



# **Entry Level Award in Workplace Hazard Awareness (Entry 3)**

## **2014/2015 Specification**

**Version 1**

For assessments completed between  
1 September 2014 and 31 August 2015

Accredited by the Qualifications Regulators  
at Entry Level in the Qualifications and Credit Framework

Qualification Accreditation Number: 500/9912/7

## **Publishing Policy for Specifications**

Specifications are published on 1 May each year to allow centres adequate time to prepare for the delivery of the qualification in the following academic year starting 1 September.

For all British Safety Council specifications, the electronic version on the British Safety Council website is definitive in the case of any difference between it and a previously printed version.

The electronic version on the website is updated if any significant changes are made during the lifetime of a specification.

All significant changes to a specification are side barred, irrespective of whether they are changes to the subject content, the assessment or the administrative arrangements. The exceptions are presentational changes or correction of typographical errors. Side bars are used to indicate any changes from the previous version only; side bars in Version 3 indicate changes from Version 2, but not changes from Version 1.

**Centres are advised to check that this printed version of the specification is the latest version by visiting [www.britsafe.org/qualifications](http://www.britsafe.org/qualifications)**

## **Acknowledgements**

This specification has been developed in consultation with the Health and Safety Executive and the Institution of Occupational Safety and Health.

The British Safety Council recognises and values all those who contribute their time and expertise to the development of its specifications.

## **Version 1 published on 1 May 2014**

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## **The British Safety Council**

The British Safety Council is one of the world's leading health and safety organisations. Our vision is that no-one should be injured or made ill at work.

We are not-for-profit. We use the surplus from our revenue generating activities to fund a number of public benefit activities including the provision of free health and safety e-learning courses to our member organisations.

We are a government-regulated awarding organisation and, as such, must comply with a wide range of conditions set by the regulator so that rigour and consistency in the awarding of qualifications is maintained.

The British Safety Council is the only UK awarding organisation to offer a complete suite of health and safety qualifications from Entry Level to Level 6 in the Qualifications and Credit Framework.

### **Qualification Aim**

The Entry Level Award in Workplace Hazard Awareness has been developed for 14-19 year olds and aims to raise awareness of workplace hazards **before** they embark on work experience or their first job.

### **Qualification Rationale**

A young person is seriously injured in a UK workplace every 40 minutes.

In the last ten years, 66 under-19s have been killed at work.

Across Europe, young workers are 50% more likely to have an accident than older workers.

A 15-year-old had his arm amputated in a butcher's shop after it became trapped in a machine. He was stuck in the machine for two hours at the shop where he had a Saturday job.

A 17-year-old lost part of her finger after only one hour of starting her holiday job. It was crushed in a machine at the bakery where she worked. The automatic safety guard was faulty, she had not received proper training, and her supervisor was unaware that she was using the machine.

A 17-year-old died in his first week at work after falling from a roof. He had received no training and had no safety equipment.

A 17-year-old was crushed to death inside an industrial recycling machine. It is thought his clothing may have been caught in the machine's conveyor belt.

## **Approval and Accreditation**

The qualification is approved under Section 96/97 of the Learning and Skills Act 2000 for learners aged 18 and under. The qualification is accredited in the Qualifications and Credit Framework (QCF) and provides a formal assessment outcome to the delivery of health and safety in the National Curriculum.

## **Relationship to National Occupational Standards**

The qualification is mapped to Unit HSK1 of the National Occupational Standards for Health and Safety.

## **Collaboration with ASDAN**

The British Safety Council collaborates with ASDAN to enable credit from our Entry Level Award to contribute to ASDAN's employability qualifications at Entry 3 and Level 1. Credits from our Level 1 Award may also be used towards ASDAN's Level 2 employability qualifications. These act as alternatives to ASDAN's own health and safety units.

## **Target Group**

The qualification is aimed primarily at 14-19 year olds. However, it is equally applicable to adult learners with few, if any, qualifications.

## **Age Range**

There is no age restriction. The British Safety Council will accept entries from students who have not yet reached their 14th birthday.

## **Centre Approval**

Centre approval is free to organisations delivering our qualifications to 14-19 year olds in full-time education.

## **Qualification Approval**

Approval to deliver the Entry Level Award is free to organisations delivering the qualification to 14-19 year olds in full-time education.

