HEALTH AND SAFETY



GQA Level 3 Certificate in Occupational Health and Safety

Qualification Number

610/7763/X

Qualification specification

Summary of changes

This section records the version history of this qualification specification. Centres must ensure that they are using the most current approved version available via the GQA website and GQAonline

Version	V1
Publication date	01/09/2026
Summary of amendments	First publication of the qualification specification

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Qualification Summary

Qualification Title	GQA Level 3 Certificate in Occupational Health and Safety
Qualification Review Date	31/08/2029
Qualification Number	610/7763/X
Total Qualification Time (TQT)	240
Guided Learning Hours	150
Credit value	24
Qualification purpose	The purpose of this qualification is to provide learners with the occupational health and safety knowledge, practical skills and workplace judgement required to support safe working and occupational health and safety practice . The qualification provides a foundation for learners with existing or developing occupational health and safety responsibilities and supports progression to further occupational health and safety study, professional development and roles involving greater health and safety responsibility.
Grading	Pass/Fail
Assessment	Portfolio of evidence, internally assessed and internally quality assured by the centre, and externally quality assured by GQA.
Entry Requirements	Learners must be aged 18 or above and must be in a role, or have access to an organisational context, that enables them to generate valid evidence across the qualification.
Progression	• GQA Level 6 Diploma in Occupational Health and Safety Practice. • may support an application for IOSH Technical membership (TechIOSH), subject to IOSH's current membership criteria. • Learners may also progress into broader supervisory, coordination and health and safety roles within their sector.

1: Introduction

GQA Qualifications

GQA Qualifications Limited is an Awarding Body for specialist sectors and occupational roles. Our current qualifications cover a wide range of sectors, including the Glass and Fenestration Industries, Construction, Print, Automotive Glazing, Polymers, Nuclear, Chimney Occupations, Meteorology and Print.

GQA works with employers, industry experts and training providers to ensure qualifications are relevant, robust and aligned to current industry practice

Centre Approval

To offer a GQA qualification, a centre must be recognised and approved by GQA. Approval requires centres to show they have appropriate systems, resources and competent staff in place to deliver, assess and quality assure the qualification.

Centres must provide evidence of:

- suitably qualified and occupationally competent staff
- effective internal quality assurance arrangements
- appropriate physical and learning resources

- policies and procedures that support learner protection and regulatory compliance

Approval decisions are based on the sufficiency of these arrangements for the qualification being delivered. Centres must also gain approval for each qualification they intend to offer, and no learner assessment may take place until both centre and qualification approval have been confirmed by GQA.

Qualification Specification

Each GQA qualification is supported by a qualification specification containing the information centres need to deliver, assess and quality assure the qualification.
The qualification specification is a controlled document and must be used by centres to plan delivery and assessment. Relevant GQA policies and procedures, including those for centre approval, appeals, reasonable adjustments and recognition of prior learning, are available via the GQA website and GQAonline.

Qualification specifications can also be found on our website: https://g-q.a.com. and for existing approved centres can be downloaded from GQAonline.

Centres must ensure they are using the most recent version of the qualification specification for planning and delivery purposes.

Reproduction of this document

Centres may reproduce this qualification specification for internal use only. The content must not be altered, adapted or presented in a way that changes its meaning or regulatory i

2. Qualification Summary

Qualification structure

This qualification comprises 5 mandatory units/

Unit number	Unit name	Credit value	GLH
L/652/2864	Applying Occupational Health and Safety Law and Supporting Workplace Compliance	4	25
R/652/2866	Assessing and Controlling Occupational Health and Safety Risks	7	40
Y/652/2868	Occupational Health and Safety Incident Reporting, Investigation and Improvement	5	30
A/652/2869	Managing occupational health and safety performance and activity	5	30
H/652/2870	Communicating, influencing and developing in occupational health and safety	3	25

Total Qualification Time

Total Qualification Time (TQT) is the estimated time a learner typically needs to achieve the qualification, including guided learning, independent study, workplace activity and assessment.
The TQT for this qualification is: 240

Guided Learning Hours

Guided Learning Hours (GLH) represent the time spent being taught, instructed or supervised by a tutor, trainer or assessor
The GLH for this qualification is: 150

Entry guidance

Learners must be aged 18 or over.There are no formal prior qualification requirements for entry.
Learners must have access to a working environment, in any sector, in which genuine occupational health and safety

activity takes place, and which allows them to generate valid evidence across all five units. In practice this means access to:

- the organisation's occupational health and safety documentation and arrangements;
- workplace risk assessment activity within the learner's area of responsibility;
- incident reporting arrangements and, where they arise, incident investigation activity;
- occupational health and safety performance or monitoring information; and
- workplace audiences and stakeholders with whom the learner can communicate about occupational health and safety.

