



Level 1 Award in Health and Safety in a Construction Environment

Vocational

Qualification Specification: Level 1 Award in Health and Safety in a Construction Environment (601/4249/2)

This qualification specification covers the following qualification:

Qualification Number	Qualification Title
601/4249/2	Gateway Qualifications Level 1 Award in Health and Safety in a Construction Environment

Version and date	Change detail	Section/Page Reference
3.0 (Dec 2025)	NEW SPEC TEMPLATE	n/a
2.0 (July 2022)	Updated template with additional information and guidance.	Assessment, Centre and Qualification Approval, Quality Assurance, Learner Registration and Results.
1.0 (Sept 2021)	Update to Specific Tutor/Assessor Requirements.	Pg12

About this qualification specification

Gateway Qualifications is a nationally regulated Awarding Organisation that supports education and training providers through its strong relationships, adaptability and expert team.

This qualification specification contains everything you need to know about the qualification and should be used by everyone involved in the planning, delivery and assessment of the Gateway Qualifications Level 1 Award in Health and Safety in a Construction Environment (601/4249/2).

This document should be read in conjunction with the Gateway Qualifications' Centre Handbook and other publications available on the website, which contain more detailed guidance on assessment and quality assurance practice.

In order to offer this qualification, you must be a Gateway Qualifications recognised centre and be approved to offer this qualification.

If your centre is not yet recognised, please contact our Business Development team to discuss becoming a Gateway Qualifications recognised centre:

Telephone: 01206 911211
Email: enquiries@gatewayqualifications.org.uk
Website: [Gateway Qualifications](https://www.gatewayqualifications.org.uk)

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Introduction

The Gateway Qualifications Level 1 Award in Health and Safety in a Construction Environment qualification provides an important foundation to Health and Safety for individuals working or intending to work within the Construction industry.

The qualification covers risk assessment, working at height, manual handling, improving health and safety at work and the safe operation of equipment.

The achievement of the Gateway Qualifications Level 1 Award fulfils the mandatory training requirements for the CSCS Green Card (Labourer).

The qualification is suitable for learners aged 16+ who require development of their knowledge and understanding of health and safety in a construction environment. Learners will gain the knowledge to work safely and efficiently in their workplace.

The qualification is also for individuals who wish to gain the CSCS Green Card (Labourer), or for current Construction Site Operative cardholders seeking renewal.

1. Qualification Overview

1.1 Qualification purpose

The purpose of this qualification is to provide learners with the essential knowledge and understanding of health and safety practices within a construction environment. It is designed for individuals who are seeking to begin or progress their career in the construction industry, particularly those wishing to work as labourers.

On successful completion of the qualification, learners will be equipped with the knowledge required to apply for the Construction Skills Certification Scheme (CSCS) Green Card (Labourer), which demonstrates their awareness of key health and safety principles. The card enables them to access construction sites as labourers.

Learners should note that, in addition to achieving this qualification, they must also successfully complete the appropriate level of the [CITB Health, safety and environment test](#) within the last two years or an [approved alternative](#).

This qualification therefore acts as a vital stepping stone, ensuring learners are prepared with the necessary health and safety knowledge to meet industry standards and progress into employment within the construction sector.

1.2 Aims and objectives

The aims and objectives of the qualification are to provide learners with the essential knowledge and understanding required to work safely within a construction environment. The qualification is designed to raise awareness of key health and safety practices, enabling individuals to recognise hazards, reduce risks, and contribute to a safer workplace.

This qualification supports progression into employment or further training in the construction sector, whilst also preparing learners to meet industry-recognised standards for health and safety awareness.

1.3 Key Information

Qualification summary	
Qualification title	Gateway Qualifications Level 1 Award in Health and Safety in a Construction Environment
Qualification type	VRQ
Qualification number	601/4249/2
Learning aim reference number	60142492
Level	Level 1
Guided learning hours (GLH)	21
Total qualification time (TQT)	29

Credit value	3
Sector subject area	5.2 Building and Construction
Age appropriateness	16-18, 19+
Grading scale	Pass/Fail
Assessment method	Portfolio of Evidence
Regulation information	This qualification is regulated by Ofqual for use in England only.

1.4 Entry requirements

There are no specific prior skills or knowledge learners must have for this qualification.

Centres must ensure that learners have the correct information and advice when selecting qualifications to ensure that the qualification will meet their needs.

Centres must ensure that this qualification suits the age and abilities of their learners by ensuring that learners can meet the relevant literacy, numeracy, digital, and health and safety requirements of the qualification.