## **Entry Requirements**

There are no minimum entry requirements.

## **Teaching Arrangements**

The qualification has been designed to offer flexibility in terms of teaching and assessment. It may be delivered as a discrete course or it may be integrated into a broader course of study such as a Personal Social and Health Education (PSHE) or work-related learning programme.

## **Learning Time**

Around 6-8 hours is adequate for the teaching and assessment of most learners.

## **Assessment Arrangements**

Assessment is via a simple portfolio of evidence which is internally marked by the centre and externally moderated by a moderator appointed by the British Safety Council.

## **Language of Assessment**

The portfolio of evidence must be presented in English or Arabic.

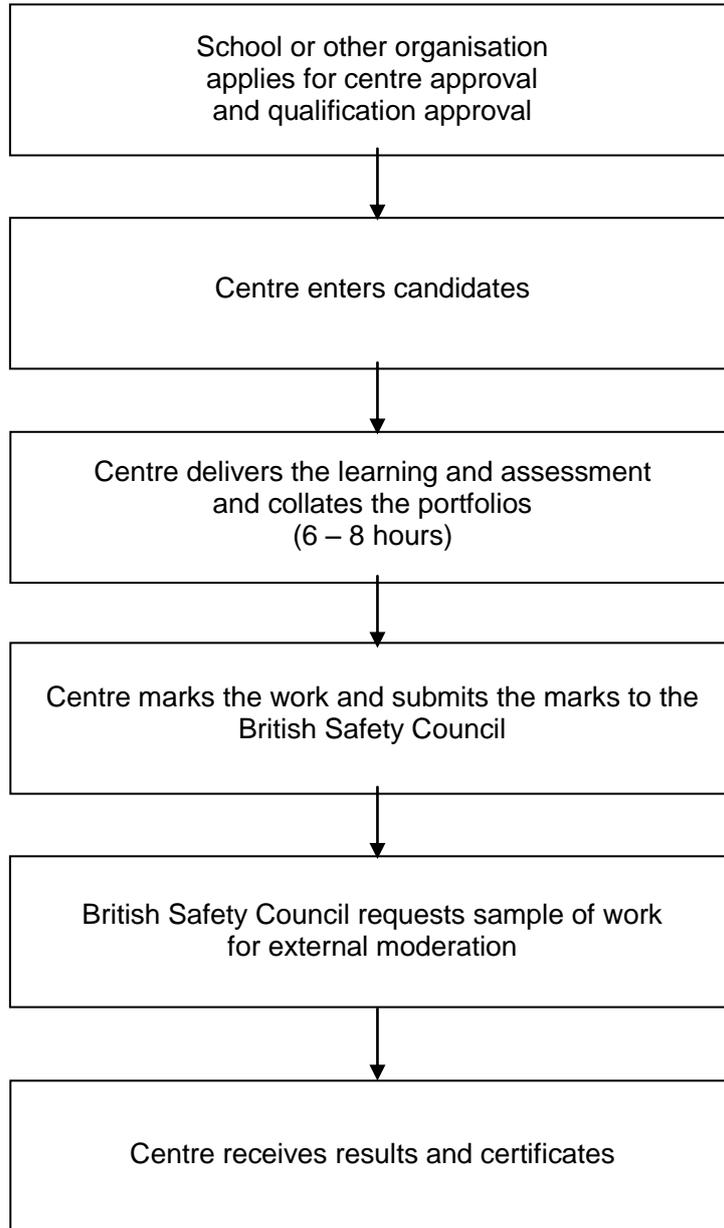
## **Progression**

Learners who complete the Entry Level Award in Workplace Hazard Awareness may wish to progress to the Level 1 Award in Health and Safety in the Workplace. Further details can be found on the British Safety Council website at [www.britsafe.org/qualifications](http://www.britsafe.org/qualifications)

## **Credit**

Successful achievement of the qualification will earn a candidate one QCF credit.

### The Qualification at a Glance



## Learning Outcomes and Assessment Criteria

The Entry Level Award comprises one mandatory unit (Workplace Hazard Awareness J/601/7427). The learning outcomes state what a candidate will be expected to know, understand or be able to do and the assessment criteria describe the requirements that a candidate is expected to meet to demonstrate a learning outcome has been achieved.

