

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

Specification

BTEC Specialist qualification

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Issue 2

Edexcel, BTEC and LCCI qualifications

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

Summary of changes made between previous issue and this issue	Page number
Updates to malpractice statements	7-8
Update to Section 9: Quality assurance of centres	14
Removal of Section 14: Professional development and training	42

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

1 Introducing BTEC Specialist qualifications

What are 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.

BTEC Specialist qualifications put learning into the context of the world of work, giving learners the opportunity to apply their research, skills and knowledge in relevant and realistic work contexts. This applied, practical approach means learners build the knowledge, understanding and skills they need for career progression or further study.

The qualifications may be offered as full-time or part-time courses in schools, colleges, training centres and through employers.

Sizes of BTEC 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)	603/2898/8
Regulation start date	30/01/2018
Operational start date	01/02/2018
Approved age ranges	16-18 18+ 19+
Assessment	Centre-devised assessment (internal assessment).
Total Qualification Time (TQT)	29
Guided learning hours	21
Grading information	The qualification and unit 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 our access and recruitment policy, see <i>Section 11 Access and recruitment</i> .
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

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

3 Qualification purpose

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 who 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

This qualification replaces the Pearson BTEC Level 1 Award in Health and Safety in a Construction Environment (601/1861/1), expiry date 31 January 2018.

Progression opportunities through Pearson qualifications

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

- Pearson Edexcel Level 2 NVQs in Construction and the Built Environment.
- Pearson BTEC Level 2 Diploma in Construction Occupations.

Industry support and recognition

This qualification is supported by CITB, the Sector Skills Council for the construction industry.

Relationship with National Occupational Standards

This qualification relates to the National Occupational Standards for Labourers and is approved by CITB.

4 Qualification structure

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

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

Unit	Mandatory unit	Level	Guided learning hours
1	Health and Safety in a Construction Environment	1	21

5 Assessment

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

Units	Assessment method
One mandatory unit	Internal assessment (centre-devised assessments)

In administering internal assessments, centres need to be aware of the specific procedures and policies that apply to, for example, registration, entries and results. More information can be found in our *UK Information Manual*, available on our website.

Language of assessment

Assessments for internally-assessed units are in English only.

A learner taking the qualification may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

For further information on access arrangements, please refer to *Reasonable adjustments to assessments* later in this section.

Internal assessment

The mandatory unit in this qualification is internally assessed and subject to external standards verification. Learners must meet all the assessment criteria. Centres should index and reference learner evidence to the relevant learning outcomes and assessment criteria. Centres may choose to use the *Pearson BTEC Level 1 Award in Health and Safety in a Construction Environment Workbook* to gather knowledge evidence for this qualification, or they may devise their own assignments or use other methods to record evidence against each learning outcome and assessment criterion. If this is the case, centres need to ensure that their chosen assessment instrument has been approved by Pearson. This can be done at the point of approval or, by contacting their Standards Verifier (SV).

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example, workbook, 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.

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

Making assessment decisions using unit-based criteria

Assessment decisions for this qualification are based on the specific criteria given in the mandatory unit. Assessors make judgements using the assessment criteria and must show how they have reached their decisions in the assessment records. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive.

Assessors should use the following information and support in reaching assessment decisions:

- the assessment guidance section in the unit
- the centre's lead internal verifier and assessment team's collective experience supported by the information provided by Pearson.

When a learner has completed the assessment for a unit, the assessor will give an assessment outcome for the unit. To achieve a Pass, a learner must have satisfied all the assessment criteria for the learning outcomes, showing appropriate coverage of the unit content and therefore attainment at the stated level of the qualification.

Making valid assessment decisions

Authenticity of learner work

An assessor must assess only work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must ensure that evidence is authentic to a learner through setting valid assessments. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Assessors must complete a declaration that:

- the evidence submitted for this assessment is the learner's own
- they understand that false declaration is a form of malpractice.

Centres may use Pearson templates or their own templates to document authentication.

During the assessment an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. More information is given later in this section.

Dealing with malpractice in assessment

'Malpractice' refers to acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted actions of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's Centre Guidance: Dealing with Malpractice, available on our website.

