



Qualsafe Level 3 Award in  
**Health and Safety**  
**in the Workplace** (RQF)

Qualification Specification

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## Key Qualification Information

Qualification number:	<b>603/1042/X</b>
Operational start date:	<b>27 Jan 2017</b>
Guided Learning Hours (GLH):	<b>21</b>
Total Qualification Time (TQT):	<b>26</b>
Number of units:	<b>1 mandatory unit</b>
Credit value:	<b>3</b>
Assessment methods:	<b>• Theory assessment/multiple choice question paper: 1 x 60 question paper (minimum score 40)</b>



## 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; Health and Social Care; and Sport and Leisure.

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 develops a detailed understanding of health and safety in the workplace and builds on health and safety awareness to provide the Learner with more advanced health and safety knowledge.

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

### Objective

The objective of the qualification is to benefit Learners through developing more advanced health and safety knowledge. It covers understanding the requirements for health, safety and welfare in the workplace and legal requirements, the benefits of using a health and safety system, understanding the principles of risk assessment, understanding the risks and control methods for common workplace hazards and how to manage the effects of accidents and ill health.

### Intended audience

This qualification is for Learners who are aspiring to or are presently working at a supervisory/management level and wish to enhance their health and safety knowledge.

### Structure

This qualification contains 1 mandatory unit with a Total Qualification Time (TQT) of 26 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 21 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 5 hours



## Other units

No other units can be combined to count towards the Qualsafe Level 3 Award in Health and Safety in the Workplace (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)

RPL is not allowed for this qualification.

## 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).

There are no other formal entry requirements but to benefit from the learning we advise that Learners have a minimum of Level 2 in literacy or equivalent.

## Progression

The Qualsafe Level 3 Award in Health and Safety in the Workplace (RQF) may be used towards other qualifications at the same and higher level, plus aid career progression in a relevant profession.

Some possible routes of progression are:

- Qualsafe Level 3 Award in Risk Assessment (RQF)
- 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 they deliver, which for this qualification is:

<b>One Trainer/Assessor</b>	Responsible for the delivery and assessment of the qualification
<b>One Internal Quality Assurer</b>	Responsible for quality assuring the delivery and assessment 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 **or**
- Have attended QA approved IQA training relevant to this 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>	The training venue must meet acceptable health and safety standards and be conducive to learning, with sufficient: size, floor surfaces, seating, writing surfaces, toilet facilities, ventilation, lighting, heating, access, exits, cleanliness, absence of distracting noise. The theory assessment space should allow Learners to sit at least 1 metre apart to prevent collusion.
<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

Centres must ensure Learners are registered 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 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, make sure the class ratio is no more than 16 Learners to 1 Trainer for face-to-face courses. 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.

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.

### 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 21 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 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. For this qualification there is:

- Theory assessment/multiple choice question paper – 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 90 minutes
  - The minimum mark is 40 out of 60 to be considered for an overall ‘Pass’

Note: Centres should download all assessment papers from the QA Customer Portal in advance of the course.

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.

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
- Request Special Consideration for the Learner

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 needs to be made, Centres should check the *QA Access to Assessment Policy* to see if the adjustment required needs prior approval or if the Reasonable Adjustment Form can be submitted retrospectively. If the adjustment requires prior approval, then Centres must complete a Reasonable Adjustment Form and send it to QA with any relevant supporting evidence at least five working days in advance of course delivery for review and approval. Centres should retain a copy of this form for their own records.

Learners may be eligible for special consideration if their performance through the assessment process has been affected by some temporary illness, injury or adverse set of circumstances. A Special Consideration Request Form should be completed and sent to QA within five working days of Learner assessment taking place, along with any supporting evidence (where available), for consideration and approval. 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.qualsafe.org](http://www.qualsafe.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)
- Scottish Qualifications Authority (SQA) Accreditation: <http://accreditation.sqa.org.uk>

## Appendix 1 – Qualification unit

The Qualsafe Level 3 Award in Health and Safety in the Workplace (RQF) has 1 unit that Learners are required to complete in order to achieve the qualification.