Learners enrolled on this qualification should not undertake another qualification at the same level with a similar title or content, as this could impact funding eligibility due to duplicated learning.

Centres are responsible for registering learners via the Gateway Qualifications' online registration portal Quartz. Learner registration guidance is available on our website, [Registering learners](#).

1.5 Progression opportunities

On completion of this qualification learners will be equipped with knowledge to obtain the CSCS Green Card (Labourer).

Learners will still need to successfully complete the [CITB Health, safety and environment test](#) and apply for the card. Further information about the test can be obtained by contacting CITB: [Book a test - CITB](#).

1.6 Equity, diversity and inclusion

At Gateway Qualifications we aim to create an environment which celebrates differences and strives for equitable opportunities and outcomes for all. More than a mere commitment, this Equity, Diversity, and Inclusion Policy stands as a framework, informing every aspect of the work we do. It is our aim to support our staff and learners of all abilities, ensuring the development, delivery, and awarding of qualifications in a fair and inclusive manner.

Whilst developing our qualifications, we have given due consideration to eliminating discrimination, harassment and victimisation, advancing equality of opportunity, and fostering good relations between people who share a relevant protected characteristic (as defined in the Equality Act 2010) and those who do not.

For full details please see the [Equity, Diversity and Inclusion Policy](#).

1.7 Support materials and resources

In addition to this qualification specification, the following resources are available for centres approved to offer the qualification:

- Learner pack
- Teaching resource
- Delivery guide

These are available for download from Gateway Qualification's Prism platform to centres that are approved to deliver this qualification.

1.8 Achieving this qualification

The qualification will be awarded to learners who successfully demonstrate their achievement of all learning outcomes of the unit of the qualification and satisfy the rules of combination.

The knowledge and understanding that will be assessed as part of the qualification are set out within the unit details.

To be awarded this qualification learners must successfully achieve one mandatory unit. There are no optional units.

Mandatory unit

Unit	Unit reference	Unit title	Unit Level	Credit Value	GLH
Unit 01	J/616/5917	Health and Safety in a Construction Environment	1	3	21

1.9 Indicative content

The examples included within the indicative content are provided as guidance only. They are not exhaustive and should not be regarded as limiting the range of knowledge, skills or understanding that may be taught, developed or assessed. Centres may incorporate

additional relevant material, contexts or approaches as appropriate, provided these remain aligned with the stated learning outcomes and overall requirements of the qualification.

2. Assessment

2.1 Assessment overview

The qualification is assessed through a portfolio of evidence which is internally assessed by centre staff and externally quality assured by Gateway Qualifications. For more information, please see the [Centre Guide to Best Practice in Internal Assessment](#).

Assessment is based on 100% coverage of the qualification content, with evidence judged holistically against the assessment criteria. Centres should plan assessment as an integral part of delivery, ensuring that learners are given structured opportunities to generate evidence that meets the required standard. Assessment activities may take place at appropriate points during the programme and do not need to occur at the end of each unit.

Centres must timetable dedicated assessment hours within the scheme of work. These hours must be distinct from taught sessions and supervised by the Tutor. All evidence submitted for assessment must be produced independently by the learner within these scheduled assessment hours so that the learner's work can be clearly identified and trusted as their own.

2.2 Assessment conduct

Assessment guidance is provided for the unit. A range of assessment methods may be used, provided they are valid, reliable and maintain the integrity of the qualification. Tasks should enable learners to apply their learning in practical, relevant and engaging ways, including through the use of projects, scenarios, case studies, employer-related tasks and other applied activities.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrate achievement of all the learning outcomes associated with each unit.

Learners may present evidence in a variety of formats, including written work, audio-visual recordings, practical demonstrations, digital outputs or other appropriate media. Whatever the format, evidence must be clearly attributable to the learner and allow assessors and Quality Assurers to make accurate and consistent judgements.

2.3 Storing assessment materials

Centres must ensure that all portfolio materials are stored securely and managed in accordance with Gateway Qualifications' quality assurance requirements. This includes maintaining the security of both physical and digital evidence, ensuring that access is restricted to authorised personnel, and implementing appropriate measures to prevent loss, unauthorised amendment, or misuse of learner work.

Digital evidence must be stored using reliable systems that support version control and protect the integrity of files. Centres are also required to maintain clear and comprehensive audit trails for all assessment decisions, including records of assessor judgements, internal quality assurance activity, and any subsequent amendments. These arrangements must enable transparent tracking of the assessment process and support external quality assurance.

