

# all you need to know.

## **Qualification Specification**

NCFE Level 2 Award in Occupational Health and Safety  
(600/0074/0)

Issue 3 November 2017

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# Section 1

## Qualification overview

## Qualification overview

### Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 2 Award in Occupational Health and Safety.

All information contained in this specification is correct at the time of publishing.

To ensure that you're using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on our website [www.ncfe.org.uk](http://www.ncfe.org.uk).

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 2 Award in Occupational Health and Safety.

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## Things you need to know

Qualification number (QN)	600/0074/0
Aim reference	60000740
Total Qualification Time (TQT)	80
Guided Learning Hours (GLH)	65
Credit value	8
Level	2
Assessment requirements	internally assessed and externally quality assured portfolio of evidence

### Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

### Credit

The credit value is equal to the Total Qualification Time divided by ten, rounded to the nearest whole number.

### About this qualification

This is a regulated qualification. The regulated number for this qualification is 600/0074/0.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

This qualification is suitable for use within a Study Programme.

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### Qualification purpose

This qualification is designed for learners who wish to develop knowledge and skills associated with workplace Health and Safety. These may be learners who wish to access this training with a view to progress to further qualifications, or learners who wish to study this programme in order to complement other programmes. It is suitable for learners wishing to develop knowledge to prepare them for employment, or for those who are already in employment and wish to study the programme as part of their own continuous professional development.

### Qualification objectives

The objectives of this qualification are to give learners an overview of Health and Safety, focusing on the following areas:

- general health and safety requirements
  - fire safety
  - display screen equipment
  - control of hazardous substances
  - manual handling.
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## Achieving this qualification

To be awarded the NCFE Level 2 Award in Occupational Health and Safety, learners are required to successfully complete 5 mandatory units.

### Mandatory units

Unit No	Unit title
Unit 01	Health and Safety in the workplace
Unit 02	Fire safety principles
Unit 03	DSE risk assessment
Unit 04	COSHH risk assessment
Unit 05	Manual handling safety at work

The learning outcomes for each unit are provided in Section 2 (page 15).

The units above may be available as stand-alone unit programmes. Please visit [www.ncfe.org.uk/units](http://www.ncfe.org.uk/units) for further information.

To achieve the NCFE Level 2 Award in Occupational Health and Safety, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A Unit Certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

### Essential skills

While completing this qualification, learners may develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar 'key skills' such as team working, independent learning and problem solving, to more tricky-to-measure skills such as:

- an appreciation for appropriate behaviour and dress
- communicating with professional colleagues/peers and/or hierarchical seniors
- understanding work practices and how different roles and departments function within an organisation.

## Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

## Credit transfer

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

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## Direct Claim Status

For more information about Direct Claim Status, please contact our Customer Support team on 0191 239 8000.

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## Entry guidance

This qualification is designed for learners who wish to develop knowledge and skills associated with workplace Health and Safety.

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 1 qualification.

This qualification is suitable for learners aged pre-16 and above.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

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## Progression opportunities

Learners who achieve this qualification could progress to:

- Level 3 NVQ Certificate in Occupational Health and Safety
  - other Level 3 safety related qualifications.
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## Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications [register.ofqual.gov.uk](http://register.ofqual.gov.uk) and on our website if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date we can no longer process certification claims.

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## Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

## Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

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## Support for learners

### Evidence tracking log

This document covers the mandatory units in this qualification and it can help learners keep track of their work. This document can be downloaded free of charge from our website [www.ncfe.org.uk](http://www.ncfe.org.uk). You don't have to use this document – you can devise your own evidence-tracking document instead.

### Support for centres

There are a number of support documents available that you might find useful for delivery. These are available to download from our website [www.ncfe.org.uk](http://www.ncfe.org.uk) or can be requested from the Customer Support team on 0191 239 8000 or by emailing [service@ncfe.org.uk](mailto:service@ncfe.org.uk).

### Customer Support team

Our [award-winning](#) Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can find contact details for your Customer Support Assistant [here](#) or get more information by calling 0191 239 8000 or emailing [service@ncfe.org.uk](mailto:service@ncfe.org.uk).

## Reasonable Adjustments and Special Considerations Policy

This policy is aimed at customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on our website here: [www.ncfe.org.uk/media/828461/reasonable-adjustments-and-special-considerations-policy-2017.pdf](http://www.ncfe.org.uk/media/828461/reasonable-adjustments-and-special-considerations-policy-2017.pdf)

## Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

## Fees and Pricing

The current fees and pricing guide is available on our website at [www.ncfe.org.uk](http://www.ncfe.org.uk).

