



Qualsafe Level 2 Award in
Working at Height (RQF)

Qualification Specification

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Key Qualification Information

Qualification number:	603/3927/5
Operational start date:	18/12/18
Number of units:	1 mandatory unit
Total Qualification Time (TQT):	3
Guided Learning Hours (GLH):	3
Assessment methods:	<ul style="list-style-type: none">Theory assessment/multiple choice question paper: 1 x 15 question paper (minimum score 10)

Qualsafe Awards

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

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

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

Qualification overview

This qualification forms part of the QA Health and Safety suite of qualifications. The qualification and learning outcomes are based on the recommendations of good practice outlined by the Health and Safety Executive (HSE).

This qualification develops Learners' basic awareness of working at height. It includes understanding the importance of equipment and how to make sure the working environment is safe when working at height.

This qualification specification provides information to Centres regarding the delivery of the Qualsafe Level 2 Award in Working at Height (RQF) and includes the unit information, assessment methods and quality assurance arrangements.

Objective

The objective of the qualification is to benefit Learners by raising awareness in the use of ladders, step ladders, harnesses, and a variety other equipment/principles that are used for working at height. Learners will focus on the legal obligations when working at height, safe working practices when working at height, types of equipment available and reporting procedures for defective equipment.

Intended audience

This qualification is for all people currently working or aspiring to work in all types of environment that may involve them working at height. It provides them with a basic awareness of working at height. It is also suitable for employees entering work for the first time or returning to work.

Structure

This qualification contains 1 mandatory unit with a Total Qualification Time (TQT) of 3 hours. Full details of this unit are in *Appendix 1*.

Learners must complete the assessment in the unit successfully within the registration period to achieve the qualification. The maximum period to achieve this qualification, including any referrals is 4 weeks.

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

- Guided Learning Hours (GLH) is the time a Learner is being taught and assessed under the immediate guidance of a Trainer/Assessor, which for this qualification is 3 GLH (minimum), and
- The number of hours a Learner will reasonably be likely to spend in preparation and study, including assessment, as directed by, but not under the immediate guidance or supervision of a Trainer, e.g. pre-course reading, which for this qualification is 0 hours



Other units

No other units can be combined to count towards the Qualsafe Level 2 Award in Working at Height (RQF) qualification.

Relationship with other related qualifications

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

Recognition of Prior Learning (RPL)

RPL is not allowed for this qualification.

Entry requirements

Learners must be at least 16 years old on the first day of the training.

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

Progression

Possible progression routes from this qualification include:

- Qualsafe Level 2 Award in Health and Safety in the Workplace (RQF)
- Qualsafe Level 2 Award in Principles of Risk Assessment (RQF)
- Qualsafe Level 3 Award in Health and Safety in the Workplace (RQF)
- Qualsafe Level 3 Award in Risk Assessment (RQF)

Requalification requirements

We recommend you refresh your training every 3 years.

Qualification approval requirements

Qualsafe Awards requires the Centre:

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

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

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

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



Trainers

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

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

Vocational qualifications	
Ofqual Regulated Level 3 or 4 Health and Safety qualification	NEBOSH Certificate in Occupational Safety and Health (or equivalent)
NEBOSH Diploma in Occupational Safety and Health (or equivalent)	HNC/D in a relevant subject, e.g. Occupational Health or Environmental Health
Degree or Dip HE in a relevant subject, e.g. Occupational Health or Environmental Health	IOSH Managing Safety (face-to-face assessments only)
Verifiable experience as a firefighter	

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

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

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

Assessors

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

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

Internal Quality Assurers

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

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

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



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

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

Venue and equipment

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

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

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

Area:	Requirements:
Training venue	The training venue must meet acceptable health and safety standards and be conducive to learning, with sufficient: size, floor surfaces, seating, writing surfaces, toilet facilities, ventilation, lighting, heating, access, exits, cleanliness, absence of distracting noise. The theory assessment space should allow Learners to sit at least 1 metre apart to prevent collusion.
Audio visual (AV) equipment and training aids	Sufficient AV equipment and training aids to facilitate learning using varying teaching methods.
Learning materials	Provide Learners with clear and accurate reference books/handouts covering the topics included in the qualification.
Recommended equipment	Ladders, a harness or hop up in either new or used condition in order to highlight potential risks.

