GQA Level 2 Award in Working at Height - Principles and Practice

Qualification Reference Number 610/3695/X

Personal Competence Summary

Name	Company/Centre
Job Title	GQA Registration Number

Mandatory Units					
Unit Number	**Unit Title**	**Level**	**Credit Value**	**Assessor Signature**	**Date**
L/651/0028	Working at Height - Principles and Practice	2	2		

RELIABLE EVIDENCE: The forms of evidence available include (mark as appropriate)

Observation in the workplace	☐	Assessment of knowledge	☐
Records of prior experience	☐	Witness statement(s)	☐
Testimonial(s)	☐	Photographic evidence	☐
Work records	☐	External testing	☐

Passport Style Candidate Photo (Mandatory)

COMPETENCE COMPLETION SIGNATURES

By signing here, the Candidate and Assessor confirm that evidence presented is authentic and that the assessments took place in accordance with the relevant assessment strategy. Details of the assessments and evidence must be recorded in the assessment decision record/summaries at the end of each unit.

	Name	Signature	Date
Candidate			
Lead Assessor			
Internal Verifier			
EQA			

Introduction to the Qualification

Who is this Qualification for?

The qualification has been developed for achievement in a real workplace environment for those working at height.

Achievement of this qualification enables the learner, to demonstrate and recognise skills, knowledge and understanding to be able demonstrate competence in understanding working at height.

This qualification is at Level 2 and should be taken by those who are working at height or are considering an occupational role that could include working at height, or who simply wish to improve their knowledge around working at height.

What is required from candidates?

Candidates should achieve the mandatory unit below.

Candidates should prove that they can achieve all the statements listed from each element. Guidance on the evidence that will be acceptable is contained in the introduction to each unit.

Unit Number	Unit Title	Level	Credit Value
Mandatory Units			
L/651/0028	Working at Height - Principles and Practice	2	3

Assessment Guidance

Evidence should show that the candidate has sufficient knowledge of each criteria.

Types of evidence:

Evidence of knowledge is required. Evidence of knowledge can be demonstrated through performance or by responding to questions.

Potential sources of evidence:

The main source of evidence for each unit will be a workbook or other method of recording knowledge evidence. This can be supplemented by the following types of physical or documentary evidence:

- Damage and defect reports
- Equipment used
- Inspection reports
- Notes and memos
- Audio/photographic/video
- Safety records
- Organisational reporting systems

Please Note that photocopied or downloaded documents such as manufacturers or industry guidance, H&S policies, Risk Assessments etc., are not normally acceptable evidence for GQA qualifications unless accompanied by a record of a professional discussion or assessor statement confirming candidate knowledge of the subject. If you are in any doubt about the validity of evidence, please contact your GQA EQA.

GQA Qualification Implementation Requirements covering Centre Approval, Candidate Assessment and ongoing Quality Assurance

This document indicates the requirements of approved centres delivering GQA qualifications and/or units of credit. This document complements the appropriate SSC Assessment Strategy linked to this qualification.

1. Equality of Opportunity

Equality of access to fair and valid assessment is necessary for all candidates undergoing assessment. This may mean making reasonable adjustments to normal assessment methods for candidates with particular or special assessment requirements. Candidates work patterns should not become a barrier to assessment, the organisation of which may have to be flexible. In the same way, reasonable adjustment arrangements may be necessary for candidates with a disability. For example, a candidate who is unable, through disability, to produce oral or written evidence, may be allowed to use the method they normally use as a substitute for the required form of communication. Reasonable adjustments need to be approved by GQA.

