



## **Level 1 Certificate in**

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# **Health and Safety**

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## **Specification**

QCA Accreditation Number: 500/1035/9

QCA Accreditation Start Date: 1 September 2006

QCA Accreditation End Date: 31 August 2010

QCA Certification End Date: 31 August 2011

## **ASCENTIS' MISSION STATEMENT**

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### **'Building Partnerships to Advance and Accredit Lifelong Learning for All.'**

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#### **About Ascentis**

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. OCNW was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- a National Awarding Body (NAB) approved by the Qualifications and Curriculum Authority (QCA)
- and
- an Access Validating Agency (AVA) for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA)

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, starting at Entry Level basic skills or vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

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## **SPECIFICATION SUMMARY**

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### **Introduction**

The Ascentis Level 1 Certificate in Health and Safety is a vocationally related qualification (VRQ) that is designed to give the learner knowledge and understanding of the basic principles of health and safety, hazards that can arise and some of the protection available against these hazards.

There are several features of this qualification that make it very appropriate for its target learners:

- Assessment is through the building up of a portfolio of evidence, allowing flexibility in terms of the learner putting together evidence most appropriate to their learning situation
- Moderation and certification can be offered throughout the year, allowing maximum flexibility for centres
- Allows the learners to develop a good practical understanding of health and safety

### **Specification Overview**

<b>Unit Number</b>	<b>Unit Title</b>	<b>Mandatory or Optional Unit</b>	<b>Internal or External Assessment</b>
<b>1</b>	<b>Principles of Health and Safety</b>	Mandatory	Internal

### **Assessment and Moderation Arrangements**

In order to achieve the award, learners must complete internally set and marked assessments, which meet the Ascentis guidelines and are externally validated and moderated by Ascentis in accordance with quality audit procedures.

To gain the unit certificate all assessment criteria within the “What you need to do” section of the unit must be achieved.

## **BACKGROUND INFORMATION**

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### **Aims**

The aims of this qualification are to enable learners:

- 1 to understand the importance of health and safety good practice
- 2 to become more aware of safety issues in a work area, home or learning environment
- 3 to have a basic awareness of hazards
- 4 to be aware of safe practices and protective equipment

### **Target Group**

This qualification is aimed at young people aged 14 and over who are in learning environments or in preparation for work experience and beginning employment. It may also be suitable for adults in learning situations who require a basic awareness of hazards and risks.

### **Award of the Qualification**

This qualification is offered at Level 1.

To complete the full qualification a learner must complete the unit. The Certificate will state:

**Ascentis Level 1 Certificate in  
Health and Safety**

To successfully achieve the unit the learner must present evidence for all the assessment criteria as documented in the 'What you need to do' section of the unit.

### **QCA Qualification Accreditation Number**

### **QCA Qualification Accredited Units Numbers**

<b>Unit Title</b>		<b>Unit Number</b>
Unit 01	Principles of Health & Safety	M/500/2099

### **Recommended Guided Learning Hours**

10 guided learning hours are recommended

### **Mapping to National Qualifications Framework Level Indicators**

The units have been developed using the guidance on the NQF level indicators for Level 1 qualifications provided in the QCA document, '*The statutory regulation of external qualifications, 2004.*'

## **Mapping to National Standards**

This qualification has been mapped to the ENTO Knowledge Unit HSK1 Basic Hazard Awareness. Appendix 4 explains how this qualification maps to this unit.

## **Recommended Prior Learning**

No recommended prior learning or experience is required.

## **Opportunities for Progression**

The qualification gives the learner an introduction to health and safety principles relevant to all work areas and thus improves the general employability of the learner.

Learners may progress from this qualification to a Level 2 Health and Safety qualification such as the Ascentis Level 2 Certificate in Health and Safety in the Workplace.

## **Restriction on Learner Entries**

There are no restrictions on learner entries. This qualification can be taken by learners aged 14 +.

## **Centre Approval and Registration**

Centres need to be approved to run this qualification. Details of the centre approval process are available from the Ascentis office.

All learners must be registered within 7 weeks of the course commencing, using the Student Information Record Sheet (SIRS). These forms are available from the Ascentis office.

## **Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues**

Health and safety legislation and guidance arises out of social, moral and ethical needs within organisations.