Initial assessment must confirm role suitability, support needs, and the learner's access and opportunity to meet the full requirements of the qualification.

Achieving this qualification

To be awarded this qualification, learners must achieve all five mandatory units. The qualification is not graded and is awarded on a Pass/Fail basis.

Resource requirements

There are no prescribed mandatory physical resources for this qualification.

Centres must, however, ensure each learner has access to:

- a working environment with genuine occupational health and safety activity;
- organisational health and safety documentation — for example policies, procedures, risk assessments, incident records and monitoring information — sufficient to generate valid evidence across all units;
- staff support, including an assessor with relevant occupational competence in occupational health and safety; and
- secure arrangements for storing, and where necessary redacting or anonymising, workplace evidence.

How the qualification is assessed

This qualification is internally assessed through a portfolio of evidence generated from the learner's workplace practice and externally quality assured by GQA. Assessment is based on achievement of the published learning outcomes and assessment criteria

Assessment strategy

Assessment must be planned, conducted and quality assured so that evidence is valid, authentic, sufficient, current and reliable.

This qualification is designed to be delivered and assessed in any industry sector. The learning outcomes and assessment criteria are written to be met through the occupational health and safety activity that genuinely occurs in the learner's own workplace and role, and assessors must judge evidence within that context: the same criterion may legitimately be evidenced by very different artefacts in different sectors and organisations. Evidence is assessed at the level and intent of each unit — competent practice within the learner's own role and area of responsibility — and learners are not expected to make decisions, amend controlled documentation or take actions outside their role, authority or competence.

Validity and level.

Level 3 demand in this qualification means applied judgement within the learner's own role and area of responsibility, for example analysing findings, justifying recommendations, prioritising actions and adapting communication — not organisational leadership, system design or formal legal interpretation. Evidence that describes organisational arrangements without the learner's own judgement or contribution will not meet criteria written at this level, and evidence demanding responsibilities beyond the learner's role must not be required.

Malpractice plagiarism and the use of AI tools

Centres must have procedures to prevent, detect and manage malpractice, including plagiarism and the submission of work that is not the learner's own, in line with GQA's published malpractice requirements.

Sufficiency, currency and cross-referencing

Evidence must be sufficient, current and clearly cross-referenced, so each assessment criterion can be identified and assessed with confidence.

Simulation

Simulation must not be used unless it is expressly permitted within unit requirements or approved by GQA in accordance with its published policy.

External quality assurance

GQA will apply external quality assurance to confirm that centres are assessing and quality assuring the qualification in accordance with its requirements. Operational requirements relating to external quality assurance are set out later in this specification.

Internal assessment

Each learner must produce a portfolio of evidence showing achievement of all learning outcomes and assessment criteria for each unit. Centres must ensure evidence is clearly mapped, assessed and internally quality assured.

Pre-course information

Centres must provide learners with pre-course information covering the qualification, assessment requirements, fees, entry expectations and any required resources.

This must make clear the need to generate evidence from workplace practice, any expected organisational access, and the routes for reasonable adjustments, complaints and appeals.

Initial assessment

All learners must complete an initial assessment before starting the qualification.

Initial assessment must be used to identify prior knowledge, support needs, pathway suitability and access to an appropriate organisational context.

Tutor, assessor and internal quality assurer requirements

All staff involved in delivery, assessment, and IQA must be occupationally competent and experienced enough to support and judge evidence at the required level.

Assessors and internal quality assurers must be occupationally competent in the subject area and familiar with the evidence and judgement demands of this qualification.

Centres must ensure staff competence is reviewed and maintained through continuing professional development (CPD).

Tutors or Trainers

Tutors or trainers who deliver a GQA qualification must possess a teaching qualification appropriate for the level of qualification they deliver.

This can include:

- Further and Adult Education Teacher's Certificate
- Cert Ed/PGCE/Bed/Med
- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training.

Assessor

Centre staff who assess a GQA qualification must possess an assessing qualification appropriate for the level of qualification they are delivering, or they should be working towards a relevant qualification and have their assessment decisions countersigned by a qualified assessor.

Suitable assessor qualifications can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/33

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit or qualification specifications.

Assessors are also required to have relevant occupational experience, or qualifications or membership of a professional body to demonstrate they have the required level of experience and knowledge to assess against the set criteria.