## Useful websites

Centres may find the following website helpful for materials and resources to assist with the delivery of this qualification:

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

## Training and support

We can provide training sessions for Assessors and Internal Quality Assurers. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

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## Learning resources

NCFE offer a wide range of learning resources to support the delivery of this qualification, please check the qualification page on the NCFE website for more information.

## Third party products

Products to support the delivery of this qualification are offered by the following Third party suppliers:

- Hallmark Education
- The Skills Network

For more information about these resources and how to access them please visit [www.ncfe.org.uk](http://www.ncfe.org.uk).

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### Mapping to National Occupational Standards

National Occupational Standards (NOS) are owned by a Sector Skills Council (SSC) or Standard-Setting Body (SSB) and describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

The units of this qualification are informed by NOS for Health and Safety.

Further information on the NOS used in this qualification can be found on NOS Database:  
[www.ukstandards.org.uk](http://www.ukstandards.org.uk).

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# Section 2

## Unit content and assessment guidance

## Unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The unit overview includes:

- unit title and number
- unit summary
- credit value
- guided learning hours
- level
- an indication of whether a unit is mandatory or optional.

Following the unit summary there's detailed information for each unit containing:

- learning outcomes
- delivery and assessment (including types of evidence for internal assessment)
- NOS mapping.

The regulated unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

For further information or guidance about this qualification please contact our Product Development team on 0191 239 8000.

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## Unit 01 Health and Safety in the Workplace (H/601/9699)

<b>Unit summary</b>	In this unit learners will understand the roles and responsibilities for health, safety and welfare in the workplace. Learners will also look at how risk assessment contributes to health and safety, and identify how to control risks. Learners will also understand how to respond appropriately to accidents and incidents in the workplace.
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory
<b>NOS mapping</b>	HSK1 Progression to knowledge aspects of SKSHSS1, PROHSS6 and PROHSP6

### Learning outcome 1

The learner will:

- 1 understand roles and responsibilities for health, safety and welfare in the workplace

The learner must:

- 1.1 outline employers and employees duties relating to health, safety and welfare at work
- 1.2 outline the consequences for non-compliance with health and safety legislation
- 1.3 outline the requirements for training and competence in the workplace
- 1.4 outline the ways in which health and safety information can be communicated

### Learning outcome 2

The learner will:

- 2 understand how risk assessments contribute to health and safety

The learner must:

- 2.1 define the terms 'hazard' and 'risk'
- 2.2 outline the process for carrying out a risk assessment
- 2.3 describe how risk assessment can be used to reduce accidents and ill health at work

## Unit 01 Health and Safety in the Workplace (H/601/9699) (cont'd)

### Learning outcome 3

The learner will:

- 3 understand how to identify and control the risks from common workplace hazards

The learner must:

- 3.1 describe the hazards that may be found in a range of workplaces
  - 3.2 describe how hazards can cause harm or damage to people, work processes, the workplace and the environment
  - 3.3 describe the principle of the risk control hierarchy
  - 3.4 list examples of risk controls for common workplace hazards
- 

### Learning outcome 4

The learner will:

- 4 know the procedures for responding to accidents and incidents in the workplace

The learner must:

- 4.1 state the common causes of workplace accidents and ill health
  - 4.2 identify the actions that might need to be taken following an incident in the workplace
  - 4.3 list the arrangements that should be in place in a workplace for emergencies and first aid
  - 4.4 outline why it is important to record all incidents, accidents and ill health
-

## Unit 01 Health and Safety in the Workplace (H/601/9699) (cont'd)

### Delivery and assessment

Tutors will find the following useful; all are produced by the HSE and some are freely downloadable from their website:

- Health and Safety Law – What you need to know
- Workplace Health, Safety and Welfare: A short guide for managers (INDG244)
- The Health and Safety Toolbox (HSG268)
- Reducing Risks, Protecting People (R2P2)
- Risk Assessment (INDG163)
- Preventing Slips and Trips at Work (INDG225)
- Reporting Accidents and Incidents at Work (INDG453)

A range of statistics on accidents and injuries at work are also available on the HSE website

### Types of evidence

Evidence could include:

- worksheets – key points of current legislation should be covered – 1.1–1.4
- learner report – 2.1–2.3
- workplace report/investigation – this could enable learners to explore procedures for responding to accidents and incidents in the workplace. Case studies could be used for those learners not in employment 3.1–3.4, 4.1–4.4.