## **Sustainable Development, Health and Safety Considerations and European Developments**

The qualification specifically covers health and safety issues.

## **Key Skills Opportunities**

Learners following a course based on this specification can be offered opportunities to develop and generate evidence of achievement in aspects of all the Key Skills. Examples of opportunities to encourage the acquisition and use of Key Skills and to provide opportunities to generate evidence for a Key Skills portfolio are provided in Appendix 3.

## **Status in Wales and Northern Ireland**

This qualification is available in English only.

## **Learners with Particular Assessment Requirements**

Ascentis has procedures in accordance with *The statutory regulation of external qualification 2004* to ensure this qualification is accessible and does not disadvantage a learner with a particular need. Full details of this procedure are available within the Foundation Information File or through contacting the Ascentis office.

## **Appeals Procedure**

Ascentis has an appeals procedure in accordance with *The statutory regulation of external qualifications 2004*. Full details of this procedure, including how to make an application, are available within the Foundation Information File or through contacting the Ascentis office.

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## **ASSESSMENT AND MODERATION ARRANGEMENTS**

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### **Overview**

To gain the unit all assessment criteria within the “What you need to do” section of the unit must be achieved. The full award consists of one unit.

Internal and external moderation are a requirement for the unit. On completion of the learners’ evidence for the unit the assessor is required to complete the Summary Record of Achievement for each learner. This form is provided as Appendix 1.

The centre must retain evidence for both the internal and external assessments for 4 weeks after the date of moderation in case of appeal.

### **Internal Assessment**

Assessment is by internally set and marked assessments which are internally moderated then externally validated and moderated by Ascentis. Tasks set should cover all the relevant assessment criteria. It is advised that the criteria on which an assignment is based are clearly indicated in the assignment to:

- (a) ensure learners can clearly see the purpose and expected outcome of the task
- (b) to ensure that all criteria are clearly covered

A portfolio of evidence should demonstrate that all assessment requirements have been met. Examples of evidence that could be included are:

- Multiple choice and short answer questions
- Observation of discussions or presentations
- Learner completion of worksheets or workbooks
- Records of questions or discussions

### **Internal Moderation**

Internal moderation is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. Internal moderation of the Health and Safety Awareness programme will be co-ordinated by a named Foundation Co-ordinator at each centre, who will liaise with Ascentis. The Foundation Co-ordinator may also act as the Internal Moderator. Internal moderation will be carried out through standardisation activities including the internal moderation of 10% of portfolio evidence across all the groups of students, to include all the assessors and the full range of units. It is the responsibility of Internal Moderators to ensure that assessors’ decisions are sampled and monitored to ensure consistency and fairness. Internal Moderators are also responsible for supporting assessors by offering advice and guidance.

The Ascentis Foundation Information File has copies of forms that can be used to record internal moderation activities, although centre-devised forms can also be used.

Ascentis External Moderators will confirm the Internal Moderation activities at their visit.

## **External Moderation**

Accredited centres will normally be visited twice a year for external moderation. Postal moderation may be conducted, at the discretion of the Chief Moderator for Foundation. The focus of the external moderation visits will include:

- Staff development, including guidance and support for all assessors and internal moderators
- Moderation of a sample of the learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with standard across other centres
- Confirmation of coverage of all the assessment criteria needed for unit certification or the full award

## **Knowledge, Understanding and Skills required of Assessors and Internal Moderators**

Assessors of this qualification should have a knowledge, understanding and skills in health and safety. Ideally they should have a health and safety qualification at level 2 or above. The delivery of the knowledge required within this qualification should be carried out by qualified teachers or those working towards a teaching qualification.

Internal Moderators need to be competent assessors with knowledge of the requirements of the internal moderation process. Ascentis provides training events for internal moderators and any person new to this role is advised to go on an Ascentis training event.



## Unit Specification

### Unit 1 Principles of Health and Safety

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#### Introduction

The unit introduces basic health and safety issues and will raise the learner's awareness of health, safety and welfare in the workplace.

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#### WHAT YOU MUST LEARN

##### Health, safety and welfare

What health and safety in the workplace covers and why it is important

Welfare provision – washrooms, other facilities (e.g. places to eat and drink), breaks etc.

