



Qualsafe Level 3 Award in  
**Risk Assessment (RQF)**

Qualification Specification

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## Key Qualification Information

Qualification number:	603/1041/8
Operational start date	27 <sup>th</sup> Jan 2017
Number of units:	1 mandatory unit
Total Qualification Time (TQT):	17
Guided learning hours (GLH):	13
Assessment methods:	<ul style="list-style-type: none"><li>• Theory assessment/multiple choice question paper: 1 x 30 question paper (minimum score 20)</li><li>• Risk assessment (minimum score 14 out of 20) completed during or after the course</li></ul>



## Qualsafe Awards

Not only is Qualsafe Awards (QA) one of the largest Awarding Organisations (AO) in the UK, we are also the biggest AO for First Aid qualifications, making us an extremely trusted and recognisable name that employers look for when selecting a training provider.

We are recognised and regulated by the Office of Qualifications and Examinations Regulation (Ofqual), Qualifications Wales and the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA). This means we can offer Centres an extensive range of qualification suites including First Aid; Prehospital Care; Health and Safety; Mental Health First Aid; Food Safety; Fire Safety; Education and Training; Manual Handling; and Health and Social Care.

With a specialist team of subject matter experts on hand to support our Centres, including A&E Consultants, doctors, paramedics, nurses, physiotherapists and specialists in other sectors such as mental health, you can be confident that you are truly working with the industry experts.

## Qualification overview

This qualification forms part of the QA Health and Safety suite of qualifications. The qualification and learning outcomes are based on the recommendations of:

- National Occupational Standards (NOS) related to health and safety in the workplace
- Recommendations of good practice outlined by the Health and Safety Executive (HSE)

This qualification is designed to provide Learners with the knowledge they need to be able to conduct risk assessments in low risk premises.

This qualification specification provides information for Centres about the delivery of the Qualsafe Level 3 Award in Risk Assessment (RQF) and includes the unit information, assessment methods and quality assurance arrangements.

### Objective

The objective of the qualification is to benefit Learners' by developing their understanding of: the importance of health and safety in the workplace; the principles involved in risk assessment and the relationship between hazard and risk as part of an accident and ill health strategy. Learners will then apply their knowledge of the risk assessment process by completing risk assessments of the workplace.

### Intended audience

This qualification is for anyone with the responsibility of conducting risk assessments in low risk environments, e.g. supervisors, site managers. It would also be suitable for people who significantly contribute to the risk assessment process, e.g. team leaders, technicians.

### Structure

This qualification contains 1 mandatory unit with a Total Qualification Time (TQT) of 17 hours. Full details of this unit are in *Appendix 1*.

Learners must complete all assessments in the unit successfully within the registration period to achieve the qualification. The maximum period to achieve this qualification, including any referrals is 10 weeks.

TQT is the total number of hours required for a Learner to achieve this qualification. It has 2 elements:

- Guided Learning Hours (GLH) is the time a Learner is being taught and assessed under the immediate guidance of a Trainer/Assessor, which for this qualification is 13 GLH (minimum), and



- The number of hours a Learner will reasonably be likely to spend in preparation and study, including assessment, as directed by, but not under the immediate guidance or supervision of a Trainer, e.g. pre-course reading, which for this qualification is 4 hours

### Other units

No other units can be combined to count towards the Qualsafe Level 3 Award in Risk Assessment (RQF) qualification.

### Relationship with other related qualifications

This unit may appear in health and safety qualifications that contain multiple units.

### Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is a process for recognising any learning undertaken and/or attained by a Learner. The Learner must prove they have met some or all the learning outcomes and/or assessment criteria for this qualification before RPL can be considered.

Any evidence submitted as RPL must be valid, authentic, reliable, current, sufficient and specific.

In some cases Centres may need to produce mappings against QA learning outcomes and assessment criteria to confirm comparability of qualification certificates and/or evidence being submitted. Mapping templates created by QA must be used for this process. Please see the *QA Recognition of Prior Learning (RPL) Policy* for further details.

RPL is considered for this qualification with the following potential outcomes:

- Reduction or exemption of learning outcomes or Guided Learning Hours for the units
- Exemption of all assessments for the units

RPL for this qualification **must** be approved by QA prior to implementation. Note: Charges may apply.