2.4 Assessment conditions

Evidence for the portfolio may be generated under a range of permitted conditions, provided that the authenticity and integrity of the learner's work can be assured. Learners may produce evidence independently or as part of naturally occurring activities, with assessors offering only general guidance that does not direct or influence the content of the work. Where tasks require supervision, such as practical activities or situations in which authenticity must be directly verified, centres must ensure appropriate oversight is in place.

Collaborative activities may contribute to evidence generation, but each learner must produce evidence that clearly demonstrates their individual contribution. Digital tools and resources may be used where appropriate, and all evidence must be produced and stored securely in line with Gateway Qualifications' quality assurance requirements.

2.5 Authenticating learner work

All evidence submitted within a portfolio of evidence must be the learner's own unaided work. Learners are required to authenticate their evidence through a signed declaration stating that it is their own original work. The tutor/assessor can then countersign the statement confirming this. Tutor/assessors are responsible for ensuring validity, sufficiency, and reliability of the evidence submitted.

Centres must ensure that any permitted use of AI by the learner is formally recorded. This enables transparency, supports Quality Assurance sampling, and ensures assessment decisions remain aligned with VARCS principles.

2.6 Assessment language

This qualification will be assessed in English. All learners work must be in English. British Sign Language can be used where it is permitted for the purpose of a reasonable adjustment.

2.7 Explanation of assessment terms used in this qualification

Gateway Qualifications has produced guidance to support consistent delivery of units across all centres offering our qualifications.

For clarification on how to interpret and deliver the command words used in our assessments, please refer to the Assessment Command Word Definitions document, available on the Gateway Qualifications website [Internal & External Assessment Practice - Gateway Qualifications](#) under Assessment Design.

3. Unit Details

3.1 Mandatory units

Unit 01 – Health and Safety in a Construction Environment

Unit Reference:	J/616/5917
Unit Summary:	This unit has 5 learning outcomes.
Unit Level:	Level 1
GLH:	21
Credit Value:	3
Grading Method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
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. 1.2 State the legal requirements of risk assessments and method statements. 1.3 State common causes of work related: • fatalities • injuries. 1.4 State the implications of not preventing accidents and ill health at work. 1.5 State the meaning of the following in relation to health and safety at work: • accident • near miss • hazard • risk • competence. 1.6 List the typical hazards and potential risks associated with the following: • resources • equipment • obstructions • storage • services • wastes • work activities. 1.7 State the importance of reporting accidents and near misses.

	1.8 State typical accident reporting procedures. 1.9 State who is responsible for making accident reports. 1.10 State the purpose of dynamic risk assessments.
2. Know the importance of safe manual handling in the workplace	2.1 State the reasons for ensuring safe manual handling in the workplace. 2.2 State the potential injuries and ill health that may occur from incorrect manual handling. 2.3 State the employee's responsibilities under current legislation and official guidance for: • moving and storing materials • manual handling • mechanical lifting. 2.4 State the procedures for safe lifting in accordance with official guidance. 2.5 State the importance of using site safety equipment when handling materials and equipment. 2.6 List aids available to assist manual handling in the workplace. 2.7 State how to apply safe work practices, follow procedures and report problems when carrying out safe manual handling in the workplace.
3. Know the importance of working safely at height in the workplace.	3.1 Define the term 'working at height'. 3.2 State the employee's responsibilities under current legislation and official guidance whilst working at height. 3.3 List the hazards and potential risks associated with the following: • dropping tools and debris • stability of ladders • overhead cables • fragile roofs • scaffolds • internal voids • equipment • the working area • other people. 3.4 State how hazards and potential risks associated with working at height can be controlled.

	3.5 State the regulation that controls the use of suitable equipment for working at height.
4. Know risks to health within a construction environment.	4.1 List the main groups of substances hazardous to health under current regulations. 4.2 List common risks to health within a construction environment. 4.3 State the types of hazards and potential risks that may occur in the workplace linked with the use of drugs and alcohol. 4.4 State the importance of the correct storage of combustibles and chemicals on site. 4.5 State the importance of personal hygiene within a construction environment. 4.6 State the potential risks to the health of workers exposed to asbestos. 4.7 State the types of asbestos waste. 4.8 State the types of personal protective equipment (PPE) that may be used when dealing with hazardous materials.
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. 5.2 State the hazards/risks relating to the use of plants and equipment. 5.3 State the importance of safeguards located near where plant, machinery and equipment are being used. 5.4 State the importance of keeping a safe distance away from plant, machinery or equipment until clear contact is made with the operator. 5.5 Outline how method statements can assist in ensuring the safety of workers where moving plant, machinery or equipment is in use 5.6 State the ways to eliminate or control risks relating to working around plant, machinery and equipment. 5.7 Identify hazard warning signs and symbols used when operating, working with, around or in close proximity to plant, machinery or equipment.