Internal Quality Assurer

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for GQA Qualifications must possess or be working towards a relevant IQA qualification. Those working towards an IQA qualification must have their quality assurance decisions countersigned by a qualified internal quality assurer.

This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 qualification (internal quality assurance of the assessment process)
- D34 qualification (internally verify NVQ assessments and processes).

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above.

Centres must ensure appropriate separation between assessment and internal quality assurance activities so that individuals do not internally quality assure their own assessment decisions.

External Quality Assurance

GQA undertakes external quality assurance to ensure that centres comply with qualification requirements and maintain consistent assessment standards.

External quality assurance activities may include:

- review of assessment and internal quality assurance decisions
- sampling of learner evidence
- observation of assessment practice
- interviews with centre staff and learners

External quality assurance ensures that assessment decisions are valid, reliable and consistent across centres.

Centres must provide GQA with access to learner evidence, assessment and internal quality assurance records, staff records and any other documentation reasonably required to support external quality assurance activity. Centres must also address any actions arising from external quality assurance within the timescales set by GQA.

Complaints

Any complaint from a learner, centre, employer or other stakeholder relating to the delivery of this qualification or associated services must be handled in accordance with the relevant GQA Complaints Policy. Centres must also operate their own complaints arrangements and make these available to learners.

Appeals

Learners must have access to a clear and documented appeals process relating to assessment decisions. In the first instance, appeals against assessment decisions must be considered through the centre's own appeals procedure. Where the learner or centre remains dissatisfied, the matter may then be escalated in accordance with the GQA Appeals Policy and procedure.

Reasonable Adjustments and Special Considerations

GQA and its centres must ensure that assessment is accessible in accordance with relevant equality legislation and GQA policy. Reasonable adjustments and special consideration are controlled adjustments to standard assessment arrangements and must be applied in a way that does not compromise the validity, reliability or comparability of assessment outcomes. Centres must ensure that requests are identified, evidenced, recorded and managed in line with GQA procedures.

RPL

Recognition of Prior Learning (RPL) allows learners to demonstrate that they have already met the requirements of a unit through prior learning or experience.

Centres must ensure that any RPL claims are supported by valid, authentic, sufficient and current evidence.

RPL must not be used where it would undermine the requirement for learners to demonstrate current, applied competence within their organisational context. Centres must operate RPL arrangements in line with GQA requirements and must retain auditable evidence of all RPL decision

3: Unit content

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

Units

This section contains details of the full unit content

Unit Name	Applying Occupational Health and Safety Law and Supporting Workplace Compliance		
Unit Number	L/652/2864		
GLH	25	TQT	40
Level	3	Credit value	4
Unit Aim	The aim of this unit is to develop the learner's knowledge and practical understanding of occupational health and safety law, workplace responsibilities and compliance activity within their own area of work. Learners will consider relevant legal requirements, apply those requirements to workplace risks, quality check occupational health and safety documentation, contribute to audit, inspection or safety-tour activity, and explain the reasons behind occupational health and safety decisions.		
Learning outcomes	Assessment criteria *The learner can:*		
1. Occupational health and safety law and workplace responsibilities.	1.1 Outline occupational health and safety legislation and other legal requirements relevant to own workplace and area of work.		
	1.2 Explain the purpose of occupational health and safety legislation in protecting workers and others affected by workplace activities.		
	1.3 Outline the occupational health and safety responsibilities of employers, employees and other relevant duty holders.		
	1.4 Outline the limits of own responsibility for occupational health and safety matters.		
	1.5 Apply relevant occupational health and safety law to risks present within own area of work.		
	1.6 Assess when occupational health and safety concerns, risks or decisions require escalation.		
2. Occupational health and safety documentation review and quality checking.	2.1 Explain how occupational health and safety documentation supports legal compliance and risk control.		
	2.2 Outline roles, responsibilities and reporting routes set out in occupational health and safety documentation.		
	2.3 Outline review requirements for occupational health and safety documentation.		
	2.4 Assess whether occupational health and safety documentation is accurate, complete, suitable and up to date against relevant workplace requirements.		
	2.5 Justify any action required in response to the outcome of the occupational health and safety documentation review.		
	2.6 Assess when the outcome of an occupational health and safety documentation review requires escalation under workplace procedures.		