Personal hygiene – important for health of self and others

Employer, manager and employee responsibilities – legal and organisational

##### Hazards and risks

Definitions of hazard, harm and risk.

Range of hazards and the harm they may cause e.g.:

- manual handling
- repetitive work
- noise and vibration
- hazardous substances
- computers
- animals
- slips, trips and falls
- falling from height
- machinery/equipment
- electricity
- transport /vehicles
- fire/explosions (the fire triangle)
- confined spaces
- pressure systems
- people/stress
- Conditions in the workplace including: house keeping, access and exit routes, lighting, ventilation, noise, temperature, dust/fumes, working space and the hazards they may cause.

##### Safety Signs

Safety signs and the hazards they indicate to include:

- prohibition signs
- warning signs
- safe condition signs
- mandatory signs
- fire signs

## **Safe practices and protective equipment**

- Fire drills and procedures
- What to do if you discover a fire or other emergency
- Fire extinguishers and their use
- Personal protective equipment to include: protective clothing, head protection, eye protection, hearing protection, respiratory protection, hand protection, foot protection
- Protection provided by protective equipment
- Importance of accident reporting
- First aid – legal requirements and protection of employees

## **Unit 1 Principles of Health and Safety**

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### **What You Need To Do**

<b>Health, Safety and Welfare</b>	
1	Describe what is meant by health and safety in the workplace and explain why it is important
2	Describe what is meant by 'welfare provision at work'
3	Explain why personal hygiene is important
4	Explain the responsibilities of employers and employees in relation to health and safety
<b>Hazards and Risks</b>	
5	Define the terms hazard, harm and risk
6	Describe the harm that a range of health and safety hazards can cause
7	Explain how workplace conditions can cause hazards
<b>Safety Signs</b>	
8	Identify the different safety signs and describe the hazards they indicate
<b>Safe Practices and Protective Equipment</b>	
9	Describe fire and emergency procedures
10	Identify the different fire extinguishers and when they should be used
11	Describe personal protective equipment and the protection it provides
12	Explain why it is important to report accidents, ill health and other incidents
13	Explain why First Aid provision is important in the workplace

## **Tutor Guidance**

Learners may generate evidence in a number of ways to include:

- Multiple choices or short answer questions
- Observed discussions or presentations
- Completion of work books or worksheets

APPENDIX 1

**Summary Record of Achievement**

Learner Name \_\_\_\_\_

	<b>Date completed</b>	<b>Form of Assessment</b>	<b>Assessor Signature</b>	<b>Internal Moderator Signature (if sampled)</b>
<b>Level 1</b>				
Unit 1				

Learner signature \_\_\_\_\_

Assessor signature \_\_\_\_\_

**APPENDIX 2**

**Tracking Sheets**

**Unit 1 – Principles of Health and Safety**

<b>Criteria</b>	<b>Assessment Method</b>	<b>Evidence Details</b>	<b>Portfolio Reference</b>	<b>Completion Date</b>
<b>HEALTH, SAFETY AND WELFARE</b> 1 Describe what is meant by health and safety in the workplace and explain why it is important  2 Describe what is meant by ‘welfare provision at work’  3 Explain why personal hygiene is important  4 Explain the responsibilities of employers and employees in relation to health and safety				
<b>HAZARDS AND RISKS</b> 5 Define the terms hazard, harm and risk  6 Describe the harm that a range of health and safety hazards can cause  7 Explain how workplace conditions can cause hazards				
<b>SAFETY SIGNS</b> 8 Identify the different safety signs and describe the hazards they indicate				
<b>SAFE PRACTICES AND PROTECTIVE EQUIPMENT</b> 9 Describe fire and emergency procedures  10 Identify the different fire extinguishers and when they should be used  11 Describe personal protective equipment and the protection it provides  12 Explain why it is important to report accidents, ill health and other incidents  13 Explain why First Aid provision is important in the workplace				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor Signature \_\_\_\_\_ Date \_\_\_\_\_

