



Highfield Level 3 End-Point Assessment for ST0550 Safety, Health and Environment (SHE) Technician

End-Point Assessment Kit



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EPA Kit

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ST0550 / v1.4

SHE v4.0

How to use this EPA Kit

Welcome to the Highfield End-Point Assessment Kit for the Safety, Health and Environment Technician apprenticeship standard.

Highfield is an end-point assessment organisation that has been approved to offer and carry out the independent end-point assessments for the Level 3 Safety, Health and Environment Technician apprenticeship standard.

The EPA Kit is designed to outline all you need to know about the end-point assessments for this standard and will also provide an overview of the on-programme delivery requirements. In addition, advice and guidance for trainers on how to prepare apprentices for the end-point assessment is included. The approaches suggested are not the only way in which an apprentice may be prepared for their assessments, but trainers may find them helpful.

In this kit, you will find:

- an overview of the standard and any on-programme requirements
- a section focused on amplification
- guidance on how to prepare the apprentice for gateway
- detailed information on which part of the standard is assessed by which assessment method
- suggestions on how to prepare the apprentice for each part of the end-point assessment
- a section focused on the end-point assessment method where the assessment criteria are presented in a format suitable for carrying out 'mock' assessment

Introduction

Standard overview

The Safety, Health and Environment (SHE) Technician will be able to work in organisations of varying size and industry; the role could be based in one location or may involve travel across a range of contracts. The role will be partly office based and partly at the work front. The Technician will work with the management and delivery team of the organisation to advise on the statutory health, safety and environmental requirements as they affect the company's operations. They will assist the management team in ensuring that the legal and company SHE requirements are implemented.

On a daily basis the SHE Technician will assist to develop, review and check on the implementation of safe systems of work, deliver training, investigate incidents, analyse data and present findings to the management team. The SHE Technician will engage with all aspects of the organisation to support the embedment of a culture that ensures everyone is able to return to their family and friends unharmed every day whilst also protecting and enhancing the global land, air and water resources for future generations. This will be achieved by inspiring and influencing others to see the benefit of working responsibly, understanding the legal framework and showing how safety, health and environmental management can enhance operational activities.

This apprenticeship standard is designed to prepare successful apprentices to meet the requirements for registration as a Technical member with the Institution of Occupational Safety and Health (TechIOSH) (with 1 years' experience).

On-programme requirements

Although learning, development and on-programme assessment is flexible, and the process is not prescribed, the following is the recommended baseline expectation for an apprentice to achieve full competence in line with the Safety, Health and Environment Technician apprenticeship standard.

The on-programme assessment approach will be agreed between the training provider and employer. The assessment will give an ongoing indication of an apprentice's performance against the final outcomes defined in the standard. The training provider will need to prepare the apprentice for the end-point assessment, including the collation of the portfolio of evidence.

The training programme leading to end-point assessment should cover the breadth and depth of the standard using suggested on-programme assessment methods that integrate the knowledge, skills and behaviour components, and which ensure that the apprentice is sufficiently prepared to undertake the end-point assessment. Training, development and ongoing review activities should include:

- achievement of level 2 English and maths. If the apprentice began their apprenticeship training before their 19th birthday, they will still be subject to the

mandatory requirement to study towards and achieve English and maths. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.

- completion of a portfolio to underpin the professional discussion.
- completion of project scope to support the project report and presentation with questioning.

Portfolio of evidence

The apprentice must compile a portfolio of evidence during their time on-programme that is mapped against the knowledge, skills and behaviours (KSBs) assessed in the professional discussion underpinned by a portfolio of evidence.

It will typically contain **26 discrete pieces of evidence**. Typically, 2 pieces of evidence will be provided for each of the 13 professional discussion KSBs from the standard. Evidence may be used to demonstrate more than **1 knowledge, skill or behaviour** as a qualitative approach is suggested as opposed to a quantitative approach.

Evidence sources for the portfolio may include:

- workplace documentation/records, for example, workplace policies/procedures, records.
- witness statements.
- annotated photographs.
- video clips with a maximum total duration 5 minutes. The apprentice must be in view and identifiable.