<b>Learning outcomes (the learner will . . .)</b>	<b>Assessment criteria (the learner can . . .)</b>
1. Understand the meaning of the terms 'hazard' and 'risk' in health and safety	1.1 State what is meant by 'hazard' 1.2 State what is meant by 'risk'
2. Be able to identify hazards in the workplace	2.1 Identify health and safety hazards in a familiar environment 2.2 Identify health and safety hazards in a less familiar environment
3. Understand how hazards in the workplace may cause harm	3.1 Outline the ways in which health hazards in the workplace may cause harm 3.2 Outline the ways in which safety hazards in the workplace may cause harm
4. Know ways of keeping people healthy and safe at work	4.1 List ways in which employers can keep people healthy and safe at work 4.2 List ways in which employees can keep themselves and others healthy and safe at work 4.3 Identify basic safety signs and their meanings 4.4 Outline the main types of personal protective equipment and the protection they provide 4.5 Identify the benefits of good health and safety at work 4.6 Identify the consequences of poor health and safety at work

## **Delivering the Qualification**

Around 6-8 hours is adequate for the teaching and assessment of most learners.

Schools have adopted a wide variety of approaches to the delivery of this qualification including:

- delivering the course over several lessons;
- organising a Workplace Hazard Awareness Day for a whole year group with classes moving around a 'circus' of activities;
- mapping the qualification to the health and safety element of GCSE Science or to other schemes of work (e.g. ASDAN qualifications);
- delivering the qualification as part of preparation for work experience;
- embedding the qualification into extended work placements;
- using the qualification to consolidate what students have learnt on work experience;
- organising a visit to a workplace, for example a construction site.

## **Student Resource Sheets**

The British Safety Council has produced student resource sheets which can be freely downloaded from [www.britsafe.org/qualifications](http://www.britsafe.org/qualifications)

## **Other Useful Resources**

[www.hse.gov.uk/youngpeople](http://www.hse.gov.uk/youngpeople)

The Health and Safety Executive website for young people at work

[www.worksmart.org.uk](http://www.worksmart.org.uk)

The Trades Union Congress young person's website

[www.wiseup2work.co.uk/whac](http://www.wiseup2work.co.uk/whac)

A workplace hazard awareness course developed by the Institution of Occupational Safety and Health

[www.youngworker.co.uk](http://www.youngworker.co.uk)

The Royal Society for the Prevention of Accidents website dedicated to young workers.

[www.hazards.org/youngworkers](http://www.hazards.org/youngworkers)

A hard-hitting report on the dangers facing young people in the workplace

## **The Portfolio of Evidence**

In order to achieve the qualification, candidates must collate a portfolio of evidence which meets ALL of the assessment criteria on page 8 of this specification. The portfolio must be presented in English or Arabic.

To assist teachers and students, the British Safety Council has produced structured Evidence Sheets for collecting appropriate evidence. The Evidence Sheets can be found on pages 17 – 21 of this specification.

Centres do not have to use the Evidence Sheets. There are many ways in which candidates can collect evidence and centres are encouraged to be innovative. For example, evidence could include posters, annotated photographs, DVDs or audio files. This may prove more stimulating for students and challenge more able students while, at the same time, provide alternative routes for students who find it difficult to produce written evidence.

The portfolio may contain a mixture of evidence, for example:

- A Powerpoint presentation outlining employer and employee responsibilities
- An annotated photograph of the student wearing personal protective equipment
- A DVD of hazards around the school
- A mock newspaper story about the consequences of poor health and safety
- British Safety Council Evidence Sheet for remaining assessment requirements

## **Appropriate Teacher Guidance**

Teachers should provide an appropriate level of guidance in order that candidates fully understand the assessment requirements. Candidates should be allowed to draft and re-draft their work. When marking first drafts, teachers may pose questions in order to elicit the correct response (e.g. “Is this a health hazard or a safety hazard? What is the potential harm from this hazard?”)

At Entry 3, it is expected that most students will be able to record their own responses. However, where this is not possible, candidates may have their responses scribed. In such cases, the teacher must declare this on the candidate’s work.

Candidates should be encouraged to use correct spelling, punctuation and grammar.