LO1 Indicative content:

Risk assessment: An assessment of actual and potential hazards. Highlights who might be affected and the potential severity.

Method statement: Produced following the findings of a risk assessment. It gives a list of tasks to be undertaken in a logical sequence

Legal requirements: Risk assessments are a requirement under the management of Health & Safety regulations. A method statement provides a safe system of work. Employers have a legal requirement to implement both whilst employees have a responsibility to follow both.

Fatalities: eg, being struck by moving objects, falls from height, electrocution etc

Injuries: eg slips, trips, falls, being struck by a moving object, manual handling injuries.

Implications: for the individual, for the organisation and for the general public. Implications might include for example, legal costs or reputational damage.

Accident: An unplanned event that leads to damage, harm or loss.

Near miss: An unplanned event that could potentially lead to damage, harm or loss

Hazard: Something with the potential to cause harm

Risk: The likelihood of harm occurring

Competence: The ability, skills or knowledge to carry out a task.

Resources: Materials including solvents, paints, cement dust can cause hazard from inhalation. Flammable materials can cause fire or explosion. Heavy materials including bricks, wood, blocks and girders can cause impact injuries.

Equipment: Tools and machinery may cause impact injuries, entanglement or electrical shock.

Obstructions: Trips or falls due to poorly positioned materials. Blocked access to emergency vehicles.

Storage: Impact injuries due to badly stacked materials. Fire or explosion due to incorrectly stored flammable materials.

Services: Risk of contact with electrical services – directly or with tools or equipment. Risk of explosion due to gas services.

Wastes: Slips, trips or falls due to discarded waste. Risk of impact injury from overloaded skips. Cuts and abrasions from incorrectly disposed sharp objects.

Work activities: Poor manual handling techniques, failure to observe basic Health & Safety protocols, failure to wear correct PPE.

Importance: It is a legal requirement. Reporting and recording also allows for the identification of factors that caused the accident or near miss therefore facilitating the implementation of future control measures.

Procedures: All accidents and injuries must be recorded. If the incident is RIDDOR reportable, the appropriate document must be completed and sent to HSE.

Responsible: Anyone can report accidents but they should ideally be completed by the casualty, the first aider (if attended) or a supervisor.

Purpose: A dynamic risk assessment is the continuous, real-time process of identifying hazards and assessing risks as they evolve during a work activity. To identify hazards, evaluate risks and implement control measures in real time as situations evolve, allowing for immediate safety decisions when conditions change rapidly or unexpectedly. It enables workers to proactively manage new risks on-site, such as changing weather, equipment failure, or environmental dangers, ensuring safety when static, pre planned assessments are no longer sufficient.

LO1 Assessment guidance:

AC 1.1-1.2 Learners must clearly state the purpose of risk assessments and method statements and outline legal duties (e.g. employer responsibilities). Detailed legislative titles are not required, but legal expectations must be understood.

Types of evidence: written short-answer questions, workbook responses, recorded oral questioning, professional discussion

AC 1.3-1.4 Evidence should show awareness of a minimum of **three** common causes of fatalities and injuries in construction and the consequences of failing to manage health and safety (e.g. injury, prosecution, delays, reputational damage). Implications should include those on and off-site.

Types of evidence: written task or worksheet, case-study, oral questioning, professional discussion

AC 1.5 Learners must correctly explain health and safety terminology using construction-relevant examples.

Types of evidence: definitions worksheet, knowledge test, oral questioning

AC 1.6 Hazards and risks should be linked to everyday site conditions and activities; generic responses should be avoided. At least one hazard **and** one potential risk must be given for each of the listed situations. There must be a clear distinction between a risk and a hazard.

Types of evidence: scenario or site-based hazard identification exercise

AC 1.7-1.10 Learners must show understanding of accident and near-miss reporting, including who reports, why it matters, and the role of dynamic risk assessments in changing site conditions. Should include internal and external procedures and the reporting requirements of RIDDOR. Learners must differentiate between a static risk assessment and a dynamic risk assessment.

Types of evidence: written short-answer questions, oral questioning, written explanation, knowledge test, scenario-based questioning

LO1 Assessment guidance:

LO2 Indicative content:

Reasons: To reduce the risk of injury to self. To reduce the risk of injury to others. To avoid damage to goods or equipment.

