-style-type: none"> □ Responsibilities: Within own organisation, e.g. safety wear, using safe and stable equipment, harnesses, safety nets. 	<ul style="list-style-type: none"> □ Employees duties could cover: <ul style="list-style-type: none"> - reporting any defects relating to working at height to the employer - using equipment for working at height provided by employer - using any training for the use of work equipment at height - acting under the instructions provided by the employer.

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
	3.3 List hazards/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 	<ul style="list-style-type: none"> □ Hazards/risks: e.g. major injury to self/others, fatalities, falls, electric shock. 	<ul style="list-style-type: none"> □ Learners should clearly delineate between a hazard and a risk. □ A hazard is something that has <i>the potential to cause harm</i>. □ A risk is the <i>severity of the hazard</i>.
	3.4 State how hazards/risks associated with working at height can be controlled	<ul style="list-style-type: none"> □ Height risks/hazards: e.g. knowing safety requirements, planning, using correct equipment, protecting holes, considering weather conditions, safety nets, harnesses. 	<ul style="list-style-type: none"> □ Learners could consider a range of control measures to include; risk assessments, guard rails, handrails, scaffolding, mobile elevated platforms, harnesses, air bags, fall arrest systems.
	3.5 State the regulation that controls the use of suitable equipment for working at height	<ul style="list-style-type: none"> □ Regulation, e.g. The Work at Height Regulations 2005, The Work at Height (Amendment) Regulations 2007, organisational requirements, emergency rescue procedures. 	<ul style="list-style-type: none"> □ Learners could access regulation documentation for their area of construction.

Learning outcomes		Assessment criteria		Unit amplification	Assessment guidance
4	Know risks to health within a construction environment	4.1	List substances hazardous to health under current regulations	<ul style="list-style-type: none"> □ Substances: risks associated with a range of substances in own organisation; relevant current legislation, e.g. Control of Substances Hazardous to Health Regulations (COSHH), Control of Asbestos at Work Regulations; COSHH risk assessments; asbestos. 	<ul style="list-style-type: none"> □ Learners could identify common substances that are used during the construction process that could include: <ul style="list-style-type: none"> - diesel - petrol - paint - thinners - PVA glue - adhesives - mastic - wall paper adhesive - cement admixtures.

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
	4.2 List common risks to health within a construction environment	<ul style="list-style-type: none"> □ Risks: e.g. working at height, wearing inadequate clothing, noise, vibration, dust, moving plant and vehicles, asbestos. 	<ul style="list-style-type: none"> □ Learners could identify common health risks (at least five) to include: <ul style="list-style-type: none"> - falls from height - injuries from construction plant - slips, trips and falls - struck by falling objects - back injuries from lifting - nail injuries to feet - dust inhalation - eye irritation from dust - exposure to asbestos.

Learning outcomes	Assessment criteria		Unit amplification	Assessment guidance
	4.3	State the types of hazards/risks that may occur in the workplace linked with use of drugs and alcohol	<ul style="list-style-type: none"> □ Hazards/risks: e.g. impaired productivity, risk of self injury and injuring others, possible dismissal. 	<ul style="list-style-type: none"> □ Learners could identify hazards or risks with substances such as: <ul style="list-style-type: none"> - falls from height - loss of balance - driving while under the influence - distraction from the work you are doing - injuring a colleague through not concentrating - falling unconscious while operating machinery.
	4.4	State the importance of the correct storage of combustibles and chemicals on site	<ul style="list-style-type: none"> □ Importance: e.g. reduce chance of fires, injuries, fatalities, accidents, damage to environment. 	<ul style="list-style-type: none"> □ Learners could state the issues associated with a flammable product or substance and the vicinity of a fuel for a fire. □ Learners could state the safety measures associated with using a lockable flammable storage unit to protect operatives from chemicals that could combust.