### Entry requirements

Learners must be at least 16 years old on the first day of the training. It is recommended that Learners already hold Level 2 Award in Health and Safety in the Workplace (RQF) or Level 2 Award in Principles of Risk Assessment (RQF).

There are no other formal entry requirements but to benefit from the learning we advise that Learners have a minimum of Level 1 in literacy and numeracy or equivalent.

### Progression

A possible route of progression is:

- Level 4 Award in Health and Safety in the Workplace (RQF)

### Requalification requirements

We recommend you refresh your training every 3 years.

## Qualification approval requirements

Qualsafe Awards requires the Centre:

- To have appropriate policies, systems and procedures in place
- To appoint suitable individuals from their personnel team to train, assess and quality assure their QA qualifications
- To have suitable and adequate venues, equipment and learning resources

In order to secure and maintain approval from QA, Centres need a minimum staffing requirement for each qualification suite they deliver, which for this qualification is:

<b>One Trainer/Assessor</b>	Responsible for the delivery and assessment of qualifications
<b>One Internal Quality Assurer</b>	Responsible for quality assuring the delivery, assessment and awarding of this qualification

Qualsafe Awards requires the Centre staff to read and understand QA's key policies and procedures, and to abide by their contents.

### Trainers

All Trainers should have the skills, knowledge and experience to be able to teach and demonstrate the subject. Each Trainer must be approved by Qualsafe Awards and provide evidence of:

1. A relevant vocational qualification (see *Vocational qualifications* table)
2. A formal teaching/training qualification (see *Teaching qualifications* table)

Vocational qualifications	
Ofqual Regulated Level 4 Health and Safety qualification	Diploma or Degree in a relevant subject, e.g. Environmental Health and EHRB Certificate of Registration
NEBOSH Diploma in Occupational Safety and Health	HNC/D in a related subject, e.g. Environmental Health, Occupational Health and EHRB Certificate of Registration
NEBOSH National General Certificate in Occupational Safety and Health	

Teaching qualifications	
B.Ed, M.Ed	City and Guilds Teacher's Certificate or equivalent
PGCE, PCET, Cert Ed	Ofqual Regulated Level 3 Award and Level 4 Certificate in Education and Training
NVQ Level 3 in Learning and Development	PTTLS, CTTLS, DTTLS
NVQ Level 4 in Learning and Development	Further Education Teacher's Certificate

(If relevant qualifications or experience do not appear on this list, please provide us with details as these alternatives could be acceptable.)

Trainers are expected to keep up to date with the subject area and provide evidence of continuing professional development (CPD).



## Assessors

There is no requirement for a separate Assessor when delivering this qualification. Once Trainers have been approved to deliver the qualification, they can assess Learners.

It is best practice for Trainers to hold a formal (regulated) assessing qualification or attend relevant Assessor CPD training with an Awarding Organisation (AO). However, as a minimum, Trainers must follow the principles outlined in the current *National Occupational Standards for Learning and Development: Standard 9 – Assess learner achievement*. Centres must be able to prove this.

## Internal Quality Assurers

Internal Quality Assurers (IQAs) must be vocationally competent and have a relevant vocational qualification (see *Vocational qualifications* table) **and**:

- Hold an assessing qualification and follow the principles outlined in the current *National Occupational Standards for Learning and Development: Standard 11 – Internally monitor and maintain the quality of assessment* (Centres must be able to prove this) **or**
- Hold a quality assurance qualification

It is best practice for IQAs to hold a formal (regulated) IQA qualification and to hold, or be working towards, a formal (regulated) teaching qualification.

Full details of the Centre's requirements for internal quality assurance are in the *QA Centre Assessment Standards Scrutiny (CASS) Guidance*.

Note: IQAs cannot quality assure a course for which they were the Trainer and/or Assessor.

## Venue and equipment

Quality training involves using premises conducive to learning and it is a Centre's responsibility to make sure all venues used for training and assessment purposes are suitable and adequate – whether these are hired or in-house training rooms. They must also comply with all current legislation.

In addition, it is important to use a wide range of equipment and learning resources to support delivery.