Injuries and ill health: Musculoskeletal injuries, crush injuries, cuts and abrasions

Moving and storing materials: Lifting or moving aids should be used wherever possible. Materials should be stored safely and appropriately. Flammable materials must be stored away from sources of ignition.

Manual handling: Follow safe systems of work, report any potential concerns, obtain help from other personnel if possible.

Mechanical lifting: Users must be suitably trained to operate equipment. Equipment must be checked for suitability before use. User must report any defects in equipment.

Procedures: Only use manual lifting if there is no other alternative. Plan the route, assess load before handling, use safe lifting technique.

Importance: The use of equipment reduces the risk of injury to self and others and reduces the risk of damage to goods and equipment.

Aids: Suitable aids could include, sack barrows, pallet trucks, flatbed trollies, wheelbarrows, brick carriers, gin wheels.

Apply: Follow the method statement, use a safe lifting technique, follow manufacturers' instructions when using aids, report any concerns.

LO2 Assessment guidance:

AC 2.1-2.2 Learners must explain **why** safe manual handling is required and **what injuries or ill health** may occur if poor practices are used (e.g. musculoskeletal disorders). There should be three reasons given for following safe manual handling procedures.

Types of evidence: short answer questions, knowledge test, oral questioning

AC 2.3 Evidence should show awareness of **employee responsibilities**, not employer responsibilities, particularly when using lifting equipment.

Types of evidence: written explanation, professional discussion

AC 2.4 Learners must state safe lifting principles in line with recognised guidance (e.g. posture, assessment of load).

Types of evidence: written step-by-step outline, oral questioning with recorded responses

LO2 Assessment guidance:

AC 2.5-2.7 Learners should link good manual handling to the correct use of site safety equipment, following procedures, and reporting unsafe practices. A **minimum of four** manual handling aids must be listed.

Types of evidence: written explanation, scenario-based questioning, workbook activity, professional discussion

LO3 Indicative content

Working at height - Working in any place - including at, above, or below ground level - where, if precautions were not taken, a person could fall a distance liable to cause personal injury.

Responsibilities: Employees **must wear correct PPE**, not interfere with barriers or any other safety equipment, report any concerns.

Dropping tools and debris: Risk of personal injury. Risk of injury to persons below.

Stability of ladders: Risk of ladder slipping sideways, slipping outwards from foot, risk of individual on ladder falling from height.

Overhead cables: Risk of electric shock from tools or equipment touching live cables.

Fragile roofs: Risk of injury or death if falling through. Risk of injury to persons below if tools are dropped and break through roof.

Scaffolds: Risk of scaffold collapse, risk of falling from scaffold, risk of injury to persons below if items are dropped from scaffold.

Internal voids: Similar to risks associated with falls from height. Risk of falling into void.

Equipment: Risk of injury from defective equipment, electric shock, cuts and abrasions, entanglement.

The working area: Collision with vehicles or equipment, slips, trips and falls, being struck by falling objects.

Other people: Other persons' behaviour or carelessness.

Controlled: Only work at height if absolutely necessary. Use safety equipment such as harness, netting, elevated platforms

Regulation: Work at height regulations 2005, Health & Safety at Work Act 1974.

LO3 Assessment guidance

AC 3.1-3.2 Definitions and responsibilities must reflect current workplace expectations and legal guidance. Definitions should be in the learner's own words; therefore, **the use of AI is prohibited**.

Types of evidence: written definition, knowledge test, oral questioning

LO3 Assessment guidance

AC 3.3 Learners should identify hazards and risks commonly found when working at height, supported by realistic site-based examples. At least one hazard **and** one risk must be given for each listed situation

Types of evidence: hazard identification worksheet, scenario-based questions

AC 3.4 Responses must include control measures (e.g. edge protection, exclusion zones, safe systems of work).

Types of evidence: written response, case study, scenario-based questions

AC 3.5 Learners should correctly identify the regulation controlling the use of suitable equipment for working at height. Learners should show understanding of prevention, not only hazard identification.

Types of evidence: knowledge test, oral questioning

LO4 Indicative content

Groups of substances: solvents, chemicals, dust, fumes, vapours, mists and gases.

Risks to health: eg dermatitis, asthma, cancer from exposure to chemicals or substances, musculoskeletal disorders - including repetitive strain injury - due to faulty or incorrect use of equipment, hearing damage caused by loud machinery, stress or other related mental conditions.

Hazards: due to impaired vision, lack of concentration, decreased perception of risk, drowsiness, aggressive or unpredictable behaviour.

Potential risks: Impaired judgement, reduced coordination or balance, slower reaction times, poor concentration, fatigue, and drowsiness all have a considerable impact on own and others' safety.