2. Recognised/Approved Assessment Centres

2.1 Individual centres must be approved by GQA to offer specific qualifications and / or units of credit. A centre may be a single organisation or a partnership of two or more organisations. It may operate at a single location or have satellites. For further details see the GQA booklet "Guide to Centre Approval." The Centre Approval process is carried out by a GQA approved EQA. Each Centre must maintain a centre file. It is important to be clear what the steps in the assessment process are:

- plan evidence collection and opportunities for assessment
- collect evidence
- judge evidence
- determine whether sufficient evidence has been presented
- make an assessment decision and give feedback to the candidate

NB Any deviation from the norm must be approved by a GQA EQA

2.2 Assessors and Verifiers

All Assessors of candidate performance must be competent, to make qualitative judgements, both in the skills they are assessing and in the assessment of candidates and hold the appropriate Assessor national award. Assessor occupational knowledge related to the qualifications being assessed is essential and must be illustrated to GQA prior to approval.

Internal Verifiers are responsible for the quality assurance of the assessment process within a centre. They should have a relevant occupational background, be competent in internal verification and hold the Internal Verifier national award. It is recommended that Internal Verifiers work towards national recognition of assessor competence.

EQAs are responsible for ensuring accurate and consistent standards of assessment across centres, qualifications, units of credit and over time. They should have a relevant occupational background, be competent in External Quality Assurance and hold the EQA national award
GQA will approve and licence all individuals involved in the assessment and verification of its approved qualifications and / or units of credit. Individuals who are working towards the Assessor or Internal Verifier national awards can only be provisionally licensed. The judgement of provisional licence holders will need to be agreed/authorised by a fully qualified and GQA licensed individual who cannot carry out a dual role in relation to a specific candidate.

All GQA Assessors and Verifiers must undertake a minimum of two significant CPD activities in both occupational areas and assessment and verification. Reflective CPD records must be maintained and made available to GQA EQAs for review.

2.3 Centre Approval, Monitoring Reviews and Quality Assurance

The centre recognition/approval process is the start of a significant part of the awarding body's quality assurance system. The Approval process will begin with an EQA review of centre procedures to ascertain the potential centre's ability to deliver GQA qualifications and / or units of credit. Centres will be expected to meet the relevant regulatory authority criteria for delivery of qualifications prior to initial approval; continued compliance with the criteria will be monitored through regular EQA visits. It is recommended that centre reviews are conducted at minimum every six months by a GQA EQA.
New or multi-site centres may be required to undertake quarterly or more frequent EV reviews to ensure that different locations can be seen to satisfy the national requirements.

GQA will ensure that unacceptable barriers relating to the assessment and internal verification of candidates in small companies do not deny recognition of competence to competent young workers. In such circumstances, GQA will demonstrate that its quality assurance procedures remain sufficient and rigorous to ensure that the competence outcomes have standing and credibility in the occupational area.

Enhanced quality procedures to ensure consistency of assessment and verification will be necessary and will include:

- a high level of sampling of assessment decisions N.B. In some instances, the EQA may visit each assessment location and qualification / unit of credit candidate (e.g., single candidates dispersed throughout different small companies on government funded programmes)
- an in-depth scrutiny of assessment plans, materials and records
- specific centre guidance aimed at the successful implementation of qualifications and / or units of credit in SMEs via approved centre partnerships. This can include guidance on the quantity and quality of valid, authentic, and transferable evidence expected to be attributed to individual candidates
- ensuring centres are following the requirements prescribed in any appropriate assessment strategies and applicable codes of practice
- the identification and publication of good practice in centres

As part of the Quality Assurance process Proskills require an Enhanced External Quality Assurance process. This will be in the form of one significant underpinning knowledge question answered by the candidate for each unit of the qualification. The questions will be decided by GQA, and guideline answers must be submitted for approval and once approved kept in the Centre File to allow independent assessment

3. Qualification/Unit of Credit Candidates

All candidates must register with a GQA recognised/approved centre. The centre must maintain appropriate candidate personal details for external audit purposes etc.

The centre will provide candidates with advice and guidance on how to prepare for assessment and allocate an Assessor who will assess candidate ability to meet the requirements of the relevant qualifications / unit of credit.