Each candidate must sign a Candidate Declaration Form (page 22 of this specification) verifying that the work submitted is their own. In addition, teachers/tutors are required to verify (authenticate) that the work submitted is that of the candidate concerned.

## **Meeting the Assessment Requirements**

### **1.1 State what is meant by 'hazard'**

The candidate should state that a hazard is something with the potential to cause harm, although they may use different wording, for example "something which can hurt you" or "something which is dangerous".

### **1.2 State what is meant by 'risk'**

The candidate should state that risk is the likelihood of harm being caused, although they may use different wording, for example "the chance of an accident happening".

### **2.1 Identify health and safety hazards in a familiar environment**

Candidates should focus on a workplace with which they are familiar. This is an ideal opportunity to conduct a hazard spotting exercise around the school. Candidates should identify at least TWO health hazards (e.g. dust, chemicals in the laboratory) and at least TWO safety hazards (e.g. trailing cables, wet floors). Teachers should ensure that candidates distinguish between health hazards and safety hazards (many candidates confuse the two).

### **2.2 Identify health and safety hazards in a less familiar environment**

The same principles as for 2.1, but this time the candidates should focus on a workplace with which they are less familiar such as a shop, leisure centre or work experience site.

### **3.1 Outline ways in which health hazards in the workplace may cause harm**

Candidates will probably use the health hazards that they identified in 2.1 and 2.2. The candidate should link hazard to harm and be explicit about the harm. For example, dust in the workplace may lead to asthma or chemicals may lead to skin problems. It is important that the candidate refers to health hazards, rather than safety hazards.

### **3.2 Outline ways in which safety hazards in the workplace may cause harm**

Candidates will probably use the safety hazards that they identified in 2.1 and 2.2. The candidate should link hazard to harm and be explicit about the harm. For example, a trailing cable might cause someone to trip and break their wrist. It is important that the candidate refers to safety hazards, rather than health hazards.

### **4.1 List ways in which employers can keep people healthy and safe at work**

The candidate should list at least THREE ways in which employers can keep people healthy and safe at work. They may consider ideas such as providing information, instruction and training; ensuring that all equipment is safe; being aware of young people's inexperience; and not asking young people to operate dangerous machinery.

#### **4.2 List ways in which employees can keep themselves and others healthy and safe at work**

The candidate should list at least THREE ways in which employees can keep themselves and others healthy and safe at work. Candidates should be encouraged to think about the health and safety of others, not just themselves. They may consider ideas such as following all safety rules; asking the employer if they are unsure about anything; reporting anything which they think is unsafe; wearing any personal protective equipment that is provided; and warning others about hazards.

#### **4.3 Identify basic safety signs and their meanings**

Candidates should identify at least FOUR basic safety signs and their meanings. Safety signs fall into four (coloured) categories - prohibition (red), warning (yellow), mandatory (blue) and advice (green) – and, ideally, the candidate will identify at least one sign from each category. The candidate must state the meaning of the sign (for example, high visibility jackets must be worn). This is a good opportunity to explore the school site for safety signs. Candidates may either draw the signs, take photographs of the signs or download them from the internet.

#### **4.4 Outline the main types of personal protective equipment and the protection they provide**

Candidates should identify at least THREE pieces of personal protective equipment that might be used in the workplace and, for each piece of equipment, outline the protection it provides. For example, gloves protect the hands from cuts and abrasions from sharp objects. Many centres have taken photographs of their students wearing personal protective equipment which the students have then annotated to meet the assessment requirements. This has proved an enjoyable and motivational exercise.

#### **4.5 Identify the benefits of good health and safety at work**

Candidates should identify at least THREE benefits of good health and safety at work. They may consider ideas such as less accidents and injuries; increased productivity; reduced costs for the employer (e.g. cost of replacing staff); increased staff morale; enhanced corporate reputation (caring employer).

#### **4.6 Identify the consequences of poor health and safety at work**

Candidates should identify at least THREE consequences of poor health and safety at work. They should avoid “mirror answers” to 4.5 (e.g. less accidents / more accidents). They may consider ideas such as more injuries and even fatalities; increased costs in terms of compensation claims and fines; reduced productivity because staff are absent from work.