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
	<p>4.5 State the importance of personal hygiene within a construction environment</p>	<ul style="list-style-type: none"> □ Importance: e.g. washing hands before eating food, storing food properly, disposing of leftover food. 	<ul style="list-style-type: none"> □ Personal hygiene measures: e.g. <ul style="list-style-type: none"> - protect against Weil's disease - protect against transfer of soil contamination - prevent sickness - protect against using chemicals and absorbing through skin - prevent burning from alkalines.
	<p>4.6 State the potential hazards/risks to the health of workers exposed to asbestos</p>	<ul style="list-style-type: none"> □ Hazards/risks: e.g. asbestosis, lung cancer, lung diseases. 	<ul style="list-style-type: none"> □ Hazards associated with asbestos e.g.: <ul style="list-style-type: none"> - mesothelioma - lung cancer - asbestosis - pleural thickening. □ Risks associated with these hazards: e.g. <ul style="list-style-type: none"> - long term lung disease - breathlessness - fatal lung cancer.

Learning outcomes		Assessment criteria		Unit amplification	Assessment guidance
		4.7	State types of asbestos waste	<ul style="list-style-type: none"> □ Types: e.g. serpentine, chrysotile, amphibole, amosite, Crocidolite. 	<ul style="list-style-type: none"> □ The three most common types used in the UK are chrysotile, crocidolite and amosite.
		4.8	State types of personal protective equipment (PPE) used when dealing with hazardous materials	<ul style="list-style-type: none"> □ PPE: e.g. overalls, goggles, face mask, gloves. 	<ul style="list-style-type: none"> □ Learners could identify the item of PPE that must be worn when undertaking the various tasks. At least three types of PPE must be stated.

Learning outcomes		Assessment criteria		Unit amplification	Assessment guidance
5	Know the importance of working around plant and equipment safely	5.1	List ways in which moving machinery can cause injuries	<ul style="list-style-type: none"> □ Moving machinery: e.g. crushed between parts, sharp edges can cause cuts and stabs, people can be hit. 	<ul style="list-style-type: none"> □ Learners could provide examples of injuries that could include: <ul style="list-style-type: none"> - crushing by counter weights - trapping in hydraulics - injuries to feet by wheels - injuries from air hoses - injuries from flying debris - cuts to hands from circular saws - entrapment in a drill bit.
		5.2	State hazards/risks relating to the use of plant and equipment	<ul style="list-style-type: none"> □ Hazards/Risks: within own organisation. 	<ul style="list-style-type: none"> □ Learners could distinguish between the hazard and risk associated with each piece of plant or equipment. □ For example an excavator would be crushing injuries as a hazard and the risk would be a fracture or break to a bone in the arms or legs. Five hazards/risks must be stated.

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
	5.3 State the importance of keeping a safe distance away from plant/machinery and equipment until clear contact is made with the operator	<ul style="list-style-type: none"> □ Safe distance: e.g. avoid getting trapped, risk of injury. 	<ul style="list-style-type: none"> □ Learners could mention that implications of not disturbing someone using equipment could be: <ul style="list-style-type: none"> - startling them causing an injury - injury from flying debris - injuries to eyes, e.g. welding flash - any other suitable answer.
	5.4 Outline how method statements can assist in ensuring the safety of workers where moving plant is in use	<ul style="list-style-type: none"> □ Method statements: e.g. designated pedestrian routes, traffic management plan, allowing only trained and authorised personnel to operate moving plant. 	<ul style="list-style-type: none"> □ Outline relates to moving plant and could: <ul style="list-style-type: none"> - provide information on the plant and equipment that will be used - provide details of any safety precautions that will be required - inform the methods and operations that will be undertaken - be used to inform all involved in the sequence of operations - tell everyone exactly what is going to happen.