It is the candidate's responsibility to demonstrate competence and to do this they must:

- prove they can consistently meet all the qualification and / or unit of credit criteria
- provide evidence from work, that they can perform competently in all the contexts specified in the qualification / unit of credit requirements
- prove that they have the knowledge and understanding required to perform competently, even where they have not provided evidence from the workplace

It is therefore critical that quality evidence is provided in a format to allow the Assessor to decide and for the Internal Verifier to audit/verify his/her decision.

4. Evidence

A qualification and / or credit is awarded when a person has achieved the necessary outcomes of the qualification and / or unit of credit.

The specific combination of units necessary to achieve a qualification is detailed in the qualification structure. Certificates of Unit Credit can be awarded when candidates achieve anyone, or more, units from the qualification. The evidence the candidate brings forward is primarily evidence of performance of what he/she can do, not just what he/she knows. The assessment criteria / qualification requirements are described within the qualification and / or unit of credit itself and can incorporate practical skills and knowledge.

The assessor's role is to judge each relevant item of evidence. Each must be judged against the qualification and / or unit of credit requirements. It is not sensible to collect evidence against individual criteria. Nor is it effective. If items of evidence were collected for each of the criteria, the candidate may have to produce many items of evidence, well above the number required. GQA recommend holistic assessment.

When judging each item of evidence, the assessor is deciding whether the evidence:

- is authentic – i.e., produced by the candidate
- meets the criteria
- relates as appropriate to a context defined within the qualification and / or unit of credit
- confirms that the candidate has the required underpinning knowledge

When the assessor decides about the candidate's competence, he or she examines all the evidence available to determine:

- if the evidence covers all the evidence of achievement
- whether the evidence indicates consistency in competent performance
- whether there is enough evidence on which to base an inference of competence

The answer can only be:

- yes (the candidate is competent)
- no (the candidate is not yet competent)
- there is insufficient evidence to decide

Consistency means that the individual is likely to achieve the standard in their work role, in the different activities defined

5. Performance Evidence

Performance evidence can be what the individual produces, or the way the individual achieves the standard.

One is called product evidence and the other process evidence.

Product evidence is tangible – you can look at it and feel it. Products can be inspected, and the candidate can be asked questions about them.

To make a fair and objective assessment, the assessor must be able to answer the question: Is there sufficient evidence that the candidate can consistently meet the requirements of the qualification and / or unit of credit? Process evidence describes the way the candidate has achieved an outcome – how they went about it. This may be, for example, the way the quality of products is checked, or the way customer complaints are handled. This usually means observing the candidate in action.

Performance evidence may cover several outcomes. It makes sense to plan evidence collection so that what the candidate does, in the normal course of their job, can be related to different outcomes and units. The activities that clearly link to the qualification and / or unit of credit requirements are the things to concentrate on when planning evidence collection and assessment and when monitoring the candidate's progress. Look for opportunities in the candidate's job when evidence can be collected against several units at the same time.

Performance evidence can be:

- Naturally occurring – evidence produced in the normal course of work. Evidence of this sort is usually of high quality and reliable. It is also cost effective to collect naturally occurring evidence
- Taken from previous achievements – the candidate may be able to bring forward evidence from previous work experience to show that they are still competent to the standard
- Evidence of prior achievement can be used when it can be shown to support a judgment that the candidate can still achieve the standard. So, the assessor must be satisfied that the evidence of prior achievement is sufficiently reliable to justify saying that the candidate is currently competent
- Simulated – from circumstances specially designed to enable the candidate's performance to be assessed. Simulation is not acceptable

The exceptions this are:

- Dealing with emergencies
- Dealing with accidents
- Certain pre-approved real time simulators
- Limited other procedures that cannot be practically performed in the workplace, and for which sufficient evidence can be collected through other means

NB: It is not always possible or feasible to collect naturally occurring evidence. It is likely that some simulation may be needed, when it may take too long to wait for the evidence to arise e.g., it may be an aspect of performance which occurs infrequently. An example of this may be evidence of how to deal with emergencies i.e., it makes sense to look for evidence from sources other than naturally occurring ones, rather than for, say, waiting for the building to burn down. Centres must obtain GQA EV approval prior to the use of simulation.