## Unit 02 Fire safety principles (D/601/9698)

<b>Unit summary</b>	Learners will understand the hazards and risks associated with fire in the workplace, and how to control these risks. They will also learn the principles and practice of fire management at work and the role of a nominated fire warden.
<b>Credit value</b>	1
<b>Guided learning hours</b>	9
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory
<b>NOS mapping</b>	HSK1 Progression to knowledge aspects of SKSHSS1, PROHSS6 and PROHSP6

### Learning outcome 1

The learner will:

- 1 understand the hazards and risks associated with fire in the workplace

The learner must:

- 1.1 explain how fires are caused in the workplace
- 1.2 describe the components of the fire triangle
- 1.3 identify the hazards during or after a fire, including the products of combustion
- 1.4 describe the characteristics of fire and smoke spread

### Learning outcome 2

The learner will:

- 2 understand how fire risk is controlled in the workplace

The learner must:

- 2.1 state the different methods used to identify and control fire hazards
- 2.2 define the term 'means of escape' in relation to fire hazards
- 2.3 outline typical components for means of escape from fire hazards
- 2.4 describe methods of fire detection and raising the alarm
- 2.5 describe the principle of how fires are extinguished
- 2.6 describe how portable fire-fighting equipment should be used safely
- 2.7 identify common fixed fire-fighting systems and where they might be used

## Unit 02 Fire safety principles (D/601/9698) (cont'd)

### Learning outcome 3

The learner will:

- 3 understand the principles and practice of fire safety management at work

The learner must:

- 3.1 outline the duties of employers and employees with respect to fire safety in the workplace  
3.2 outline how to undertake a simple fire safety inspection in the workplace  
3.3 describe the stages involved in a fire risk assessment
- 

### Learning outcome 4

The learner will:

- 4 understand the role of the nominated fire warden

The learner must:

- 4.1 state the role and function of fire wardens in their workplace:
- on a day-to-day basis
  - during an emergency
  - if they are not in their designated areas of responsibility when the alarm is raised
- 4.2 outline the content of a fire safety briefing
-

## Unit 02 Fire safety principles (D/601/9698) (cont'd)

### Delivery and assessment

Tutors will find the following useful; all are produced by the Home Office and are downloadable from their website:

[www.gov.uk/government/collections/fire-safety-law-and-guidance-documents-for-business](http://www.gov.uk/government/collections/fire-safety-law-and-guidance-documents-for-business)

- Regulatory Reform (Fire Safety) Order 2005
- Fire safety risk assessment - range of guides available for different settings eg offices and shops, factories and warehouses, healthcare premises etc
- Fire safety risk assessment: 5-step checklist

For additional information see also: [www.gov.uk/workplace-fire-safety-your-responsibilities](http://www.gov.uk/workplace-fire-safety-your-responsibilities)

### Types of evidence

Evidence could include:

- worksheets – 1.1–1.4
- learner report – 2.1–2.7 (for 2.6 coverage must include different types of fire extinguishing equipment and their use)
- learner report/booklet – learners could form their information into a booklet for new employees entering employment – 3.1–3.3, 4.1
- individual notes from a small group discussion – 4.2

### Unit 03 DSE risk assessment (Y/602/1420)

<b>Unit summary</b>	This unit covers the importance of display screen equipment (DSE) risk assessments and the principles of controlling risks to health from workstation design and use.
<b>Credit value</b>	2
<b>Guided learning hours</b>	18
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory
<b>NOS mapping</b>	HSK1 Progression to knowledge aspects of SKSHSS1, PROHSS6 and PROHSP6

#### Learning outcome 1

The learner will:

- 1 understand the importance of DSE risk assessments

The learner must:

- 1.1 outline the reasons for conducting DSE risk assessments
- 1.2 outline the main legislation relating to DSE risk assessments

#### Learning outcome 2

The learner will:

- 2 understand the principles of controlling the risks from DSE work stations

The learner must:

- 2.1 identify the principles of good ergonomic workstation design
- 2.2 outline the main causes of ill-health relating to DSE use
- 2.3 describe corrections that can be applied to workstation design to control identified risks

#### Learning outcome 3

The learner will:

- 3 understand how a DSE risk assessment is undertaken

The learner must:

- 3.1 describe the stages involved in a DSE risk assessment
- 3.2 outline the circumstances in which a DSE risk assessment should be reviewed

### Unit 03 DSE risk assessment (Y/602/1420) (cont'd)

#### Delivery and assessment

Tutors will find the following useful; it is produced by the HSE and is freely downloadable from their website:

- Working with display screen equipment (INDG36)

#### Types of evidence

Evidence could include:

- worksheets – 1.1, 1.2
- worksheets – learners could complete worksheets to show diagrams of workspaces to enable identification of potential risks/causes of ill-health, and corrective actions to reduce/control these – 2.1–2.3
- questioning – questions and answers should be clearly recorded – 3.1, 3.2.