As a minimum, Centres must make sure their venues, equipment and other resources include:

Area:	Requirements:
<b>Training venue</b>	<p>The training venue must meet acceptable health and safety standards and be conducive to learning, with sufficient:</p> <p>size, floor surfaces, seating, writing surfaces, toilet facilities, ventilation, lighting, heating, access, exits, cleanliness, absence of distracting noise.</p> <p>The theory assessment space should allow Learners to sit at least 1 metre apart to prevent collusion.</p> <p>Note: If the Risk assessment is to be completed at the training venue, a simulated environment should be provided that will allow Learners to fully demonstrate their understanding when conducting a risk assessment.</p>
<b>Audio visual (AV) equipment and training aids</b>	Sufficient AV equipment and training aids to facilitate learning using varying teaching methods.
<b>Learning materials</b>	Provide Learners with clear and accurate reference books/handouts covering the topics included in the qualification.

Note: Learners should sit at least 1 metre apart to prevent collusion during the theory/multiple choice question paper assessment.



## Course/Centre administration

### Registering Learners

Register Learners with Qualsafe Awards in accordance with the guidance in the *QA Centre Handbook*.

### Certification

After a Learner has completed an assessment, unit or qualification, whether they have passed or not, Centres must enter the details and assessment results on the QA Customer Portal at: [www.qualsafeawards.org](http://www.qualsafeawards.org)

Centres will be given login details and guidance on using the QA Customer Portal when they are approved to deliver a QA qualification.

The Learner receives a certificate on achieving this qualification.

The certificate date is the date the Learner achieves the final unit.

QA have developed a verification tool that means the validity of every certificate can be verified online. This verification tool can be found on the QA website.

## Delivery and support

### Learner to Trainer ratio

To maintain the quality of training and assessment and to allow each Learner to receive individual time for feedback with the Trainer, make sure the class ratio is no more than 8 Learners to 1 Trainer. The assessment space should allow Learners to sit at least 1 metre apart to prevent collusion during the theory/multiple choice question paper assessment. Never allow more Learners on the course than you can cater for during the assessment.

While this ratio of 8 Learners to 1 Trainer is strongly recommended for the Qualsafe Level 3 Award in Risk Assessment (RQF) qualification, Centres may apply to QA to extend this ratio for face-to-face courses, e.g. if the Risk assessment is being completed in the Learner's own time after the course has finished. You must demonstrate that:

- Learners will not be disadvantaged
- The Trainer is experienced in this subject area with a low Trainer risk rating
- The venue has sufficient assessment space to allow Learners to sit at least 1 metre apart (to prevent collusion during the multiple choice question paper assessment)

This qualification may be delivered and/or assessed digitally through Qualsafe at Home. To maintain the quality of training and assessment for remote/online courses, make sure the class ratio is no more than 8 Learners to 1 Trainer. The assessment session must be invigilated 'live' via an appropriate video conferencing facility. Learners must meet all the technical, equipment and invigilation requirements to sit the theory/multiple choice assessment via the QA e-Assessment platform.

Note: You should never allow more Learners on the course than you can cater for during the assessment.

### Delivery plan

Qualsafe Awards provides Centres with a complimentary course programme and detailed lesson plans, which are carefully designed to meet the objective of this qualification and the needs of Learners, making sure Learners are adequately prepared for the assessments.

Centres not using QA lesson plans, which are created and provided free, must submit their own delivery plan and have it approved by us **before** delivering this qualification. Note: Charges may apply. The delivery plan should:





- Include a course timetable and detailed lesson plans, clearly showing the required subjects and criteria/ learning outcomes are covered and the minimum 13 guided learning hours are met
- Be carefully designed to meet the objective of this qualification and the needs of Learners, making sure Learners are adequately prepared for the assessments
- Be emailed to: [info@qualsafeawards.org](mailto:info@qualsafeawards.org)

### Qualsafe at Home

This qualification can be delivered online using a virtual classroom. It can be delivered entirely online by combining remote training, completing a risk assessment remotely and an invigilated e-Assessment or Learners can complete the remote training and then attend a face-to-face assessment session. Further details about the requirements for delivering a Qualsafe at Home course are available to approved Centres in the 'Centre downloads' section of their QA Customer Portal. All Centres must seek approval for remote training and/or e-Assessment by completing the *Qualsafe at Home Centre Application*. All Centre staff involved in the remote delivery and/or assessment for this qualification must read and understand all guidance and requirements in advance of delivery.

### Learning materials

Centres must provide each Learner with suitable learning materials that cover the lesson plans and learning outcomes/assessment criteria for this qualification. These **must be approved** by Qualsafe Awards prior to use. Note: Charges may apply.