## Marking and Moderation

### Internal (Centre) Marking

Each candidate's work must be marked by an internal assessor, normally the teacher. Assessors will need to have experience of making judgements about sufficiency of evidence against assessment requirements.

Internal assessors must clearly annotate each candidate's work to show where the candidate has met each of the assessment criteria on page 8 of this specification. Scripts should be annotated 1.1, 1.2, etc.

**Outline** THREE things you can do to keep yourself and others healthy and safe at work

- 1 Wear protective clothing that is provided ✓
- 2 Know where fire exits and escape routes are ✓
- 3 Follow health and safety rules ✓ 4.2

If you are using the British Safety Council Evidence Sheets, these are already annotated with the relevant assessment criteria.

Moderation samples that reveal inadequate marking or annotation will be returned to centres. This will delay the issue of results and certificates to the whole cohort.

To achieve the qualification, candidates must meet ALL of the assessment criteria. Guidance for assessors is on pages 11 and 12 of this specification.

Marks are awarded as follows:

- 1** Pass - meets all of the assessment criteria
- 0** Fail - does not meet all of the assessment criteria
- W** Withdrawn

### Internal (Centre) Standardisation

Where more than one assessor is involved in the internal marking, centres are required to demonstrate that a system is in place which ensures that all marking is being carried out in a similar way and to an equivalent standard by all assessors. Where more than one assessor is involved in the internal marking, centres should complete and submit an Internal Standardisation Report Form (page 23 of this specification).

### External Moderation

Upon receipt of marks, the British Safety Council will request a sample of candidate work. The British Safety Council will stipulate which pieces of work should be submitted for moderation. A British Safety Council appointed external moderator will check the internal assessor's marking and, assuming the marking is satisfactory, results and certificates will be issued for the whole cohort.

### **The Moderation Sample**

Upon receipt of marks, the British Safety Council will write to the centre requesting a moderation sample. The British Safety Council will stipulate which pieces of work should be sent.

Please note that work cannot be returned. Centres may submit photocopied work for moderation.

When submitting the moderation sample, the centre should check that:

- ✓ The candidate's name is clearly written on each piece of evidence.
- ✓ All candidate work has been marked by an internal assessor.
- ✓ Internal assessors have clearly indicated where each of the assessment requirements has been met by annotating each candidate's work (1.1, 1.2, etc).
- ✓ Each candidate's work is accompanied by a completed Candidate Declaration Form (page 22 of this specification).
- ✓ Portfolios are securely bound with treasury tags or similar. Bulky plastic wallets/folders should not be submitted.

The British Safety Council cannot be held responsible for any work that is lost in transit. Centres are therefore advised to use tracked delivery when sending their moderation sample.

## Step by Step Guide

### Becoming a Centre

<b>STEP 1</b>	Complete the Centre Approval and Qualification Approval process.
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### Entering Candidates for the Assessment

<b>STEP 2</b>	Enter candidates using our online system.
<b>STEP 3</b>	Once the work has been completed, and you have marked it, enter the marks on the online system as:  1 = Met assessment requirements 0 = Not met assessment requirements W = Withdrawn
<b>STEP 4</b>	For each candidate, complete a Candidate Declaration Form and attach it to the portfolio.
<b>STEP 5</b>	If necessary, complete an Internal Standardisation Report Form.

### Submitting Work for Moderation

<b>STEP 6</b>	<p>The British Safety Council will request a sample of work for moderation.</p> <p>The British Safety Council will specify which candidates' work should be sent for moderation.</p> <p>A Candidate Declaration Form must be attached to each candidate's work.</p> <p>If more than one person has been involved in the marking, an Internal Standardisation Report Form must also be enclosed with the sample.</p> <p>The moderation sample should be sent to:</p> <p>Entry Level Section Qualifications Department British Safety Council 70 Chancellors Road London W6 9RS</p>
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## **Reasonable Adjustments**

When necessary, the British Safety Council approves reasonable adjustments for candidates with particular requirements to enable them to have access to fair assessment and to demonstrate achievement. Candidates may require reasonable adjustments for a number of reasons including a permanent or temporary disability or medical condition.

The Reasonable Adjustments Policy can be found at [www.britsafe.org/qualifications](http://www.britsafe.org/qualifications)

## **Special Consideration**

Special consideration involves procedures that may result in an adjustment to the marks of candidates who have not been able to demonstrate attainment because of exceptional circumstances during the assessment itself.