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
	5.5 State ways to eliminate or control hazards/risks relating to working around plant and equipment	<ul style="list-style-type: none"> □ Control/eliminate risks: e.g. following designated walkways, awareness of plant operations, good signage. 	<ul style="list-style-type: none"> □ Learners could include measures such as <ul style="list-style-type: none"> - high visibility yellow jackets - reflective strips to clothing - use of banks person to watch operations - use of audible alarms on plant - use of a physical barrier - use of limiting stops on plant.
	5.6 Identify hazard warning signs and symbols used around the use of plant and equipment	<ul style="list-style-type: none"> □ Signs/symbols: e.g. emergency evacuation and fire, warning, poisonous, chemical, general caution, high voltage. 	<ul style="list-style-type: none"> □ Safety signs or symbols could include <ul style="list-style-type: none"> - danger plant operating - hard hat area - beware plant crossing - no entry signs - prohibition signs - no access to operatives.

Information for tutors

Delivery

Learning outcome 1 covers 'know the principles of risk assessment for maintaining and improving health and safety at work'. Delivery could be enhanced by focusing learners onto a particular hazard in a working environment. This could then be used to produce evidence for a number of the assessment criteria. Associated risk assessments and method statements could be produced on this working environment. These would illustrate typical content and coverage of such documents.

The Health and Safety Executive website contains legislation information in a format that Level 1 learners can comprehend. The HSE produce many leaflets on different construction related regulations. The accident statistics side of their website provides information on the different causes of major and minor construction accidents. The RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations) website will also provide useful information upon the reporting procedures associated with accidents.

Learning outcome 2 covers 'know the importance of safe manual handling in the workplace'. Kinetic lifting could be demonstrated to learners as a safe working practice. Focusing on examples of poor manual handling would give rise to discussion on other alternative safer methods that could be employed. Learners will need access to a copy of the Manual Handling Regulations or a leaflet that summarises the regulations into a format suitable for Level 1 learners. Learners will need access to the internet to undertake some research upon aids to lifting to reduce the risk from manual handling construction materials.

Learning outcome 3 looks at 'know the importance of working safely at height in the workplace'. Falls from height account for over 50 fatalities per year in the UK construction industry. Learners will need access to the legislation that covers working at height. Suitable and appropriate construction site photographs, could be used to illustrate good and poor practice on sites and the control methods employed to reduce the risk from working at height. Again the HSE website contains web based publications that can help learners understanding of these regulations.

Learning outcome 4 asks learners to 'know risks to health within a construction environment'. A site visit to a local construction project could be negotiated with a main contractor. This would provide a range of information upon hazards and risks on construction sites, which would focus learning upon common hazards, and risks associated with construction activities. The Control of Substances Hazardous to Health Regulations feature within this learning objective. Learners could download a leaflet from the internet that summarises the provisions of the regulations.

Learning outcome 5 asks learners to 'know the importance of working around plant and equipment safely'. The use of appropriate videos on construction plant could provide opportunities for detailed discussions on the hazards associated with working near plant.

Assessment

The centre will devise and mark the assessment for this unit. This will be externally verified by Pearson.

Learners must meet all assessment criteria to pass the unit.

Suggested resources

HSE – *A guide to the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995* (HSE Books 2013) ISBN 9780717664597

HSE – *Manual handling. Manual Handling Operations Regulations 1992 (as amended). Guidance on Regulations L23 (Third edition)* (HSE Books 2004) ISBN 0 7176 2823 X

HSE – *The Work at Height Regulations 2005 (as amended)* (HSE Books) ISBN 9780717662319

HSE – *Working with substances hazardous to health: A brief guide to COSHH* (HSE Books 2012) ISBN 9780717664863

Topliss, S and Murray-Smith, J – *BTEC Entry3/Level 1 Construction Student book* (Pearson 2010) ISBN–13 9781846909207

Websites

www.hse.gov.uk/	Health and Safety Executive (HSE)
www.hse.gov.uk/pubns/conindex.htm	The publications section of the HSE website
www.hse.gov.uk/riddor	The Riddor section of the HSE website

13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandcolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

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Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

14 Professional development and training

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