Centres are required to take steps to prevent malpractice and to assist with investigating instances of suspected malpractice. Learners must be given information that explains what malpractice is and how suspected incidents will be dealt with by the centre. The Centre Guidance: Dealing with Malpractice document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct assessments according to our policies. The above document gives further information, examples, and details the sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during the delivery of Pearson qualifications. We ask centres to complete JCQ Form M1 (www.jcq.org.uk/malpractice) and email it with any supporting documents (signed statements from the learner, invigilator, copies of evidence, etc) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining any appropriate sanctions on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff, before any investigation is undertaken. The head of centre should inform the Investigations team by submitting a JCQ M2 Form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions such as:

- mark reduction for affected assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- requiring centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary suspensions on certification of learners
- placing temporary suspensions on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for considering appeals against sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the JCQ Appeals booklet (<https://www.jcq.org.uk/exams-office/appeals>).

Administrative arrangements for internal assessment

Records

Centres are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in our *UK Information Manual*. We may ask to audit centre records, so they must be retained as specified.

Reasonable adjustments to assessments

Centres are able to make adjustments to assessments to take account of the needs of individual learners, in line with the guidance given in the Pearson document *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (available on our website). In most instances, adjustments can be achieved by following the guidance, for example allowing the use of assistive technology or adjusting the format of the evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or a learner working in the occupational area.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Adjustments for candidates with disabilities and learning difficulties, Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both documents are on the policy page of our website.

Special consideration

Centres must operate special consideration in line with the guidance given in the Pearson document *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units*. Special consideration may not be applicable in instances where:

- assessment requires the demonstration of practical competence
- criteria have to be met fully
- units/qualifications confer licence to practice.

Centres cannot apply their own special consideration; applications for special consideration must be made to Pearson and can be made on a case-by-case basis only.

A separate application must be made for each learner. Certification claims must not be made until the outcome of the application has been received.

Further information on special consideration can be found in the Joint Council for Qualifications (JCQ) document *Adjustments for candidates with disabilities and learning difficulties, Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both of the documents mentioned above are on our website.

Appeals against assessment

Centres must have a policy for dealing with appeals from learners. Appeals may relate to incorrect assessment decisions or unfairly conducted assessment. The first step in such a policy is a consideration of the evidence by a lead internal verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in the document *Enquiries and appeals about Pearson vocational qualifications policy*, available on our website.

6 Recognising prior learning and achievement

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment 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 of 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.

7 Centre resource requirements

As part of the approval process, centres must make sure that the resource 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 have in place robust internal verification systems and procedures to ensure the quality and authenticity of learners' work as well as the accuracy and consistency of assessment decisions between assessors operating at the centre. For information on the requirements for implementing assessment processes in centres, please refer to the *BTEC Quality Assurance Handbook* available on our website.
- 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 11 Access and recruitment*. For full details on the Equality Act 2010, please go to www.legislation.gov.uk.

8 Centre recognition and approval

Centres that have not previously offered BTEC Specialist 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.

Existing centres who do not currently offer the programme will need to make a manual application. Centres should liaise with their Account Manager for this process.

Guidance on seeking approval to deliver BTEC qualifications is given on our website.

Approvals agreement

All centres are required to enter into an approval agreement with Pearson, in which the head of centre or principal agrees to meet all the requirements of the qualification specification and to comply with the policies, procedures, codes of practice and regulations of Pearson and relevant regulatory bodies. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of centre or qualification approval.

9 Quality assurance of centres

For the qualification in this specification, the Pearson quality assurance model will consist of the following processes.

Centres will receive at least one visit from our Standards Verifier, followed by ongoing support and development. This may result in more visits or remote support, as required to complete standards verification. The exact frequency and duration of Standards Verifier visits/remote sampling will reflect the level of risk associated with a programme, taking account of the:

- number of assessment sites
- number and throughput of learners
- number and turnover of assessors
- number and turnover of internal verifiers
- amount of previous experience of delivery.

Following registration, centres will be given further quality assurance and sampling guidance.

For further details, please see the work-based learning quality assurance handbooks, available in the support section of our website:

- *Pearson centre guide to quality assurance – NVQs/ SVQs and competence-based qualifications.*
- *Pearson delivery guidance & quality assurance requirements – NVQs/ SVQs; competence-based qualifications and BTEC Specialist qualifications.*
- Pearson Centre Management Handbook.

10 Programme delivery

Centres are free to offer this qualification 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.

11 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 barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

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

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 5 Assessment*.

Learners taking a qualification may be assessed in British 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.

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.

Guided Learning Hours (GLH)

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 sets out the required teaching content of the unit and specifies the knowledge and understanding required for achievement of the unit. It enables centres to design and deliver a programme of learning that will enable learners to achieve each learning outcome and to meet the standard determined by the assessment criteria.

Legislation

Legislation cited in the unit is current at time of publication. The most recent legislation should be taught and assessed internally.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following sub-sections.