This is not a definitive list and other evidence sources are possible.

The portfolio should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance (for example, witness statements) rather than opinions.

The portfolio must be accompanied by a **portfolio matrix**. This can be downloaded from our website. The portfolio matrix must be fully completed including a declaration by the employer and the apprentice to confirm that the portfolio is valid and attributable to the apprentice.

The portfolio of evidence must be submitted to Highfield at gateway. It is not directly assessed but underpins the professional discussion.

Project scope

As part of the gateway requirements, the apprentice is expected to develop a project scope that outlines a relevant and clearly defined piece of work that has a real business benefit. This project must provide sufficient scope for the knowledge, skills and behaviours

criteria outlined in the project report and presentation with questioning assessment component to be met. The project scope should include the following:

- a project title
- project scope
- project subject

The project scope is **not** assessed.

The apprentice, with the support and approval from their employer should scope out and provide a brief summary of what the project will cover and will submit this at gateway. This should demonstrate that the project report will provide sufficient opportunity for the knowledge, skills and behaviours (KSBs) to be assessed. Highfield Assessment will confirm the suitability of the project.

The project may be based on any of the following:

- a specific problem or recurring issue related to a product, or a research or development project, for example a continuous improvement project or product system update
- a new project such as the design of a product (depending on size this may only cover a certain aspect of the project)
- a feasibility study such as investigating a new piece of equipment or technology

The project scope should be completed by the apprentice and included on the **Portfolio Matrix** which includes a declaration from the employer that the project provides a benefit to the business and any assistance has been acknowledged. This form is available to download from the Highfield Assessment website. It will also need to be indicated as completed on the Gateway Readiness Report (available from Highfield Assessment website).

Once the project scope has been approved, the project must be undertaken after the apprentice has gone through gateway. The apprentice will then expand this into a project report, which **will** be assessed.

Use of Artificial Intelligence (AI) in the EPA

Assessments must be carried out in accordance with the published assessment plan and all work submitted must be the apprentice's own. AI tools must not be used to generate evidence in its entirety or to replace the apprentice's own judgement, performance or competence. Any use of AI must be transparent, limited and properly referenced.

Where AI has been used by the apprentice as part of normal work activity (for example, drafting a document, worksheet or PowerPoint) this may form part of the portfolio provided that:

The apprentice has materially authored, verified and taken responsibility for the content:

- AI use is clearly declared and referenced within the work (include tool name, purpose and how outputs were verified)
- Source prompts, system settings and the portions influenced by AI are retained and available for review
- AI outputs must not substitute for authentic demonstration of competence against the standard

If an AI tool is used at any stage of an assessment method (for example, to prepare a presentation outline or to organise notes), its use must be fully referenced in the submission or assessor records, and must not compromise authenticity, validity or security. Assessors must be satisfied that decisions remain rooted in the apprentice's knowledge, skills and behaviours, and in direct evidence gathered through observation, questioning and professional discussion.

AI tools must not be used to produce assessment evidence end-to-end, to fabricate logs/records or to simulate performance.

Readiness for end-point assessment

In order for an apprentice to be ready for the end-point assessments:

- the apprentice must have achieved level 2 English and maths. The requirements for English and maths are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- the apprentice must have gathered a **portfolio of evidence** against the required elements to be put forward to be used as the basis for the professional discussion.
- the apprentice must submit the subject, title and scope of their project that has been agreed with the employer to Highfield.
- the apprentice must have gathered their organisation's policies and procedures as requested by Highfield. For guidance, a list of examples has been provided below.
 - SHE Management Systems
 - SHE policies and processes
 - Equality and diversity
 - Workplace instructions for hazard control

This list is not definitive. The policies and procedures may already be included as part of the portfolio of evidence.

- the line manager (employer) must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and that the apprentice is competent in performing their role. To ensure this, the apprentice must attend a formal meeting with their employer to complete the Gateway Readiness Report.