The Special Consideration Policy can be found at [www.britsafe.org/qualifications](http://www.britsafe.org/qualifications)

## **Malpractice**

The fairness of the assessment process depends upon all parties acting in good faith and adhering to the highest professional standards of conduct. Any evidence of deviation from such standards may lead to disqualification of candidates and/or withdrawal of centre approval. In the event of proven malpractice, the British Safety Council may notify the qualifications regulators and other awarding organisations.

The Malpractice Policy can be found at [www.britsafe.org/qualifications](http://www.britsafe.org/qualifications)

## **Results and Certificates**

Candidates who successfully meet all of the assessment requirements will be awarded a Pass grade. Candidates' results will be reported as Pass or Fail for the qualification as a whole. Successful candidates will receive a certificate confirming the award of a British Safety Council Entry Level Award in Workplace Hazard Awareness (Entry 3). The regulators' logos on the qualification certificate indicate that the qualification is accredited in England and Wales.

## **Result Enquiries and Appeals**

The British Safety Council endorses the right of individuals and centres to enquire about results and to appeal against the outcome of such an enquiry. Procedures are in place to ensure that result enquiries and appeals are dealt with thoroughly and fairly. A result enquiry or an appeal can result in a grade being confirmed, raised or lowered. Where a grade is changed, the new grade will replace the original grade, whether it is higher or lower.

The Result Enquiries and Appeals Policy can be found at [www.britsafe.org/qualifications](http://www.britsafe.org/qualifications)

**British Safety Council**  
**Entry Level Award in Workplace Hazard Awareness**

**Evidence Sheet 1**

*(Assessment criteria 1.1, 1.2, 2.1, 3.1, 3.2)*

**Candidate Name** \_\_\_\_\_

Think about health and safety in the workplace.

What is meant by the word '**hazard**' and what is meant by the word '**risk**'?

A **hazard** is \_\_\_\_\_ (1.1)

**Risk** is \_\_\_\_\_ (1.2)

**Identify TWO health** hazards and **TWO safety** hazards in a workplace with which you are **familiar** (e.g. school, college) and **outline** how each hazard may cause harm.

Name of Workplace \_\_\_\_\_

**Health Hazard 1** \_\_\_\_\_ (2.1)

How it might cause harm \_\_\_\_\_

\_\_\_\_\_ (3.1)

**Health Hazard 2** \_\_\_\_\_ (2.1)

How it might cause harm \_\_\_\_\_

\_\_\_\_\_ (3.1)

**Safety Hazard 1** \_\_\_\_\_ (2.1)

How it might cause harm \_\_\_\_\_

\_\_\_\_\_ (3.2)

**Safety Hazard 2** \_\_\_\_\_ (2.1)

How it might cause harm \_\_\_\_\_

\_\_\_\_\_ (3.2)

**British Safety Council**  
**Entry Level Award in Workplace Hazard Awareness**

**Evidence Sheet 2**

*(Assessment criteria 2.2, 3.1, 3.2)*

**Candidate Name** \_\_\_\_\_

**Identify TWO health hazards and TWO safety hazards** in a workplace with which you are **less familiar** (e.g. shop, work experience site) and **outline** how each hazard may cause harm.

Name of Workplace \_\_\_\_\_

**Health Hazard 1** \_\_\_\_\_ (2.2)

How it might cause harm \_\_\_\_\_

\_\_\_\_\_ (3.1)

**Health Hazard 2** \_\_\_\_\_ (2.2)

How it might cause harm \_\_\_\_\_

\_\_\_\_\_ (3.1)

**Safety Hazard 1** \_\_\_\_\_ (2.2)

How it might cause harm \_\_\_\_\_

\_\_\_\_\_ (3.2)

**Safety Hazard 2** \_\_\_\_\_ (2.2)

How it might cause harm \_\_\_\_\_

\_\_\_\_\_ (3.2)

**British Safety Council**  
**Entry Level Award in Workplace Hazard Awareness**

**Evidence Sheet 3**

*(Assessment criteria 4.1, 4.2, 4.5, 4.6)*

**Candidate Name** \_\_\_\_\_

**Outline THREE** things an employer can do to keep people healthy and safe at work

1 \_\_\_\_\_ (4.1)