## Unit 04 COSHH risk assessment (F/602/1413)

<b>Unit summary</b>	Learners will understand the importance of the control of substances hazardous to health (COSHH) risk assessments. They will learn about the main types of hazardous substances, and understand the principles of controlling risks from hazardous substances.
<b>Credit value</b>	2
<b>Guided learning hours</b>	18
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory
<b>NOS mapping</b>	HSK1 Progression to knowledge aspects of SKSHSS1, PROHSS6 and PROHSP6

### Learning outcome 1

The learner will:

- 1 understand the importance of COSHH risk assessments

The learner must:

- 1.1 outline the reasons for conducting COSHH risk assessments
- 1.2 outline the main legislation relating to COSHH risk assessments

### Learning outcome 2

The learner will:

- 2 know the main types of hazardous substances and how they may cause harm

The learner must:

- 2.1 describe different forms of hazardous substances
- 2.2 classify different hazardous substances
- 2.3 describe the ways in which hazardous substances can enter the body and the harm they can cause

## Unit 04 COSHH risk assessment (F/602/1413) (cont'd)

### Learning outcome 3

The learner will:

- 3 understand the principles of controlling the risks from hazardous substances

The learner must:

- 3.1 describe the factors to be considered when assessing the risks from exposure to hazardous substances
  - 3.2 describe the hierarchy of controls in relation to the control of hazardous substances
- 

### Learning outcome 4

The learner will:

- 4 understand how a COSHH risk assessment is undertaken

The learner must:

- 4.1 describe the stages of a COSHH risk assessment
  - 4.2 outline the circumstances in which a COSHH risk assessment should be reviewed
-

#### Unit 04 COSHH risk assessment (F/602/1413) (cont'd)

##### Delivery and assessment

Tutors will find the following useful; all are produced by the HSE and are freely downloadable from their website.

- Control of Substances Hazardous to Health – Approved Code of Practice and guidance
- Working with substances hazardous to health – a brief guide to COSHH (INDG136)
- A step by step guide to COSHH Assessment (HSG97)

A range of example COSHH risk assessments and case studies are also available on the HSE website.

##### Types of evidence

Evidence could include:

- assignment – 1.1, 1.2, 4.1
- learner report – 2.1–2.3, 3.1, 3.2
- questioning – questions and answers should be clearly recorded – 4.1, 4.2.

## Unit 05 Manual handling safety at work (D/602/4593)

<b>Unit summary</b>	In this unit, learners will understand the reasons for safe manual handling, and how manual handling risk assessments contribute to health and safety. They will understand the principles, equipment and testing requirements associated with safe manual handling, and be able to apply safe manual handling principles.
<b>Credit value</b>	2
<b>Guided learning hours</b>	10
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory
<b>NOS mapping</b>	HSK1 Progression to knowledge aspects of SKSHSS1, PROHSS6 and PROHSP6

### Learning outcome 1

The learner will:

- 1 understand the reasons for safe manual handling

The learner must:

- 1.1 outline the potential injuries and ill health associated with incorrect manual handling
- 1.2 outline employers and employees duties relating to manual handling at work
- 1.3 outline the consequences for non-compliance with health and safety requirements at work

### Learning outcome 2

The learner will:

- 2 understand how manual handling risk assessments contribute to improving health and safety

The learner must:

- 2.1 explain the terms 'hazard' and 'risk' in the context of manual handling work
- 2.2 outline the process for carrying out a manual handling risk assessment
- 2.3 describe the principle of the risk control hierarchy when applied to manual handling

## Unit 05 Manual handling safety at work (D/602/4593) (cont'd)

### Learning outcome 3

The learner will:

- 3 understand the principles, types of equipment and testing requirements associated with manual handling safety

The learner must:

- 3.1 describe safe movement principles associated with manual handling
  - 3.2 outline the types of equipment designed to be used for manual handling tasks
  - 3.3 outline the requirements for the testing, servicing and examination of manual handling and lifting equipment
- 

### Learning outcome 4

The learner will:

- 4 be able to apply safe manual handling principles

The learner must:

- 4.1 demonstrate efficient and safe manual handling principles when:
    - applying effort to, or moving a load or object manually on their own
    - when using manual handling aids and equipment
    - when undertaking a manual handling task as part of a team
-

## Unit 05 Manual handling safety at work (D/602/4593) (cont'd)

### Delivery and assessment

Tutors will find the following useful; all are produced by the HSE and are freely downloadable from their website.