3. Occupational health and safety audit, inspection and safety-tour activity.	3.1 Explain the purpose of occupational health and safety audits, inspections and safety tours within a management system.
	3.2 Contribute to occupational health and safety audit, inspection or safety-tour activity within own role.
	3.3 Record the findings from occupational health and safety audit, inspection or safety-tour activity in line with workplace procedures.
	3.4 Contribute to the analysis of findings to identify issues requiring action.
	3.5 Analyse findings from occupational health and safety inspections or safety tours to identify common or recurring themes.
4. Occupational health and safety decision-making within own role.	4.1 Explain the reasons behind occupational health and safety decisions to managers, workers or other relevant people.
	4.2 Use relevant and reliable sources to support explanations of occupational health and safety decisions.
	4.3 Assess when occupational health and safety advice or decisions require confirmation by a competent person or referral through an appropriate escalation route.

Unit Name	Assessing and Controlling Occupational Health and Safety Risks		
Unit Number	R/652/2866		
GLH	40	TQT	70
Level	3	Credit value	7
Unit Aim	The aim of this unit is to develop the learner's knowledge and practical skills in identifying, assessing, prioritising and controlling occupational health and safety risks within a workplace context. Learners will establish the sector and organisational context for risk assessment, use relevant internal and external information, apply a range of hazard-identification methods and risk-assessment methodologies, and create and justify proportionate control recommendations. The unit also addresses occupational health risks, workers who may be more vulnerable to harm, workplace welfare provision and the evaluation of contractor risk assessments and method statements.		
Learning outcomes	Assessment criteria *The learner can:*		
1. Occupational health and safety risk-assessment context and information.	1.1 Outline the industry sector and own organisation's requirements relevant to occupational health and safety risk assessment.		
	1.2 Outline relevant internal and external health and safety information, standards and guidance used for hazard identification, risk assessment, and ongoing review of control.		
	1.3 Explain how relevant sources of information support hazard identification, risk assessment and review.		
	1.4 Assess whether significant changes in relevant internal or external standards, guidance or information affect hazard identification, risk assessment or review.		
	1.5 Outline all those who might be at risk of harm from possible workplace occupational safety and health hazards.		
	1.6 Explain the importance of considering vulnerable worker requirements and risk assessment factors when identifying suitable occupational safety and health control measures to implement.		
2. Occupational health and safety hazard identification, risk assessment and prioritisation.	2.1 Apply a range of hazard-identification methods and risk-assessment methodologies within own workplace or a realistic workplace context.		
	2.2 Explain why the selected risk assessment methodologies are appropriate to the workplace activities and environment.		
	2.3 Assess the likelihood, severity and potential impact of identified risks using the selected methodology.		
	2.4 Explain why risk prioritisation is necessary in the workplace.		
	2.5 Demonstrate prioritisation of occupational health and safety risks for action.		
	2.6 Complete relevant documentation to record the outcome of the risk assessment accurately.		
3. Proportionate occupational health and safety risk control.	3.1 Explain what the hierarchy of controls are and how this helps to inform the choice of health and safety control measures selected.		
	3.2 Explain how the identified health and safety risk informs the type of proportionate control measure selected.		
	3.3 Apply the hierarchy of control process when identifying appropriate control measures for the highlighted risk.		

	3.4 Recommend proportionate risk control measures suitable for the identified risk(s).
	3.5 Justify the recommended risk-control measures.
	3.6 Explain how recommended controls should be implemented and reviewed for effectiveness within own role and area of responsibility.
4. Occupational health risks, vulnerable workers and welfare provision.	4.1 Carry out a health and safety risk assessment within own organisation.
	4.2 Explain how supplementary specialist equipment and specialist advice can support occupational health risk assessment and control.
	4.3 Assess when supplementary specialist equipment, specialist advice, or referral to a competent person is required to support occupational safety and health risk assessments.
	4.4 Apply relevant requirements and workplace controls for vulnerable workers within own area of responsibility.
	4.5 Monitor the welfare provision to assess whether it remains suitable and effective for the work activity and workers concerned.
	4.6 Carry out actions within own role to maintain suitable and effective welfare provision in response to monitoring outcomes, including escalation where required.
5. Contractor risk assessments and method statements.	5.1 Explain the purpose of contractor risk assessments and method statements in controlling occupational health and safety risks arising from contractor activities.
	5.2 Evaluate the content and quality of a contractor risk assessment and associated method statement against the proposed work activity, workplace requirements and identified risks.
	5.3 Justify any action required within own role in response to the outcome of the review, including escalation where required.