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

Course/Centre administration

Registering Learners

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

Certification

After a Learner has completed an assessment, unit or qualification, whether they have passed or not, Centres must enter the details and assessment results on the QA Customer Portal at:

www.qualsafeawards.org

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

The Learner receives a certificate on achieving this qualification.

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

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



Delivery and support

Learner to Trainer ratio

To maintain the quality of training and assessment, make sure the class ratio is no more than 16 Learners to 1 Trainer for face-to-face courses. The assessment space should allow Learners to sit at least 1 metre apart to prevent collusion during the theory/multiple choice question paper assessment. Never allow more Learners on the course than you can cater for during the assessment.

While this ratio of 16 Learners to 1 Trainer for face-to-face courses is strongly recommended for the Qualsafe Level 2 Award in Working at Height (RQF) qualification, Centres may apply to QA to extend this ratio to 24 Learners to 1 Trainer if there are no practical assessments/skills tests. You must demonstrate that:

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

All requests **must be approved** by Qualsafe Awards **before** any increase in Trainer/Learner ratio

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

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

Delivery plan

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

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

- Include a course timetable and detailed lesson plans, clearly showing the required subjects and criteria/ learning outcomes are covered and the minimum 3 guided learning hours are met
- Be carefully designed to meet the objective of this qualification and the needs of Learners, making sure Learners are adequately prepared for the assessments
- Be emailed to: info@qualsafeawards.org

Qualsafe at Home

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

Learning materials

Learning materials are not required for this qualification.



Ongoing support

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

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

Assessment

Methods

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

- Theory assessment/multiple choice question paper – there is 1 paper for each Learner and Learners should answer all the questions under ‘examination’ conditions, see *QA Multiple Choice Question Paper Guidelines*:
 - The maximum time allowed is 25 minutes
 - The minimum mark is 10 out of 15 to be considered for an overall ‘Pass’

Note: Centres should download all assessment papers from the QA Customer Portal in advance of the course. Alternatively, Learners may complete an externally set, externally marked invigilated e-Assessment. The time allowed, number of questions and minimum mark requirements are the same as the face-to-face assessment. There are 2 possible grades available of Pass or Fail. All mandatory areas of assessment must individually meet or exceed the required pass criteria/mark for the Learner to achieve this qualification.

Access to assessment

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

- Reasonable adjustment or
- Special consideration

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

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

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

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

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



Assessment language

Assessment in British Sign Language (BSL) may be permitted for this qualification for the purpose of a Reasonable Adjustment. See *QA Access to Assessment Policy*.

Assessment in languages other than English may be permitted. However, the certificate issued could only be used to support a role in the workplace as long as proficiency in English is not required for the role supported by this qualification. See *QA Language Policy*.

Prior approval from QA is required before any assessment is delivered through BSL or a language other than English. Any request received will be considered in terms of viability and there may be charges depending on the work required to meet the request, e.g. translating assessment papers.

If a Learner passes the assessment process in another language or through BSL, their certificate will show extra information, including the language of assessment and if required, confirmation of the context in which the certificate can be used.

Quality assurance

Centre internal quality assurance

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

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

Qualsafe Awards external quality assurance

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

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

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

Further information

Contact us

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

Email: info@qualsafeawards.org

Tel: 0330 660 0899

Useful addresses and websites

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

Appendix – Qualification unit

The Qualsafe Level 2 Award in Working at Height (RQF) has 1 unit that Learners are required to complete in order to achieve the qualification.