### Ongoing support

Qualsafe Awards Centres should provide appropriate levels of support to Learners throughout the qualification. The purpose of the support is to:

- Assess knowledge and competence in relation to learning outcomes and the detailed assessment criteria of the unit within the qualification, see *Appendix 1*
- Give Learners feedback on their progress and how they might be able to improve

## Assessment

### Methods

Qualsafe Awards has devised externally set, internally marked assessment tools for face-to-face assessments to make sure Learners are assessed against the required knowledge, skills and understanding, as detailed in the learning outcomes and assessment criteria shown in Appendix 1. Centres should download all assessment papers from the QA Customer Portal in advance of the course. There are:

- Theory assessment/multiple choice question papers – there is 1 paper for each Learner and Learners should answer all the questions under 'examination' conditions, see QA Multiple Choice Question Paper Guidelines. The maximum time allowed is 45 minutes. The minimum mark is 20 out of 30 to be considered for an overall 'Pass'. Alternatively, Learners may complete an externally set, externally marked invigilated e-Assessment. The time allowed, number of questions and minimum mark requirements are the same as the face-to-face assessment
- Risk assessment – Learners must conduct a risk assessment to demonstrate their understanding of the risk assessment process either during the course or in their own working environment after the course. Each section of the risk assessment is marked. The minimum mark is 14 out of 20 to be considered for an overall 'Pass'

There are 2 possible grades available of Pass or Fail. All mandatory areas of assessment must individually meet or exceed the required pass criteria/mark for the Learner to achieve this qualification.





## Access to assessment

Qualsafe Awards is committed to equality when designing the assessments for this qualification. Centres can make sure they do not unfairly exclude the assessment needs of a particular Learner by following the *QA Access to Assessment Policy* to determine whether it is appropriate to make a:

- Reasonable adjustment or
- Special consideration

When using the QA e-Assessment platform, Centres can apply additional time to a multiple-choice assessment for specific Learners who require a reasonable adjustment.

When a reasonable adjustment is made or requested, e.g. written or theory assessment delivered verbally, Centres must complete a Reasonable Adjustment Form and send it to QA with any relevant supporting evidence. Centres should retain a copy of this form for their own records.

Learners may be eligible for special consideration if they have been affected by adverse circumstances beyond their control. A Special Consideration Request Form should be completed and sent to QA for consideration along with supporting evidence prior to implementation. Centres should retain a copy of this form for their own records.

Note: If you have any suggestions for improvements, please let us know.

Learners should be informed about the Centre's and QA's appeals and complaints procedures and how they can access these. Information about these procedures can be found in the *QA Training Commitment* which should be presented to Learners during their course.

# Quality assurance

## Centre internal quality assurance

The Centre is required to sample a reasonable amount of assessments as part of the quality assurance of the qualification. This standardisation of assessment across Learners and Trainers is to make sure there is fairness and consistency in assessment practices. Centres are required to adhere to QA's internal quality assurance requirements. Further details can be found in the *QA Centre Assessment Standards Scrutiny (CASS) Guidance*.

Centres must retain all Learner documents and records for a period of 3 years and make sure these are available for review by Qualsafe Awards or our representatives, e.g. External Quality Assurers (EQAs), on request.

## Qualsafe Awards external quality assurance

Qualsafe Awards operates a system of ongoing monitoring, support and feedback for approved Centres.

QA employs a risk-based model to decide the frequency of external quality assurance activity.

Further details of the QA external quality assurance programme are available in the *QA Centre Assessment Standards Scrutiny (CASS) Guidance*.



## Further information

### Contact us

If you have any queries or comments we would be happy to help you, contact us:

Email: [info@qualsafeawards.org](mailto:info@qualsafeawards.org)

Tel: 0330 660 0899

### Useful addresses and websites

- Qualsafe Awards, City View, 3 Wapping Road, Bradford, BD3 0ED [www.qualsafeawards.org/](http://www.qualsafeawards.org/)
- Office of Qualifications and Examinations Regulation (Ofqual): [www.gov.uk/government/organisations/ofqual](http://www.gov.uk/government/organisations/ofqual)
- Council for the Curriculum Examinations and Assessment (CCEA): <https://ccea.org.uk/regulation>
- Health & Safety Executive (HSE): [www.hse.gov.uk](http://www.hse.gov.uk)



## Appendix 1 – Qualification unit

The Qualsafe Level 3 Award in Risk Assessment (RQF) has 1 unit that Learners are required to complete in order to achieve the qualification.