- Lifting equipment at work: A brief guide to the law (INDG290)
- Manual Handling Operations Regulations 1992
- Manual handling at work: A brief guide (INDG143)
- Providing and using work equipment safely (INDG291)
- Are you making the best use of lifting and handling aids? (INDG398)

### Types of evidence

Evidence could include:

- questioning – questions and answers should be clearly recorded – 1.1–1.3
- booklet – learners could conduct research and form their information into a booklet for new employees who might carry out manual handling tasks – 2.1–2.3, 3.1–3.3
- observation – the witness statement or observation record authenticated by the Assessor must highlight the individual performance of the learner against each aspect of assessment criterion. It should be an objective account of what the learner has done and must provide sufficient detail to confirm that the learner has met the assessment criteria – 4.1

# Section 3

## Assessment and quality assurance

## Assessment and quality assurance

### How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The NCFE Level 2 Award in Occupational Health and Safety is internally assessed and externally quality assured.

All the evidence generated by the learner will be assessed against the standards expected of a Level 2 learner and against each learning outcome.

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### Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2 (page 16).

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

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## Presenting evidence

### Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

### Recorded

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

We have set out an example used for a performance:

### **Test High School**

**Recorded evidence:** starts 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds.

**Venue:** School hall

**Audience:** Assessors, parents and friends

#### **Band 1:**

Lead singer – Joe Bloggs (brown hair, front of stage)

Drummer – Tom Smith

Guitar 1 – Dan Brown (blonde hair, blue jumper)

Guitar 2 – Mark Jones (brown hair, left hand side)

#### **Performance of XXX:**

Lead male – John Smith

Lead female – Ann Jones

Choir:

Kay Bell (brown hair, back row 3rd from left)

Jane Pattison (blonde hair, back row 5th from left)

Michael Davies (brown hair, front row 3rd from right)

If learners are not clearly identified, NCFE may not be able to quality assure or examine the work.

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## Quality Assurance

### Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on our website [www.ncfe.org.uk](http://www.ncfe.org.uk).

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the centre's quality assurance agent.

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### External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

# Section 4

## Explanation of terms

## Explanation of terms

This table explains how the terms used at Level 2 in the unit content are applied to this qualification (not all verbs are used in this qualification).

<b>Apply</b>	Link existing knowledge to new or different situations.
<b>Assess</b>	Consider information in order to make decisions.
<b>Classify</b>	Organise according to specific criteria.
<b>Compare</b>	Examine the subjects in detail looking at similarities and differences.
<b>Define</b>	State the meaning of a word or phrase.
<b>Demonstrate</b>	Show an understanding of the subject or how to apply skills in a practical situation.
<b>Describe</b>	Write about the subject giving detailed information.
<b>Differentiate</b>	Give the differences between two or more things.
<b>Discuss</b>	Write an account giving more than one view or opinion.
<b>Distinguish</b>	Show or recognise the difference between items/ideas/information.
<b>Estimate</b>	Give an approximate decision or opinion using previous knowledge.
<b>Explain</b>	Provide details about the subject with reasons showing how or why. Some responses could include examples.
<b>Give (positive and negative points....)</b>	Provide information showing the advantages and disadvantages of the subject.
<b>Identify</b>	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
<b>Illustrate</b>	Give clear information using written examples, pictures or diagrams.
<b>List</b>	Make a list of key words, sentences or comments that focus on the subject.
<b>Plan</b>	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.

<b>Perform</b>	Do something (take an action/follow an instruction) which the question or task asks or requires.
<b>Provide</b>	Give relevant information about a subject.
<b>Reflect</b>	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
<b>Select</b>	Choose for a specific purpose.
<b>Show</b>	Supply sufficient evidence to demonstrate knowledge and understanding.
<b>State</b>	Give the main points clearly in sentences.
<b>Use</b>	Take or apply an item, resource or piece of information as asked in the question or task.

# Section 5

## General information

## General information

### Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE's Equal Opportunities Policy is available on request.

### Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see our website: <https://www.ncfe.org.uk/centre-information/working-with-ncfe/policies-and-regulations/>

### Data protection

NCFE is registered under the Data Protection Act and is committed to maintaining the highest possible standards when handling personal information.

## Contact us

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***\* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***