Knowledge evidence

Being able to achieve a standard requires the ability to put knowledge to work. The qualification and / or unit of credit indicates the knowledge each person should use if they are to perform competently.
It should not be necessary to test all of the candidate's knowledge separately; however, any exception to this would be detailed in the relevant Assessment Strategy. Performance evidence could show that the candidate knows what he or she is doing. When this is not the case, or if the assessor is not convinced from the performance evidence, it may be necessary to check the individual's knowledge separately.
Oral or written assessments must clearly provide a suitable means of checking the breadth and depth of an individual's knowledge. Assessors will need to judge the best mix of knowledge evidence according to individual circumstances. Knowledge evidence is useful when deciding the quality of performance evidence but must not be used in isolation to judge competence or as an alternative to performance evidence. Care must be taken that candidate evidence is auditable and verifiable.

NB: These Qualification implementation guidelines are generic across the full range of GQA qualifications. Further guidance on acceptable evidence on each qualification will be found in the Introduction to the Qualification section of the candidate booklet.

Candidate Declaration

Candidate Name.....

Centre/Company Name.....

Assessor(s) Name(s).....

I acknowledge receipt of this copy of GQA qualification booklet. The unit structure provides information on which units must be achieved to be awarded the qualification. The individual units detail the necessary requirements etc. that I must achieve.

I understand that I will have an important role in preparing for and planning assessments and with guidance from the Assessor.

I will collect and record relevant evidence.

I have been informed of the appeals system, should I want to appeal against any part of the assessment process.

I understand the assessments will be carried out regarding the company's/centre's Equal Opportunities Policy.

Candidate signature.....

Date.....

Working at height principles and practice							
GQA Ref	WAHP1	**Regulatory Ref**	L/651/0028	**Level**	2	**Credit Value**	2

Aims

The aim of this unit is to provide candidates with the knowledge of how to work at height safely when carrying out any work-related activity.

It will cover the regulations relating to working at height and the safe use of a range of access equipment.

Candidates will also need to show an awareness of relevant PPE to use, how to check it and use it safely and correctly.

Assessment Guidance

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge.

All criteria must be assessed, and evidence must be auditable.

Assessment of this unit must be carried out in accordance with GQA's Qualification Implementation Guidance.

Learning outcome; The learner will:	Assessment criteria: The learner can:	Evidence Ref No.		
		1	2	3
1. Know the regulations which relate to working at height and use of access equipment in the workplace	1.1 Explain the main reason specific regulation is required for carrying out work at height			
	1.2 State the name of the main regulation relating to carrying out work at height			
	1.3 Outline the main areas covered by the regulation listed in 1.2			
	1.4 Explain the responsibilities of the employer and employees under the regulation stated in 1.2			
	1.5 Explain who can carry out work at height			
	1.6 State three regulations which cover the use of access equipment when working at height			
	1.7 Explain the responsibilities of the employer and employee under the regulations listed in 1.6			
2. Know what is included in the Working at Height Regulations	2.1 Provide an accurate definition of Working at Height			
	2.2 Name four activities that can be classed as working at height			
	2.3 Name four types of access equipment and what they are used for			
	2.4 Define a working platform as described in the Working at Height regulation			
3. Know what hazards and risks may be present when working at height and how to use risk assessments and method statements	3.1 List four hazards and their associated risks, that maybe present, when working at height			
	3.2 Describe the main purpose of a risk assessment			