- the apprentice and the employer should then engage with Highfield to agree a plan and schedule for each assessment activity to ensure all components can be completed within a **mandated** end-assessment window. Further information about the gateway process is covered later in this kit.

If you have any queries regarding the gateway requirements, please contact your EPA Customer Engagement Manager at Highfield Assessment.

Order of end-point assessments

There is no stipulated order of assessment methods. This will be discussed with the apprentice, training provider and/or employer with our scheduling team when scheduling the assessments to ensure that the learner is provided with the best opportunity to attempt the assessment.

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The Highfield approach

This section describes the approach Highfield has adopted in the development of this end-point assessment in terms of its interpretation of the requirements of the end-point assessment plan and other relevant documents.

Specific considerations

The following approaches have been reviewed and approved by the Regulator:

Project report and presentation with questioning

The project report can be submitted up to 12 weeks after the apprentice has passed through gateway. The presentation content can also be submitted up to two weeks prior to the date of the presentation.

Professional discussion underpinned by portfolio of evidence

The professional discussion can last up to 60 minutes with the independent assessor ensuring that the apprentice has had the opportunity to attempt all the assessment criteria in this time.

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Gateway

How to prepare for gateway

After apprentices have completed their on-programme learning, they should be ready to pass through 'gateway' to their end-point assessment.

Gateway is a meeting that should be arranged between the apprentice, their employer and training provider to determine that the apprentice is ready to undertake their end-point assessment. The apprentice should prepare for this meeting by bringing along work-based evidence, including:

- customer feedback
- recordings
- manager statements
- witness statements

As well as evidence from others, such as:

- mid and end-of-year performance reviews
- feedback to show how they have met the apprenticeship standards while on-programme

In advance of gateway, apprentices will need to have completed the following. The requirements for English and maths listed below are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths listed below are optional for apprentices aged 19+ at the start of their apprenticeship training.

- Achieved level 2 English
- Achieved level 2 maths
- Submitted a suitable portfolio of evidence to be used as the basis for the professional discussion (see the Portfolio Matrix)
- Submitted their organisation's policies and procedures as requested by Highfield
- Submitted the subject, title and scope of the project agreed between the employer and Highfield

Therefore, apprentices should be advised by employers and providers to gather this evidence and undertake these qualifications during their on-programme training. It is recommended that employers and providers complete regular checks and reviews of this evidence to ensure the apprentice is progressing and achieving the standards before the formal gateway meeting is arranged.

The gateway meeting

The gateway meeting should be attended by the apprentice and a representative from the employer and training provider.

The **Gateway Readiness Report** should be used to log the outcomes of the meeting and agreed by all three parties. This report is available to download from the Highfield Assessment website.

The report should then be submitted to Highfield. If you require any support completing the Gateway Readiness Report, please contact your EPA customer engagement manager at Highfield Assessment.

Reasonable adjustments

Highfield Assessment has measures in place for apprentices who require additional support. Please refer to the Highfield Assessment policies for further information/guidance.

ID requirements

Highfield Assessment will complete an identification check before starting any assessment and will accept the following as proof of an apprentice's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, such as an employee ID card or travel card

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Safety, Health and Environment Technician apprenticeship standard

Below are the knowledge, skills and behaviours (KSBs) from the standard and related assessment criteria from the assessment plan. On-programme learning will be based upon the KSBs and the associated assessment criteria are used to assess and grade the apprentice within each assessment method.

Knowledge test

Knowledge

K2 The statutory health, safety and environmental **legislation and sources of associated guidance** and information applicable to their working environment. E.g., Health and Safety at Work etc. Act 1974, Management at Work Regulations 1999, Environmental Protection Act 1990, Environment Act 1995.

K3 How a SHE Management system works, the **range of standards** which a typical HSE professional would be involved with e.g., OHSAS 18001, ISO 45001, ISO 14001 and how these are applied in their working environment.

K4 Appropriate methods for identifying, evaluating and controlling hazards relevant to their workplace. E.g. 5 steps to Risk Assessment and involving people who are experienced in the activity.