Importance of correct storage: reduces the risk of fire or explosion and spillage.

Importance of personal hygiene: reduces the risk of transmission of infectious agents through the skin, reduces the risk of ingestion of hazardous substances via the hands.

Potential risks to health: exposure to asbestos leads to greater risk of asbestos related diseases which might include mesothelioma, asbestosis, pleural thickening, various cancers.

Types of asbestos waste: Blue asbestos, white asbestos, brown asbestos. This could come from insulating boards, pipe insulation, roof sheeting, floor tiles.

Types of PPE: eg respiratory equipment, gloves, goggles, gloves, footwear, protective clothing.

LO4 Assessment guidance

AC 4.1- 4.2 Learners must list categories of hazardous substances and common health risks such as dust, noise, vibration, and chemicals. At least five substance groups and five common risks to health must be listed.

Types of evidence: knowledge test, worksheet, scenario-based questions

LO4 Assessment guidance

AC 4.3 Learners should explain how drugs and alcohol increase risk, focusing on impairment and safety consequences.

Types of evidence: written response, professional discussion

AC 4.4 – 4.5 Responses should link correct storage and personal hygiene to risk reduction.

Types of evidence: written response, scenario-based questions, knowledge test

AC 4.6 – 4.8 Learners must show awareness of asbestos risks, types of asbestos waste, and suitable PPE when working with hazardous materials.

Types of evidence: written response, knowledge test, oral questioning, worksheets

LO5 Indicative content

Ways: Persons could be struck by moving vehicles or equipment, injury from falling objects from moving vehicles, or entanglement in the moving parts of machinery.

Hazards: Hazards might include noise, fumes or vibration. Injury might also occur if the equipment has insufficient or faulty safety guards.

Risks: Injuries, falls from height, trips and falls, fires and other health risks.

Importance of safeguards: Safeguards such as signage, barriers and visible emergency stop switches will protect operators and other personnel from potential injury.

Importance of keeping a safe distance: until clear contact is made with the operator is critical to prevent fatal injuries from moving parts, crushing, or ejected materials. It ensures operators are aware of your presence, avoiding blind spots and preventing accidental contact that can cause severe injury or damage to equipment or people.

Method statements: e.g., step-by-step guide to executing tasks, identifying hazards and outlining safety controls. They can improve worker safety around moving plant and machinery and ensure that risks such as collisions, entrapment, or equipment failure are managed and necessary precautions (e.g., exclusion zones) are followed.

Eliminate or control: Actions include clear signage, separate pedestrian routes, correct use of banksmen and signallers.

Hazard warning: e.g., warning of proximity to moving vehicles, identification of dedicated pedestrian walkways, general warning signs relating to the activity.

LO5 Assessment guidance

AC 5.1 – 5.2 Learners should identify how injuries can occur and link these to specific hazards. At least two ways injuries might be caused must be identified, and a minimum of four potential risks and hazards must be stated.

LO5 Assessment guidance

Types of evidence: written response, scenario-based questions, knowledge test

AC 5.3 – 5.4 Understanding of safeguards and safe distances must be clearly explained in the context of site operations. The learner's response must define the meaning of a safeguard

Types of evidence: written response, professional discussion, scenario based questioning

AC 5.5 Learners should outline how method statements improve safety when plant is in use.

Types of evidence: written response, oral questioning

AC 5.6 Responses must include practical methods of eliminating or controlling risk (e.g. segregation, signage, training).

Types of evidence: written response, knowledge test

AC 5.7 Learners should correctly recognise common hazard warning signs and symbols used around the plant. Examples should reflect typical construction plant and equipment.

Types of evidence: worksheet, knowledge test

4. Centre Recognition and Qualification Approval

4.1 Centre Recognition

Both centre recognition and qualification approval must be gained before centres are permitted to deliver this qualification. Delivery of this qualification cannot commence until approval has been confirmed. Guidance on the centre recognition and qualification approval processes is available on the website: [Become a Recognised Centre - Gateway Qualifications](#).

Centres must ensure that they have the appropriate resources in place for the delivery, assessment and quality assurance of this qualification.

4.2 Qualification-specific staffing requirements

Tutor/Assessors must possess Health and Safety skills, experience and up-to-date CPD and evidence of up-to-date Construction CPD (but do not require construction-specific qualifications), certificates and evidence of which must be provided to Gateway Qualifications as part of the Qualification Approval application.