Internal Moderator (if sampled) \_\_\_\_\_ Date \_\_\_\_\_

## APPENDIX 3

### Summary of Key Skills Opportunities

**Opportunities to develop Key Skills and to provide evidence of achievement are outlined below.**

#### Communication: Level 1

<b>Key Skill</b>	<b>Examples of opportunities for developing the Key Skill or for generating Key Skills portfolio evidence</b>
<b>C1.1</b> Take part in either a <b>one-to one</b> discussion or a <b>group</b> discussion.	There may be opportunities to develop discussion work when the learner is discussing and developing their ideas with their tutor. Opportunities may also be developed through encouraging group work to allow the learners to share and develop ideas together.
<b>C1.2</b> Read and obtain information from at least <b>one</b> document.	There may be opportunities to read documents such as internal procedure manuals, instructions, and other documents relevant to health and safety within the workplace.
<b>C1.3</b> Write <b>two</b> different types of Documents.	Learners may be required to write a document as part of their assessment.

#### Application of Number: Level 1

<b>Key Skill</b>	<b>Examples of opportunities for developing the Key Skill or for generating Key Skills portfolio evidence</b>
<p><b>N1.1</b> Interpret information from <b>two</b> different sources. At least <b>one</b> source must include a table, chart, graph or diagram.</p> <p><b>N1.2</b> Carry out and check calculations to do with: a. amounts or sizes b. scales or proportion c. handling statistics.</p> <p><b>N1.3</b> Interpret the results of your calculations and present your findings – in two different ways using charts or diagrams.</p>	Learners could be asked to look at charts or graphs or to make calculations in relation to temperatures or workspace available.

### Information and Communication Technology: Level 1

<b>Key Skill</b>	<b>Examples of opportunities for developing the Key Skill or for generating Key Skills portfolio evidence</b>
<b>ICT1.1</b> Find and select relevant information.	There may be opportunities for the learner to use ICT to prepare and present assessed work for their portfolio of evidence. This could include selecting relevant information, entering it and presenting it in an appropriate format.
<b>ICT1.2</b> Enter and develop information to suit the task.	
<b>ICT1.3</b> Develop the presentation so that the final output is accurate and fit for purpose.	

### Working with Others: Level 1

<b>Key Skill</b>	<b>Examples of opportunities for developing the Key Skill or for generating Key Skills portfolio evidence</b>
<b>WO1.2</b> Work with others towards achieving the given objectives	Working at this level the learner is expected to work with the tutor and receive advice and guidance in order to achieve their objectives. They may also be encouraged to work with other learners in order to share ideas and thoughts.

### Problem Solving: Level 1

<b>Key Skill</b>	<b>Examples of opportunities for developing the Key Skill or for generating Key Skills portfolio evidence</b>
<b>PS1.1</b> Confirm with an appropriate person that you understand the given problem and identify different ways of tackling it.	Learners may have the opportunity to develop problem solving skills in identifying the types of hazards that might occur and the harm they can cause.

### Improving own Learning and Performance: Level 1

<b>Key Skills</b>	<b>Examples of opportunities for developing the Key Skill or for generating Key Skills portfolio evidence</b>
<b>LP1.1</b> Confirm your targets and plan how to meet these with the person setting them.	Learners will need to work with their tutor to plan short term targets for the programme. This is particularly relevant where the programme is delivered on a distance or work based learning basis.

<p><b>LP1.2</b> Follow your plan, to help meet targets and Improve your performance.</p>	<p>Learners will need to follow their learning plan and meet deadlines to improve their knowledge and practical skills in relation to food hygiene.</p>
<p><b>LP1.3</b> Review your progress and achievements in meeting targets, with an appropriate person.</p>	<p>Learners will need to review their progress and achievement with their tutor.</p>

## APPENDIX 4

### **Mapping of the Ascentis Certificate in Health and Safety Awareness (Level 1) with ENTO standards for Health and Safety**

The unit covers the whole of the knowledge requirements for the ENTO level 1 Health and Safety unit:

HSK1: Basic Hazard Awareness

## APPENDIX 5

### List of Resources

#### Useful Publications

Duncan, M et al *Health and Safety at Work Essentials: The One-stop Guide for Anyone Responsible for Health and Safety Issues in the Workplace* (Lawpack Publishing Ltd, 2006)

#### Websites

Health and Safety Executive [www.hse.gov.uk](http://www.hse.gov.uk)

The Health and Safety Executive also publishes a number of guides which may be useful and can be ordered through the website.