Title:	Advanced Health and Safety in the Workplace	
GLH:	21	
Level:	3	
Learning outcomes The Learner will:	Assessment criteria The Learner can:	Indicative content:
<b>1. Understand the requirements for health, safety and welfare in the workplace</b>	1.1 Recognise the main legal framework and laws relating to health and safety at work	<ul style="list-style-type: none"> <li>• Health and safety legislation including: <ul style="list-style-type: none"> <li>◦ Health and Safety at Work etc. Act (1974) (enabling Act)</li> <li>◦ Health and safety regulations, e.g. The Management of Health and Safety at Work Regulations (1999), The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (2013) (RIDDOR)</li> <li>◦ Employer's responsibilities under health and safety law</li> <li>◦ Employee's responsibilities under health and safety law</li> <li>◦ Designer's and manufacturer's responsibilities under health and safety law</li> </ul> </li> <li>• Definition of 'so far as reasonably practicable'</li> <li>• Approved codes of practice (ACOPS)</li> <li>• Health and safety regulators including <ul style="list-style-type: none"> <li>◦ HSE</li> <li>◦ Local authorities</li> </ul> </li> <li>• Authorised Officers including: <ul style="list-style-type: none"> <li>◦ Role of Authorised Officers</li> <li>◦ Powers of Authorised Officers</li> <li>◦ Notices they can serve</li> <li>◦ Consequences for non-compliance with health and safety laws</li> </ul> </li> <li>• Civil law</li> <li>• Liability insurance</li> </ul>
	1.2 Identify the welfare provisions that should be made by the employer	<ul style="list-style-type: none"> <li>• The work environment including: <ul style="list-style-type: none"> <li>◦ Ventilation</li> <li>◦ Temperature</li> <li>◦ Lighting</li> <li>◦ Cleaning</li> <li>◦ Space</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>• Welfare provisions in the workplace and The Workplace (Health, Safety and Welfare) Regulations (1992)</li> <li>• Toilet and washing facilities requirements</li> <li>• Drinking water requirements</li> <li>• Requirements for meals and breaks</li> <li>• Changing facility requirements</li> <li>• Provision of welfare facilities for people with disabilities</li> </ul>
	1.3 Indicate the sources and nature of information that demonstrate compliance and best practice with health and safety requirements	<ul style="list-style-type: none"> <li>• The Management of Health and Safety Regulations (1999)</li> <li>• Sources and nature of information that demonstrate compliance and best practice with health and safety requirements, e.g. written health and safety policy (if 5 or more employees), safety management systems in place, instruction and training</li> </ul>
	1.4 Identify ways that health and safety information can be communicated	<ul style="list-style-type: none"> <li>• Importance of involving workers in the assessment and review of workplace risks</li> <li>• Methods of communication, e.g. toolbox talks, notices and leaflets, through safety representatives</li> <li>• Types of information to be communicated, e.g. health and safety policy, risk assessments</li> </ul>
	1.5 Recognise the definitions of the terms 'incident', 'accident' and 'occupational ill health'	<ul style="list-style-type: none"> <li>• Definitions of: <ul style="list-style-type: none"> <li>◦ Incident</li> <li>◦ Accident</li> <li>◦ Occupational ill health</li> </ul> </li> <li>• Other useful definitions, e.g. near miss, accident triangle, hazard, risk, risk assessment, suitable and sufficient, competence</li> <li>• Control measures and the risk control hierarchy</li> </ul>
	1.6 Identify the main causes of injuries and ill health at work	<ul style="list-style-type: none"> <li>• Most common causes of fatal injuries, e.g. falls from height, being struck by a moving object</li> <li>• Causes of major injuries, e.g. slips, trips and falls, manual handling</li> <li>• Common causes of accidents, e.g. entrapment</li> <li>• Illnesses caused by workplace practices, e.g. eye strain, tinnitus</li> </ul>
<b>2. Understand the benefits of using a safety management system</b>	2.1 Recognise the costs associated with accidents and ill health	<ul style="list-style-type: none"> <li>• Moral costs, e.g. poor staff morale</li> <li>• Legal costs, e.g. prosecution</li> <li>• Economic costs, e.g. strain on the health service</li> </ul>
	2.2 Identify the typical elements of a safety management system	<ul style="list-style-type: none"> <li>• Outline for developing an effective safety management system, e.g. planning, involving others in the risk assessment process</li> <li>• Plan, do, check and act approach</li> <li>• Examples of formal safety management systems and frameworks</li> </ul>