Title:	Principles of working at height	
GLH:	3	
Level:	2	
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>	Indicative content
1. Understand legislation, regulation, roles and responsibilities when working at height	1.1 State legislation/regulations relevant to working at height	<ul style="list-style-type: none"> • Definition of working at height • Reasons accidents occur when working at height • Statistics of falls when working at height • Introduction to Working at Height Regulations (2005) • Other regulations that come into force when working at height, e.g. Health and Safety at Work etc. Act (1974)
	1.2 Identify key features of regulations related to working at height	<ul style="list-style-type: none"> • Working at Height Regulations (2005) key messages, e.g. requirements are not just for work at height over 2 metres but apply to all work performed at height
	1.3 Identify the consequences of non-compliance	<ul style="list-style-type: none"> • Who is liable if health and safety laws are broken • Consequences of non-compliance, e.g. fines and imprisonment • Fee for intervention
	1.4 Identify the responsibilities of employers and employees with respect to working at height	<ul style="list-style-type: none"> • Employer's responsibilities, e.g. organising and planning working at height, providing the correct personal protective equipment (PPE) • Employee's responsibilities, e.g. act in a way that does not put themselves or others at risk, follow training received • Definition of competent person
2. Understand safe working practices when working at height	2.1 State safety considerations when working at height	<ul style="list-style-type: none"> • Maintaining a safe working environment, e.g. check equipment before use, keep entry and exit routes clear
	2.2 Identify features of the hierarchy of control measures for working at height	<ul style="list-style-type: none"> • Definition of hazard • Definition of risk • Hierarchy of control • Importance of training and instruction and when it should occur



	2.3 Identify how to reduce risks from the following: <ul style="list-style-type: none"> • Weather conditions • Working environment • Others working at height • Falling objects • Fragile surfaces 	<ul style="list-style-type: none"> • Risks considerations and ways to reduce risk: <ul style="list-style-type: none"> ◦ Weather conditions, e.g. provide cover for work areas, high winds can tilt platform ◦ Working environment, e.g. ground being worked on should be firm ◦ Others working at height, e.g. tethering tools will reduce the risk of items falling onto someone ◦ Falling objects, e.g. use debris chutes, provide toe boards ◦ Fragile surfaces, e.g. consider using a mobile elevating work platform (MEWP) ◦ Different types of roofs, e.g. use edge protectors on sloping roofs
	2.4 Identify the importance of a risk assessment	<ul style="list-style-type: none"> • Types of risk assessment • Risk assessments for working at height • Importance of risk assessment • Who is responsible for completing the risk assessment and putting control measures in place
	2.5 State rescue plan requirements should an accident occur when working at height	<ul style="list-style-type: none"> • Need for rescue plans • Types of rescue, e.g. self-evacuation by descent • Introduction to fall arrest systems and fall restraint systems • Rescue plans and their requirements • Suspension trauma requirements within a rescue plan
3. Understand the types of equipment and testing requirements associated with working at height	3.1 Select the appropriate equipment when working at height	<ul style="list-style-type: none"> • Types of equipment when working at height • Considerations when selecting equipment to work at height, e.g. duration and frequency of use, where it will be used, weight limits
	3.2 Identify safety precautions when using equipment	<ul style="list-style-type: none"> • Importance of inspecting equipment and when this should be done, e.g. inspect equipment for defects before each use • Ladder safety precautions, e.g. do not overreach • Scaffolding safety precautions, e.g. brick guards
	3.3 Identify standards and testing requirements for working at height equipment	<ul style="list-style-type: none"> • Equipment inspection requirements • Equipment and British Standards • Requirement for inspecting working platforms, e.g. after installation, following strong winds
	3.4 State the reporting procedures when equipment is faulty	<ul style="list-style-type: none"> • Requirement to report any faulty equipment immediately • Provision and Use of Work Equipment Regulations (1998) requirements, e.g. equipment must be suitable for use • Procedures for faulty equipment, e.g. tag it and log the details

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



www.qualsafeawards.org

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