- *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

Level: 1

Guided learning hours: 21

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. They will gain an understanding of 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 and applicable legislation, e.g. Management of Health and Safety at Work Regulations 1999. □ Method statements: purpose, e.g. create specific safety instructions, safely perform tasks, safety induction, create control measures, reduce risks, incorporate health and safety. 	<ul style="list-style-type: none"> □ Evidence from learners should include hazard identification, risk evaluation, legislation compliance and how to reduce harm to workers and operatives. A minimum of three reasons should be stated. □ Learners should state at least three clear reasons for why a method statement is used.

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
	<p>1.2 State the legal requirements of risk assessments and method statements</p>	<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 at Work Regulations 1999 that specify the legal requirements. Other regulations specify risk assessments, e.g. Working at Height Regulations 2005, The Control of Noise at Work Regulations 2005, Control of Substances Hazardous to Health (COSHH) Regulations 2002, The Control of Asbestos Regulations 2012 etc. Learners 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. Construction (Design and Management) Regulations 2015, Health and Safety at Work etc. Act 1974, Management of Health and Safety at Work Regulations 1999) and should refer back to how they meet the legal requirements of the act/regulations.

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
	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 that are construction related.
	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. Health and Safety Executive sanctions; higher insurance costs, claims for damages.

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
	<p>1.5 State the meaning of the following in relation to health and safety at work:</p> <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 and 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 and potential 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 and potential 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 potential 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 be able to state why it is important to report an accident or a near miss in terms of improvements in training for operatives, supervision and additional instructions, changes in health and safety policy.
	<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; Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995; and the Health and Safety Executive (HSE).

Learning outcomes		Assessment criteria		Unit amplification	Assessment guidance
		1.9	State who is responsible for making accident reports	<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.
		1.10	State the purpose of dynamic risk assessments	<ul style="list-style-type: none"> □ Define dynamic and how it is applied to a risk assessment. 	<ul style="list-style-type: none"> □ Learners should understand that this is a live document that alters with any feature or variation added to or taken away from the process.

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, 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 the potential injuries and ill health that may occur from incorrect manual handling	<ul style="list-style-type: none"> □ Potential injuries/ill health: e.g. torn ligaments, strains, sprains, aches, pains, fractures, bruises, cuts, falls. 	<ul style="list-style-type: none"> □ Learners should state 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
	<p>2.3 State the employee's responsibilities under current legislation and official guidance for:</p> <ul style="list-style-type: none"> • Moving and storing materials • Manual handling • Mechanical lifting 	<ul style="list-style-type: none"> □ Employee responsibilities for moving and storing: Health and Safety at Work etc. Act 1974, and the Manual Handling Operations Regulations 1992. □ Refer to organisation's own procedures and guidance. 	<ul style="list-style-type: none"> □ Employee responsibilities: Manual Handling Operations Regulations 1992 (MHOR). □ Employee responsibilities in following a safe system of work provided by an employer in terms of process, training, instruction, supervision. □ Learners will need to research each regulation and state/identify employee responsibilities.
	<p>2.4 State the procedures for safe lifting in accordance with official guidance</p>	<ul style="list-style-type: none"> □ Safe lifting: refer to organisation's 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.
	<p>2.5 State the importance of using site safety equipment when handling materials and equipment</p>	<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. □ Examples of personal protective equipment (PPE): hard hats, gloves, dust mask, overalls, respirators, safety footwear, safety goggles, safety glasses, ear defenders.

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, forklift. 	<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. □ Examples of equipment, to include lifting aids, e.g. wheelbarrow, shovel, block lifter, kerb lifter, pallet trucks.
	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 organisation's own procedures. □ Follow procedures: refer to organisation's 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 height: awareness of Work at Height Regulations 2005 (WAHR). 	<ul style="list-style-type: none"> □ Learners could use the formal definition of working at height from the Work at Height Regulations 2005 (WAHR) 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
	<p>3.3 List hazards and potential risks associated with the following:</p> <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 and potential 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 the potential to cause harm. □ A risk is the severity of the hazard.
	<p>3.4 State how hazards and potential risks associated with working at height can be controlled</p>	<ul style="list-style-type: none"> □ Height risks and potential 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.
	<p>3.5 State the regulation that controls the use of suitable equipment for working at height</p>	<ul style="list-style-type: none"> □ Regulations, 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 the main groups of 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 (COSHH) Regulations 2002, Control of Asbestos at Work Regulations 2002; COSHH risk assessments. 	<ul style="list-style-type: none"> □ Learners should identify common substances under the following groups: <ul style="list-style-type: none"> • dust • chemicals • gases • vapours • biological agents • mutagen • asthmagen • carcinogens.
		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 should identify at least five common health risks. These could 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
	<p>4.3 State the types of hazards and potential risks that may occur in the workplace linked with use of drugs and alcohol</p>	<p>□ Hazards and potential risks: e.g. impaired productivity, risk of self-injury and injuring others, possible dismissal.</p>	<p>□ Learners could identify hazards or potential risks with substances such as:</p> <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.
	<p>4.4 State the importance of the correct storage of combustibles and chemicals on site</p>	<p>□ Importance: e.g. reduce chance of fires, injuries, fatalities, accidents, damage to environment.</p>	<p>□ Learners could state the issues associated with a flammable product or substance and the vicinity of a fuel that could cause a fire.</p> <p>□ Learners could state the safety measures associated with using a lockable, flammable storage unit to protect operatives from chemicals that could combust.</p>