Unit Name	Occupational Health and Safety Incident Reporting, Investigation and Improvement		
Unit Number	Y/652/2868		
GLH	30	TQT	50
Level	3	Credit value	5
Unit Aim	The aim of this unit is to develop the learner's knowledge and practical skills in occupational health and safety incident reporting, investigation and organisational learning. Learners will distinguish between relevant incident terminology, consider factors and causation models that help explain why workplace incidents occur, and outline applicable workplace and legal reporting requirements. They will create a proportionate investigation plan, identify and use relevant information and evidence, distinguish supported facts from opinion or assumption, assess weaknesses in incident information, and complete and quality check an incident record. The unit also requires learners to analyse immediate, underlying and root causes, create and prioritise recommendations for corrective and preventive action, and explain how those actions should be assigned, implemented, monitored and reviewed. Learners will also consider common direct and indirect incident costs and their wider effects.		
Learning outcomes	Assessment criteria *The learner can:*		
1. Incident terminology, causation and reporting requirements.	1.1 Explain the differences between incidents, accidents, near misses, dangerous occurrences and cases of work-related ill health.		
	1.2 Identify causation models and how they are used in a health and safety context.		
	1.3 Explain how relevant contributing factors and a suitable causation model may be used to understand how workplace incidents occur.		
	1.4 Outline workplace policies, procedures and relevant legal requirements for reporting and recording incidents, near misses and cases of work-related ill health within own role.		
2. Incident-investigation planning, information and evidence.	2.1 Explain what a health and safety investigation plan is and what information it needs to contain.		
	2.2 Develop a proportionate investigation plan for an incident or near miss, taking account of the nature and actual or potential seriousness of the event.		
	2.3 Outline sources of information and evidence relevant to an incident or near-miss investigation within the organisation.		
	2.4 Select and use information and evidence that are relevant and proportionate to the nature and actual or potential seriousness of the incident or near miss.		
	2.5 Analyse incident records or investigation evidence to distinguish between fact, opinion, assumption and unsupported information.		
	2.6 Assess gaps, inconsistencies or unclear information that may affect the reliability of an incident record or investigation.		
	2.7 Complete or update incident records using available or supplied evidence and relevant recording requirements.		
	2.8 Assess whether the completed incident record is complete, accurate and supported by relevant evidence.		

3. Incident analysis and improvement actions.	3.1 Analyse incident information and evidence to identify immediate, underlying and root causes.
	3.2 Provide recommendations for corrective actions and, where relevant, wider preventive actions that address the identified causes.
	3.3 Explain how recommended actions should be assigned and implemented within workplace arrangements.
	3.4 Assess the relative priority of recommended actions according to risk, urgency and potential impact.
	3.5 Monitor the completion and review the effectiveness of recommended occupational safety and health actions to optimise performance.
4. Incident costs and impact.	4.1 Identify direct and indirect costs associated with workplace incidents.
	4.2 Explain how incident costs may be estimated or calculated using workplace or supplied information.
	4.3 Review the impact of incident costs on workers, teams, organisations and others affected by work activities.

Unit Name	Managing Occupational Health and Safety Performance and Activity		
Unit Number	A/652/2869		
GLH	30	TQT	50
Level	3	Credit value	5
Unit Aim	The aim of this unit is to develop the learner's knowledge and practical skills in using occupational health and safety performance information to identify improvement needs and support planned workplace action. Learners will describe and analyse relevant monitoring and performance information, including risk-monitoring information and leading and lagging indicators. They will use knowledge and information from across the organisation to create a concise report containing recommendations and justify how those recommendations align occupational health and safety activity with relevant business or organisational priorities.		
Learning outcomes	Assessment criteria *The learner can:*		
1. Occupational health and safety performance information and improvement needs.	1.1 Describe occupational health and safety monitoring information relevant to own area of responsibility.		
	1.2 Explain different types of occupational safety and health performance indicators, including risk-monitoring, leading and lagging indicators, and how they are used together to measure and monitor performance.		
	1.3 Analyse occupational health and safety performance information to identify trends, recurring issues or areas requiring attention.		
	1.4 Analyse risk-assessment findings, inspection findings, audit findings and other occupational health and safety monitoring information to identify training needs and, where relevant, other support or improvement needs.		
	1.5 Produce a concise report, including recommendations, using relevant occupational health and safety knowledge and information from more than one organisational function, team or work area to support decision-making.		
	1.6 Justify how the recommendations align occupational health and safety activity with the organisation's business strategy or, where no formal strategy exists, its documented organisational priorities, including related team objectives.		
2. Occupational health and safety activity planning and delivery.	2.1 Assess the relative priority of own and team occupational health and safety actions against overall management needs and priorities, workplace risk and relevant requirements.		
	2.2 Assess relevant input from workers, colleagues or other people to inform a tactical occupational health and safety decision affecting a work group.		
	2.3 Develop a plan to implement changes required to a work activity to improve safety.		
	2.4 Contribute to planning, organising, delivering and monitoring the occupational health and safety activity or assigned improvement action to optimise team performance.		
	2.5 Contribute to the delivery of relevant individual, team and functional or work-area occupational health and safety performance indicators.		