	2.3 Recognise the benefits of using a safety management system	<ul style="list-style-type: none"> <li>• Importance of integral health and safety culture</li> <li>• Benefits of using a safety management system, e.g. provides a consistent approach that reduces the number of mistakes, makes sure organisation complies with the law</li> </ul>
<b>3. Understand the principles of risk assessment</b>	3.1 Recognise the benefits of assessing and controlling risks at work	<ul style="list-style-type: none"> <li>• Benefits of assessing and controlling risks at work, e.g. controls hazards, reduces accidents and incidents in the workplace</li> </ul>
	3.2 Indicate the different types of risk assessment that can be used	<ul style="list-style-type: none"> <li>• Different types of risk assessment including: <ul style="list-style-type: none"> <li>◦ Qualitative</li> <li>◦ Quantitative</li> <li>◦ Dynamic</li> </ul> </li> </ul>
	3.3 Identify where specific risk assessments may be required	<ul style="list-style-type: none"> <li>• Specific risk assessments, e.g. asbestos, lead, manual handling</li> </ul>
	3.4 Recognise the steps to be taken to complete a simple risk assessment	<ul style="list-style-type: none"> <li>• 5 steps to risk assessment</li> <li>• Hierarchy of control</li> </ul>
<b>4. Understand the risks and control methods for common workplace hazards</b>	4.1 Identify how the risks from different hazards may be affected by occupational, environmental, human and organisational factors	<ul style="list-style-type: none"> <li>• Factors that affect the control of risks including: <ul style="list-style-type: none"> <li>◦ Occupational</li> <li>◦ Environmental</li> <li>◦ Human</li> <li>◦ Organisational</li> </ul> </li> </ul>
	4.2 Recognise how injuries, ill health and other damage may result following exposure to common workplace hazards	<ul style="list-style-type: none"> <li>• Common workplace hazards and injuries and ill health that may result including: <ul style="list-style-type: none"> <li>◦ Working at height</li> <li>◦ Slips, trips and falls</li> <li>◦ Workplace equipment (including entrapment, entanglement, ejection and contact)</li> <li>◦ Noise and vibration</li> <li>◦ Transport and vehicles</li> <li>◦ Display screen equipment</li> <li>◦ Hazardous substances (including ways hazardous substances enter the body)</li> <li>◦ Stress</li> <li>◦ Manual handling</li> <li>◦ Ergonomics</li> <li>◦ Electricity in the workplace (including risks of electric shock and fire or explosion)</li> <li>◦ Gas in the workplace</li> <li>◦ Fire (including fire triangle)</li> </ul> </li> </ul>

	4.3 Identify suitable risk control measures using the principles of the hierarchy of control	<ul style="list-style-type: none"> <li>• Permit to work</li> <li>• Risk control measures for common workplace hazards including: <ul style="list-style-type: none"> <li>◦ Working at height controls, e.g. using working platforms that have been inspected</li> <li>◦ Slips, trips and falls controls, e.g. warning signs</li> <li>◦ Workplace equipment controls, e.g. guarded equipment, training</li> <li>◦ Noise and vibration controls, e.g. mechanism of tasks</li> <li>◦ Transport and vehicles controls, e.g. mirrors on blind corners</li> <li>◦ Display screen equipment controls, e.g. adjustable chairs</li> <li>◦ Hazardous substances controls (including workplace exposure limits)</li> <li>◦ Stress controls, e.g. review of workloads</li> <li>◦ Manual handling controls (including manual handling specific risk assessments)</li> <li>◦ Ergonomics controls</li> <li>◦ Electricity in the workplace controls, e.g. regular testing and maintenance</li> <li>◦ Gas in the workplace controls, e.g. using Gas Safe engineers</li> <li>◦ Fire controls, e.g. compartmentation, types of extinguishers</li> </ul> </li> <li>• Risk control hierarchy</li> <li>• Health surveillance</li> <li>• Workplace signs (including types of signs)</li> <li>• First aid workplace requirements</li> </ul>
<b>5. Understand how to manage the effects of accidents and incidents</b>	5.1 Indicate the actions that need to be taken following an accident or incident in the workplace	<ul style="list-style-type: none"> <li>• Accident recording</li> <li>• Accident books and their contents</li> <li>• The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (2013) including: <ul style="list-style-type: none"> <li>◦ Specified work-related injuries that require reporting</li> <li>◦ Reportable dangerous occurrences</li> <li>◦ Over 7-day injuries</li> <li>◦ Occupational diseases</li> </ul> </li> </ul>
	5.2 Identify how simple accident investigation techniques can reveal immediate and root causes	<ul style="list-style-type: none"> <li>• Purpose of accident investigation</li> <li>• Steps of an accident investigation and information required when conducting an investigation</li> <li>• Skills required for person leading accident investigation</li> </ul>

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



**[www.qualsafe.org](http://www.qualsafe.org)**

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