Learning outcomes	Assessment criteria		Unit amplification	Assessment guidance
	4.5	State the importance of personal hygiene within a construction environment	<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.
	4.6	State the potential risks to the health of workers exposed to asbestos	<ul style="list-style-type: none"> □ Potential risks: e.g. asbestosis, lung cancer, lung diseases. 	<ul style="list-style-type: none"> □ Potential risks associated with asbestos, 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 the types of asbestos waste	<ul style="list-style-type: none"> □ The three most common types of asbestos that were used in the UK were chrysotile (white asbestos), crocidolite (blue asbestos) and amosite (brown asbestos). □ Asbestos is now banned in the UK as a construction material. 	<ul style="list-style-type: none"> □ Learners need to be able to name the three types of asbestos listed. This can be by the common name and/or scientific name.
		4.8	State the types of personal protective equipment (PPE) that may be 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 plant machinery or equipment can cause injuries	<ul style="list-style-type: none"> □ Moving plant machinery or equipment: 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 the 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, a hazard for an excavator could be crushing injuries, and the risk would be a fracture or break to a bone in the arms or legs. Five hazards and five potential risks must be stated.

Learning outcomes		Assessment criteria		Unit amplification	Assessment guidance
		5.3	State the importance of safeguards located near where plant, machinery and equipment are being used	<ul style="list-style-type: none"> □ Define what a safeguard is. □ Why safeguards are located close to the activity. 	<ul style="list-style-type: none"> □ Types of safeguards and how they are applied to plant, equipment and machinery. □ Location of safeguards – built in or applied.
		5.4	State the importance of keeping a safe distance away from plant, machinery or 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 the possible implications of disturbing/not disturbing someone using equipment such as: <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.

Learning outcomes	Assessment criteria		Unit amplification	Assessment guidance
	5.5	Outline how method statements can assist in ensuring the safety of workers where moving plant, machinery or equipment 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.
	5.6	State ways to eliminate or control risks relating to working around plant, machinery or 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.

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
	5.7 Identify hazard warning signs and symbols used when operating, working with, around or in close proximity to plant, machinery or 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"> • noisy working areas • hard hat area • dust from equipment use • crushing injuries to feet • risk of electric shock • 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 on 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 five steps to risk assessment would be a valuable tool to deliver.

The Health and Safety Executive (HSE) 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 Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995 website will also provide useful information on 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 Health and Safety at Work etc. Act 1974 summary with regard to safe systems of work, and the Management of Health and Safety at Work Regulations 1999 (Regulation 3), or a leaflet that summarises the regulations into a format suitable for Level 1 learners. Learners will need access to the internet to carry out some research on 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, which is the Work at Height Regulations 2005, in the form of a summary. 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 on the hazards and risks on construction sites, which would focus learning on common hazards, and risks associated with construction activities. The Control of Substances Hazardous to Health (COSHH) Regulations 2002 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

Health and Safety Executive – *A guide to the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995* (HSE Books, 2012) ISBN 9780717664597

Health and Safety Executive – *Manual handling: Manual Handling Operations Regulations 1992 (as amended): Guidance on Regulations* (HSE Books, 2004) ISBN 9780717628230

Health and Safety Executive – *The Work at Height Regulations 2005 (as amended)* (HSE Books, 2007) ISBN 9780717662319

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

Topliss S and Murray-Smith J – *BTEC Entry 3/Level 1 Construction Student Book* (Pearson, 2010) ISBN 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.pearsonschoolsandfecolleges.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)
- *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of prior learning policy and process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC Quality Assurance Handbook* (Pearson).

All of these publications are 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.

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