	3.3 List two types of risk assessment and how they are used			
	3.4 Explain the purpose of a method statement and how it contributes to safe working			
	3.5 Explain the difference between collective and personal protection as a safety control measure			
4. Know how to select the correct equipment to use to carry out work at height	4.1 Explain how to decide on the appropriate access equipment to use to carry out work at height			
	4.2 Outline any restrictions that might be applied when using access equipment to work at height			
5. Know how to use stepladders safely and correctly when working at height	5.1 State what type and class of stepladders can be used in a working environment			
	5.2 Describe the type of work that can be carried out using stepladders			
	5.3 State the safety checks that need to be carried out on stepladders before they are used			
	5.4 Describe two hazards and their associated risks that are linked to the use of stepladders and how to reduce them			
	5.5 Explain how to use stepladders safely when working at height			
6. Know how to use ladders safely and correctly when working at height	6.1 State what type and class of ladders can be used in a working environment			
	6.2 Explain according to the regulations relating to working at height, what type of work can be carried out using ladders			
	6.3 State the safety checks that must be carried out prior to using ladders			
	6.4 Describe four defects that maybe found on a ladder and what to do if found			
	6.5 Describe two ways a ladder can be safely attached to a building when they are being used			
	6.6 Explain two ways a ladder can be stabilised when working on uneven ground			
	6.7 List the Personal Protective Equipment (PPE) used when working on a ladder and state why it is required			
	6.8 Describe two hazards when using ladders, their associated risks and state how to reduce them			
7. Know how to use mobile towers safely when working at height	7.1 Explain what is meant by a mobile tower when working at height			
	7.2 Explain who can erect and dismantle a mobile tower			
	7.3 Outline when a mobile tower can be used when carrying out work at height			
	7.4 Explain the checks required before using a mobile tower and the action to take if any damage is found			
	7.5 Explain how to use a mobile tower safely			

	7.6 Describe how to move a mobile tower safely around the work area			
	7.7 State the Personal Protective Equipment (PPE) required to carry out work on a mobile tower			
	7.8 Describe two hazards when using mobile towers, their associated risks and state how to reduce them			
8. Know how to work from scaffold safely when working at height	8.1 State two types of scaffolds that can be used when working at height			
	8.2 Explain who can erect, dismantle or alter scaffold in a working environment			
	8.3 Outline the checks to be carried out on scaffolding before its use			
	8.4 Explain the action you would take if the scaffolding was found to be defective			
	8.5 Explain how ladders should be safely fixed to scaffold			
	8.6 Outline the Personal Protective Equipment (PPE) that should be used when working on scaffold			
	8.7 Describe two hazards when using scaffold, their associated risks and state how to reduce them			
9. Know how to work on flat and fragile roofs safely when working at height	9.1 Explain the difference between a flat roof and a fragile roof			
	9.2 Describe two hazards and their associated risks when working on flat and fragile roofs and how to reduce them			
	9.3 Explain how to work safely on a flat roof			
	9.4 Explain how to work safely on a fragile roof			
	9.5 Describe what a 2m demarcation zone is when working on roofs			
	9.6 Outline what personal and collective protection equipment is required when working on flat or fragile roofs			
10. Know how to wear a harness correctly and safely when working at height	10.1 Explain when a harness should be worn when working at height			
	10.2 Explain the checks to be carried out on a safety harness prior to being worn and what to do if any defects are found			
	10.3 Explain how to wear a harness safely when working			
	10.4 Explain the difference between fall arrest and fall restraint when wearing a harness			
	10.5 Explain the importance of choosing the correct fixing point when wearing a harness			
11. Know what an exclusion zone is and when they are required	11.1 State what is meant by an exclusion zone when working at height and explain why they are needed			
	11.2 State two instances when an exclusion zone would be required when working at height			

	11.3 Explain the resources required to set up an exclusion zone and how they are used when carrying out working at height			
12. Know how to store access equipment and how to deal with any damage	12.1 Explain how at least two different types of access equipment should be stored			
	12.2 Explain the potential consequences of not storing access equipment correctly and safely			
	12.3 Explain how often access equipment should be checked and how any damage found is dealt with			
	12.4 State who is notified if any damage is found to access equipment			

Assessor Comments/Feedback

Notes

Notes

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