<b>Title:</b>	Risk Assessment – Principles and Practice	
<b>GLH:</b>	13	
<b>Level:</b>	3	
<b>Learning outcomes The Learner will:</b>	<b>Assessment criteria The Learner can:</b>	<b>Indicative content</b>
<b>1. Understand the importance of health and safety in the workplace</b>	1.1 Outline the main causes of work-related accidents and ill health	<ul style="list-style-type: none"> <li>• Common causes of fatal injuries</li> <li>• Common causes of major injuries</li> <li>• Common causes of minor injuries</li> <li>• Common causes of accidents</li> <li>• Illnesses caused by workplace practices</li> </ul>
	1.2 List the main costs of work-related accidents and ill health to employers, employees and society	<ul style="list-style-type: none"> <li>• Direct and indirect costs including: <ul style="list-style-type: none"> <li>◦ Moral</li> <li>◦ Legal</li> <li>◦ Economic</li> </ul> </li> </ul>
	1.3 Outline the duties and responsibilities of employers, employees and others with respect to workplace health and safety	<ul style="list-style-type: none"> <li>• Employer's responsibilities under the Health and Safety at Work etc. Act, e.g. maintain a safe place of work</li> <li>• Employee's responsibilities, e.g. use equipment in accordance with the training provided</li> <li>• Definition of 'so far as is reasonably practicable'</li> <li>• Responsibilities of others including: <ul style="list-style-type: none"> <li>◦ Health and safety officers</li> <li>◦ Safety representatives</li> <li>◦ Trainers and training officers</li> </ul> </li> </ul>



	1.4 Describe the provisions for risk assessment contained in key legislation	<ul style="list-style-type: none"> <li>• Health and Safety at Work etc. Act (1974) enabling act</li> <li>Other regulations based on the principles of risk assessment: <ul style="list-style-type: none"> <li>• The Management of Health and Safety at Work Regulations (1999) (MHSWR)</li> <li>• The Personal Protective Equipment Regulations at Work (1992) (PPE Regs)</li> <li>• The Provision and Use of Work Equipment Regulations (1998) (PUWER)</li> <li>• The Manual Handling Operations Regulations (1992)</li> <li>• The Workplace (Health, Safety and Welfare) Regulations (1992)</li> <li>• The Health and Safety (Display Screen Equipment) Regulations (1992) (DSE Regs)</li> <li>• The Control of Substances Hazardous to Health Regulations (2002)</li> <li>• The Control of Noise at Work Regulations (2005)</li> <li>• The Management of Health and Safety at Work Regulations (1999)</li> <li>• Approved codes of practice</li> </ul> </li> </ul>
	1.5 Outline how workplace health and safety legislation is enforced and the penalties for non-compliance	<ul style="list-style-type: none"> <li>• Health and safety regulators – HSE and local authorities</li> <li>• Authorised officers and their role and powers</li> <li>• Notices that can be served</li> <li>• Penalties for non-compliance</li> <li>• Civil law</li> <li>• Liability insurance</li> </ul>
<b>2. Understand the principles involved in risk assessment</b>	2.1 Describe what is meant by the term ‘risk assessment’	<ul style="list-style-type: none"> <li>• Definition of risk assessment</li> <li>• Types of risk assessment, including: <ul style="list-style-type: none"> <li>◦ Baseline</li> <li>◦ Issue based</li> <li>◦ Continuous</li> <li>◦ Specific risk assessment, e.g. asbestos, lead</li> </ul> </li> </ul>
	2.2 Describe the necessary competencies of a risk assessor	<ul style="list-style-type: none"> <li>• Definition of competence of a risk assessor</li> </ul>
	2.3 State sources of advice and information for carrying out workplace risk assessments	<ul style="list-style-type: none"> <li>• Sources of advice for carrying out risk assessment, e.g. HSE website</li> </ul>