2 \_\_\_\_\_ (4.1)

3 \_\_\_\_\_ (4.1)

**Outline THREE** things you can do to keep yourself and others healthy and safe at work

1 \_\_\_\_\_ (4.2)

2 \_\_\_\_\_ (4.2)

3 \_\_\_\_\_ (4.2)

**Outline THREE** benefits of good health and safety in the workplace

1 \_\_\_\_\_ (4.5)

2 \_\_\_\_\_ (4.5)

3 \_\_\_\_\_ (4.5)

**Outline THREE** consequences of poor health and safety in the workplace

1 \_\_\_\_\_ (4.6)

2 \_\_\_\_\_ (4.6)

3 \_\_\_\_\_ (4.6)

**British Safety Council**  
**Entry Level Award in Workplace Hazard Awareness**

**Evidence Sheet 4**

*(Assessment criteria 4.3)*

**Candidate Name** \_\_\_\_\_

Health and safety signs in the workplace are **red, blue, yellow and green**.

<b>Draw TWO red</b> signs you would find in a workplace	What do the signs mean?

<b>Draw TWO blue</b> signs you would find in a workplace	What do the signs mean?

<b>Draw TWO yellow</b> signs you would find in a workplace	What do the signs mean?

<b>Draw TWO green</b> signs you would find in a workplace	What do the signs mean?

(4.3)

**British Safety Council**  
**Entry Level Award in Workplace Hazard Awareness**

**Evidence Sheet 5**

*(Assessment criteria 4.4)*

**Candidate Name** \_\_\_\_\_

**Identify THREE** pieces of personal protective equipment that might be used in the workplace. For each piece of equipment, **identify** the hazard(s) against which it provides protection and **outline** how it would keep you safe.

**Candidate Name** \_\_\_\_\_

**Personal protective equipment (1)** \_\_\_\_\_

What hazard(s) does it protect against? \_\_\_\_\_

How does it protect against harm? \_\_\_\_\_

\_\_\_\_\_ (4.4)

**Personal protective equipment (2)** \_\_\_\_\_

What hazard(s) does it protect against? \_\_\_\_\_

How does it protect against harm? \_\_\_\_\_

\_\_\_\_\_ (4.4)

**Personal protective equipment (3)** \_\_\_\_\_

What hazard(s) does it protect against? \_\_\_\_\_

How does it protect against harm? \_\_\_\_\_

\_\_\_\_\_ (4.4)

## British Safety Council Entry Level Award in Workplace Hazard Awareness (Entry 3)

### Candidate Declaration Form

This form should be completed by the candidate and by the teacher/assessor and attached to the portfolio of evidence.

<b>Centre Name</b>	
<b>Centre Number</b>	
<b>Candidate Name</b>	
<b>Candidate Number</b>	

**This section to be completed by the candidate**

#### *Notice to Candidate*

***The work you submit for assessment must be your own. If you copy from someone else or allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.***

#### **Declaration by Candidate**

I have read and understood the Notice to Candidate (above). I have produced the attached work without any help from other people apart from that which I or my teacher have declared in the work itself.

Candidate's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**This section to be completed by the teacher/assessor**

#### **Declaration by Teacher/Assessor:**

To the best of my knowledge, the above-named candidate has produced the attached work without any help apart from that declared in the work itself.

Teacher/assessor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Note: Scribing of candidate responses by the teacher/assessor is allowed but this must be declared in the work itself.**

**British Safety Council Entry Level Award in Workplace Hazard Awareness (Entry 3)**

**Internal Standardisation Report Form**

**Centre Number** \_\_\_\_\_

**Centre Name**  
\_\_\_\_\_

**Number of assessors involved in the marking** \_\_\_\_\_

**Names of internal assessors (teachers/tutors):**      **Number of candidates assessed by each**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Date of internal standardisation meeting** \_\_\_\_\_

**Number of internal assessors present** \_\_\_\_\_

**Number of candidates' work checked** \_\_\_\_\_

**Total number of candidates** \_\_\_\_\_

**Comments:**

**Centre Co-ordinator's signature** \_\_\_\_\_

**Date** \_\_\_\_\_