Both assessors and Internal Quality Assurers (IQA) must have up-to-date CPD and evidence of any relevant quality assurance qualification, such as:

- a Level 3 Award in Assessing Vocationally Related Achievement
- a Level 3 Certificate in Assessing Vocational Achievement
- a Level 3 Award in Assessing Vocational Achievement
- a Level 3 Award in Assessing Competence in the Work Environment
- a Level 3 Award in Education and Training
- a Level 4 Certificate in Assessing Vocational Achievement (CAVA)
- a Level 4 Certificate in Education and Training (CET)
- a Level 5 Diploma in Education and Training (DET)
- Qualified Teacher Learning and Skills (QTLS) status (this is the post 14/FE/training status and includes the need to possess a qualification from the list)
- Qualified Teacher Status (QTS) (this is for schools and includes PGCE as part of the requirements)

If working towards, we would expect to see decisions countersigned by someone who is qualified.

Earlier professional qualifications:

Tutor/Assessors with these qualifications should be able to demonstrate some continuous professional development (CPD).

- D32/D33 qualification
- A1 qualification
- PTLLS/CTLLS/DTLLS qualification

Guidance on staffing requirements can be found in the Centre Handbook:

<https://www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/centre-handbook/quality-compliance/>

5. Centre Quality Assurance

As the portfolio of evidence is assessed by the centre's assessor, the centre must operate an internal quality assurance process. This ensures that qualification standards are being applied consistently within a centre through training, standardisation, sampling of marking and feedback.

5.1 Internal quality assurance

Centres should refer to the online [Centre Handbook](#) for further guidance on staffing requirements.

A centre's internal quality assurance process is led by the IQA, who is responsible for identifying and promoting best practices in teaching, learning, and assessment. They are responsible for:

- monitoring assessment practices to ensure they meet our standards.
- sampling assessment decisions and learner work to verify accuracy and consistency.
- observing assessors and tutors, providing feedback and support for improvement.
- facilitating standardisation meetings to align assessment practices across teams.
- supporting assessors with professional development and guidance.
- identifying and promoting best practices in teaching, learning, and assessment.
- handling appeals and complaints related to assessment outcomes.
- maintaining detailed records for audits and external quality assurance visits.

The portfolio of evidence is subject to internal quality assurance whereby a centre regularly samples and evaluates its assessment practices and decisions, and acts on the findings to ensure consistency and fairness.

To ensure the integrity of the internal quality assurance process, Internal Quality Assurers (IQAs) must not quality assure work that they have assessed.

Assessors must ensure fair assessment and equality of opportunity for the learner within the assessment process. In order to ensure that the assessor is making judgements that are consistent with the rest of the assessment team, they must meet regularly with other assessors and internal quality assurers to discuss assessment decisions.

5.2 Sampling

Sampling is a key element of the internal quality assurance process whereby the IQA:

- Uses a risk-based approach to determine what to sample and when.
- Checks the quality and consistency of each assessor's decisions.
- Maintains a common standard of marking within the centre over time.
- Applies methods like vertical sampling (same Learning Outcome across assessors), horizontal sampling (Learning Outcomes from one learner), and diagonal sampling (across Learning Outcomes and learners).
- Ensures sampling covers all Learning Outcomes over time, not just at the end of the assessment process.

5.3 Internal standardisation

Internal standardisation is a collaborative process by which tutors and assessors within a centre consider work that they have assessed and, using pre-determined criteria, reach a common agreement on standards as being typical of work at a particular level or grade by comparing samples and providing peer evaluation.

The process of internal quality assurance provides an opportunity for assessors to receive feedback and support, which can help improve their assessment skills. It fosters a culture of continuous improvement and professional development among teaching and assessment staff.

Standardisation will be facilitated by the Centre's IQA and should include all those involved in assessing learner evidence. Centre standardisation events should be held at regular intervals. Centres will be required to keep records of each internal standardisation event, including the date, attendees and notes on any outcomes and actions. Centres will be required to store these records securely for three years, and Gateway Qualifications will ask to see them as part of the centre's quality assurance and monitoring activities.

6. External quality assurance

The external quality assurance process for this qualification takes a risk-based approach where external monitoring visits are carried out to review the internal quality systems of centres against key quality standards.

External quality assurance falls into two categories, the first being the quality assurance of the centre's policies and procedures (Centre monitoring) as detailed below, with the second being external sampling of the assessment decisions at qualification level.

6.1 Centre Monitoring

Centre monitoring is undertaken by an External Quality Assurer (EQA) allocated to the centre. The EQA plays a critical role in the Gateway Qualifications approach to centre assessment standards scrutiny as they are responsible for:

- Validating the centre's procedures for delivery of qualifications and assessment.
- Completing reports for each visit with clear action points where needed.
- Carrying out an annual compliance visit.
- Risk rating centres on the above.