	2.4 Describe the stages involved in a typical risk assessment	<ul style="list-style-type: none"> <li>5 steps to risk assessment: <ol style="list-style-type: none"> <li>1. Identify the hazards</li> <li>2. Decide who might be harmed and how</li> <li>3. Evaluate the risks and decide on precautions (including risk matrixes, control measures and the risk control hierarchy)</li> <li>4. Record the findings and implement them</li> <li>5. Review the assessment and update if necessary</li> </ol> </li> </ul>
	2.5 State the requirements for recording, monitoring, reviewing and revising workplace risk assessments	<ul style="list-style-type: none"> <li>When a risk assessment will need reviewing, e.g. new machinery installed</li> <li>Recording requirements for risk assessments</li> <li>Who risk assessments should be shared with</li> </ul>
<b>3. Understand the relationship between hazard and risk as part of an accident and ill health prevention strategy</b>	3.1 Describe how accident and ill health records can be used to target hazards and control the level of risk	<ul style="list-style-type: none"> <li>Recording accidents requirements</li> <li>Prioritising areas for risk assessment</li> <li>Risk assessment triggers</li> <li>Trend identification</li> <li>Health surveillance</li> </ul>
	3.2 Describe how occupational, environmental and human factors affect the level of risk from hazards at work	<ul style="list-style-type: none"> <li>Occupational factors – specific to the actual work an individual does</li> <li>Environmental factors – the conditions in which the work is done</li> <li>Human factors – personal characteristics that influence the level of risk</li> <li>Examples of the different factors</li> </ul>
	3.3 Identify a range of work-related health and safety hazards in various work environments	<ul style="list-style-type: none"> <li>Work-related health and safety hazards in various work environments, e.g. office, farm, warehouse</li> </ul>
	3.4 Outline who may be at risk from work-related hazards	<ul style="list-style-type: none"> <li>Individuals at risk from different workplace environments, e.g. warehouse – delivery drivers, warehouse personnel, stock controllers</li> </ul>



<b>4. Apply the hierarchy of controls to control risk to an acceptable level</b>	4.1 Identify a range of control measures for different workplace hazards	<ul style="list-style-type: none"> <li>• Definitions of hazard, risk and control measures</li> <li>• Slips, trips and falls – causes, injuries and control measures</li> <li>• Falls from height – injuries and control measures</li> <li>• Manual handling – definition, injuries and control measures (including T.I.L.E.)</li> <li>• Ergonomics – definition and aim of ergonomics</li> <li>• Permit to work</li> <li>• Workplace equipment and machinery – hazards involved (e.g. entrapment), legal requirements for equipment and types of guards</li> <li>• Workplace signs – colours and meanings</li> <li>• Hazardous substances – COSHH legal requirements, ways hazardous substances enter the body, risk control hierarchy and control measures</li> <li>• Display screen equipment – legal requirements, injuries and control measures</li> <li>• Stress – indicators and control measures</li> <li>• Electricity – risks, injuries and control measures</li> <li>• Gas in the workplace – Gas Safe Register and other control measures</li> <li>• Fire – fire triangle and control measures (including compartmentation, escape routes, fire detection, alarms, firefighting equipment, fire drills and fire wardens)</li> </ul>
	4.2 Determine if control measures currently in place are suitable and sufficient in terms of the risk control hierarchy to: <ul style="list-style-type: none"> <li>• prevent exposure to hazards altogether</li> <li>• reduce the health or safety related consequences should exposure to hazards occur</li> <li>• effectively control an emergency situation relating to health and safety hazards</li> </ul>	<ul style="list-style-type: none"> <li>• Using the risk control hierarchy to determine if more could be done to reduce risk: <ol style="list-style-type: none"> <li>1. Elimination</li> <li>2. Substitution</li> <li>3. Engineering controls</li> <li>4. Administrative controls</li> <li>5. Personal protective equipment</li> </ol> </li> <li>• Employer requirements in the event of serious or imminent danger, e.g. appointment of first aiders, spillage procedures, evacuation procedures, call out procedures</li> </ul>
<b>5. Apply knowledge of the risk assessment process in a workplace</b>	5.1 Undertake a risk assessment and use their findings to demonstrate the ability to: <ul style="list-style-type: none"> <li>• collect information on the workplace and hazards that may be relevant there</li> <li>• analyse the current level of risk and who may be exposed</li> <li>• determine suitable recommendations</li> <li>• record and communicate findings effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Risk assessment exemplar forms</li> <li>• Risk assessment practice session</li> <li>• Independently formally undertaking a risk assessment</li> </ul>

Full and detailed qualification content is available to approved Centres in the form of lesson plans which are provided free of charge.