3. Change, ethical practice and sustainable occupational health and safety improvement.	3.1 Provide input on the specific nature and occupational health and safety impact of a proposed or actual change to a work activity, working practice or workplace arrangement.
	3.2 Work with relevant stakeholders to develop or improve the application of ethical codes and related standards in occupational health and safety within own team or work environment.
	3.3 Work with stakeholders to develop or improve identified sustainability practice through an occupational health and safety activity or improvement.
	3.4 Encourage accurate reporting and high standards of ethical and moral conduct within own team or an occupational health and safety-related activity.
	3.5 Carry out practical research using a range of reliable internal and external sources to identify new ideas, guidance or good practice that could inform an occupational health and safety improvement.

Unit Name	Communicating, Influencing and Developing in Occupational Health and Safety		
Unit Number	H/652/2870		
GLH	25	TQT	30
Level	3	Credit value	3
Unit Aim	The aim of this unit is to develop the learner's communication, influencing, relationship-building and professional-development skills in occupational health and safety practice. Learners will assess and use communication methods appropriate to different messages, audiences and workplace contexts. They will promote occupational health and safety practice to internal stakeholders across the organisation, adapt and simplify technical information, use questioning to clarify understanding and communicate with stakeholders to address occupational health and safety issues and support their resolution. The unit also requires learners to support colleagues, develop and use working relationships across organisational boundaries, and provide checked occupational health and safety advice to managers, senior team members or other relevant decision-makers. Learners will adapt their responses to workplace needs without compromising safe working requirements and will attempt to address conflict, resistance or disagreement before escalating matters where required.		
Learning outcomes	Assessment criteria *The learner can:*		
1. Occupational health and safety communication and promotion.	1.1 Explain the characteristics, uses, strengths and limitations of different communication methods used in occupational health and safety practice.		
	1.2 Assess which communication methods are appropriate to different occupational health and safety messages, audiences and workplace contexts.		
	1.3 Use appropriate communication methods to provide occupational health and safety information to different workplace audiences.		
	1.4 Promote the purpose, benefits or required actions of occupational health and safety practice to internal stakeholders across the organisation.		
	1.5 Adapt and simplify the occupational health and safety technical language for workers, first-line managers and middle managers, or equivalent workplace audiences.		
	1.6 Use appropriate questioning to check and clarify understanding during occupational health and safety discussions or briefings.		
	1.7 Communicate with relevant stakeholders to address occupational health and safety issues and support their resolution within own role.		
2. Occupational health and safety working relationships and support.	2.1 Explain relevant occupational health and safety requirements to colleagues within own role or area of responsibility.		
	2.2 Support colleagues to help them understand or apply relevant occupational health and safety requirements.		
	2.3 Develop and use working relationships across the organisation, including with peers or other relevant people outside the occupational health and safety function, to support occupational health and safety activity.		
	2.4 Provide checked occupational health and safety advice to support managers, senior team members or other decision-makers within own competence and role boundaries.		

	2.5 Adapt own response to occupational health and safety needs or concerns while maintaining safe working requirements and supporting the best possible organisational outcome in the circumstances.
	2.6 Demonstrate an appropriate attempt to address conflict, resistance or disagreement relating to occupational health and safety within own role before escalation where required.
3. Own performance, leadership and development in occupational health and safety practice.	3.1 Assess the accuracy of occupational health and safety advice or information before sharing it with others.
	3.2 Evaluate the strengths and weaknesses of own leadership style or approach in supporting and influencing occupational health and safety practice.
	3.3 Set personal development goals to improve own occupational health and safety competence.
	3.4 Outline development actions to support achievement of own occupational health and safety competence goals.

4: Support

Support materials

The following support materials are available to assist with the delivery of this qualification and are available in GQAonline:

- learner's portfolio evidence log
- learning resources
- qualification summary sheet
- GQA e-portfolio which is available from GQA for Centres and Learners to use.

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