The EQA will arrange the annual quality monitoring visits. These visits:

- Monitor the centre's compliance with the centre recognition terms and conditions by reviewing programme documentation and meeting managers and centre staff.
- Identify any staff development needs.
- Ensure that all procedures are being complied with through an audit trail, and make sure that the award of certificates of achievement to learners is secure.

The EQA will contact the centre in advance of a visit. However, Gateway Qualifications reserves the right to undertake unannounced visits, including during assessment times.

6.2 Quality assuring centre assessment decisions (sampling)

The external quality assurance process for this qualification involves a risk-based approach where sampling of assessment decisions and internal quality assurance activity to ensure that qualification standards are maintained.

An External Quality Assurer (EQA) will be allocated to the centre to sample the centre's assessment decisions, who will consider whether the sample provides evidence of the following:

- staff competence for both linked assessors and IQAs
- that the standard set out in the units is evidenced, and assessment decisions are applied consistently.
- appropriate teaching, stimulus, support, or learning materials and resources.
- an appropriate internal quality assurance strategy and sampling plans.
- that any permitted use of AI is declared by learners and evaluated by the IQA.
- appropriate and consistent feedback provided by the assessor to the learner, and by the IQA to the assessor.

A report will be completed by the EQA and made available to the Centres once the sampling activity has been completed.

6.3 Malpractice and Maladministration

Malpractice is any deliberate activity, neglect, default or other practice that compromises the integrity of the assessment process and/or the validity of certificates. It covers any deliberate actions, neglect, default or other practice that compromises or could compromise:

- the assessment process
- the integrity of a regulated qualification
- the validity of a result or certificate
- the reputation and credibility of Gateway Qualifications
- the qualification to the public at large

Centre staff should be familiar with the [Malpractice and Maladministration Policy and Procedure](#).

6.4 Direct claim status

Direct claim status (DCS) is a status given to centres on an individual qualification basis and allows centres to claim certification without waiting for an external quality assurance activity to take place.

DCS is not permitted for this qualification. Refer to the [Direct Claims Status page for further details](#).

6.5 Recognition of prior learning

Recognition of Prior Learning enables recognition of achievement from a range of activities through the knowledge, understanding or skills that learners already possess and so do not need to develop these through a course of learning.

The use of RPL is not permitted for this qualification.

6.6 Reasonable adjustments and special considerations

Reasonable adjustments may be applied where necessary, provided they do not compromise the validity of the assessment or the authenticity of the learner's work.

The following are reasonable adjustments that require permission from Gateway Qualifications prior to assessment.

Extra time to complete tasks or exams (where assessment activities are time-constrained).

If not specifically listed in this section, reasonable adjustments are centre permitted, for details on this Centres should refer to the [Reasonable Adjustments and Special Considerations Centre Guidance](#)

For learners who require special consideration at the point of assessment, complete a Special Consideration Request Form.

6.7 Appeals

Learners who wish to appeal about their assessment results or a decision affecting their learning should either be supported by their Centre or should have exhausted their Centre's own appeals process before appealing to Gateway Qualifications. In the latter case, learners must provide Gateway Qualifications with evidence that they have first appealed to their Centre.

Centres and learners should refer to the [Appeals policy](#) for further information.

7. Glossary of terms

This section provides a concise compilation of frequently used terms and acronyms within our organisation and the broader educational context.

Term	Definition
Guided Learning Hours (GLH)	The number of hours associated to a qualification/unit relating to the activity of a learner in being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.
Total Qualification Time (TQT)	Is the number of notional hours which represents an estimate of the total amount of time that could be reasonably expected to be required for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification.
Assessment Criteria	The standards against which the learners' work will be judged. They describe what is needed to achieve a certain grade or mark.
Knowledge	Factual information regarding the subject that can be recalled as required.
Learning Outcome	Describes what learners should be able to know by the end of the teaching session or course.
Understanding	An extension of knowledge. Knowing the meaning of a subject.
VARCS Principles of Assessment	A set of core principles used to judge whether assessment evidence is fit for purpose. When considering any use of AI in learning or assessment, Centres must ensure it does not compromise: • Validity: the assessment measures what it is intended to measure. • Authenticity: the work is demonstrably the learner's own. • Reliability: assessment decisions are consistent and can be replicated. • Currency: evidence reflects current skills, knowledge or practice. • Sufficiency: enough evidence is provided to meet the required outcomes.