K5 The range of work activities in a given situation and identify **how to prioritise and scope out the hazards** with the potential to cause harm and/or loss.

K6 The difference between **occupational hygiene, health surveillance** and health and wellbeing campaigns and methods for implementing these in the workplace.

K7 How to plan and have systems in place to **manage change** during an activity relevant to the working environment.

K8 How people think and why they make decisions which can lead to risk, how behaviours can be used, the **components of a behavioural program** and potential blockers to the successful implementation of a behavioural programme.

K9 How to plan for **Safety, Health or Environmental emergencies** – e.g., accidents, exposure to hazardous substances, fire, pollution.

K10 Theories for incident causation and prevention such as James Reason's Swiss Cheese model, Heinrich and Hertzberg theories (Domino, Competency Matrix) including **behavioural considerations** and implications on **business risk** (fines, reputation, lost work etc).

Amplification and guidance

- **Legislation and sources of associated guidance and information**
 - Legislation includes:
 - Health and Safety at Work etc. Act
 - Management of Health & Safety at Work Regulations
 - Health and Safety (First Aid) Regulations
 - Environmental Protection Act
 - Environment Act
 - Regulatory Reform (Fire Safety) Order
 - Electricity at Work Regulations
 - Control of Substances Hazardous to Health (COSHH) Regulations
 - Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
 - Sources of associated guidance and information include:
 - Health and Safety Executive (HSE) website
 - Health and Safety Executive (HSE) Approved codes of Practice (ACoPs)
 - Health and Safety Executive (HSE) statistics
 - Trade associations
 - Professional bodies
 - Internal documentation including accident/incident investigations, audits and inspections
 - Consultation with safety representatives, safety committee and others

- **Range of standards**
 - How health and safety is managed in the workplace to comply with legislation
 - The content of one standard and how it is applied in their workplace

- Benefits of the standard to the organisation
- The range of standards available include:
 - ISO 45001 (superseded OHSAS 18001)
 - ISO 14001
 - Managing for Health and Safety (HSG65)
- **Appropriate methods for identifying, evaluating and controlling hazards** could include:
 - Risk profiling
 - Accident investigation
 - Industry guidance
 - Legislation
 - Completing suitable and sufficient risk assessments using the 5-step approach or similar
 - Inspections
 - Hierarchy of Control demonstrated in controlling risk
 - Developing an action plan to introduce new controls
- **How to prioritise and scope out the hazards** includes:
 - Hierarchy of Control
 - Use of a risk matrix
 - Regular reviews of risk assessments and records
 - Considering vulnerable workers
- **Occupational hygiene**
 - Refers to health risks associated with own working environment/occupation and includes promoting a safe working environment and preventing work related illness or injury
 - Effects of occupational ill health can be acute or chronic
 - Categories of ill health:
 - chemical

- physical
- biological
- psychological (stress)

- **Health surveillance**

- Refers to the regular monitoring of employee health
- Health surveillance is a legal requirement under various aspects of health and safety law:
 - Control of Substances Hazardous to Health (COSHH) Regulations
 - Management of Health and Safety at Work Regulations
 - Control of Noise at Work Regulations

- **Manage change**

- Introduce a safe system of work and apply this to the workplace through staff involvement, consultation and training
- Benefits of consultation, communication, cooperation and coordination in managing change

- **Components of a behavioural program** include:

- understanding the root cause of unsafe behaviours
- implementing control and preventative measures
- embedding lessons learnt

- **Safety, health or environmental emergencies**

- Develop emergency procedures. For example:
 - fire
 - explosions
 - flooding
 - rescue plans
 - first aid facilities

- emergency first aid equipment

- **Theories for incident causation and prevention** include:

- Swiss Cheese model:
 - explains that multiple layers of defence can all fail at once which leads to an incident. Each layer of defence has holes (weaknesses/issues) and when these line up, an incident occurs.
- Domino theory:
 - suggests that incidents occur due to a sequence of events, if one domino falls then the rest will follow, causing an incident, removing one event will prevent the incident
- Motivation-Hygiene theory:
 - helps to understand what motivates employees to display safe behaviour by separating factors into motivators (recognition, promotion, responsibility) and hygiene factors (policy, supervision, job security)
- Competency Matrix:
 - used to map employee skills and training against tasks/responsibilities they are expected to complete which helps to identify any gaps in knowledge and ability
- Accident Triangle:
 - shows the ratio between serious injuries, minor injuries and near misses. Proposes that reducing the number of near misses, minor injuries and unsafe behaviours reduces the likelihood of a serious incident occurring.
- Human factors (HSG48):
 - environmental, organisational and job factors and human characteristics that influence behaviour and can impact health and safety at work. HSG48 groups human factors into 3 areas:
 - organisational factors, for example, resources, culture, leadership and communication
 - job factors, for example, workload, environment, procedures and task
 - individual factors, for example, competence, skills, personality and attitudes
 - HSG48 characterises 2 types of human failure:
 - errors, which fall into 1 of 3 categories:
 - slips, which refer to failures in carrying out the actions of a task
 - lapses, which cause employees to forget how to carry out a task
 - mistakes, which refer to doing the wrong thing while believing it to be right

- violations, which are deliberate deviations from rules or procedure
- Root cause analysis:
 - a structured method used to identify the underlying causes of an incident. Methods include the 5 whys.
- **Behavioural considerations** refer to how the actions, habits and attitudes of employees impact the safety outcomes within a business
- **Business risk**
 - Legal reasons:
 - insurance
 - prison
 - legal fees
 - enforcement notices
 - court action
 - compensation
 - Financial reasons:
 - fines
 - reputation
 - product and material damage
 - production delays
 - investigation costs
 - sick pay
 - lost work
 - Ethical reasons:
 - staff morale
 - recruitment and retention

Company Health & Safety and Environmental Policies including culture

Skills	Behaviours
<p>S2 Assists the management team in the development, management, implementation and monitoring of the Safety, Health and Environmental Management System by updating systems in line with changes in legislation or best practice, delivering training, coaching operational teams and undertaking workplace inspections.</p> <p>S3 Advises on the practical implementation of the company's SHE policies and processes by applying generic industry guidance into the context of the workplace.</p>	<p>B2 Works with others (colleagues, suppliers, clients and the public) and leads by example in a collaborative and non-confrontational way, and adjusts to change in relation to the requirements of the organisation</p> <p>B3 Challenges behaviour that is inconsistent with a positive SHE culture and respects the culture and values of others in contributing a positive SHE culture. Positively influences behaviour in others to achieve desired outcomes and resolve conflicts.</p> <p>B7 Applies attributes of equality and diversity to meet the requirements of fairness at work.</p>
Project report and presentation with questioning	
Pass criteria	Distinction criteria
<p>C1 Describes how they support the development, management and implementation of a company's SHE Management Systems as well as how they have delivered training and coaching to relevant staff whilst embedding an ethos of teamwork (S2)</p> <p>C2 Provides advice on the practical implementation of the company's SHE policies and processes, working collaboratively in a team to apply generic industry guidance whilst ensuring that they positively adapt to change and positively influence behaviour in others to achieve desired outcomes, to resolve conflicts and commit to a policy of equality and diversity. (S3, B2, B3, B7)</p>	<p>C3 <i>Justifies the need for new aspects of a management system to be implemented. (S2, S3)</i></p>

Hazards

Skills

S4 Identifies the hazards and evaluates:

1. workplace instructions that are relevant to the individual's job
2. working practices in the individual's job that may harm themselves or others
3. aspects of the individual's job that could harm themselves or others
4. which of the potentially harmful working practices and aspects of the individual's work present the highest risks to themselves or others
5. how to deal with hazards in accordance with workplace instructions and legal requirements

Project report and presentation with questioning

Pass criteria

H1 Identifies hazards and describes how to deal with them in accordance with **workplace instructions and legal requirements**; evaluates workplace instructions, working practices, aspects that could cause harm, and the highest elements of risk hazards relevant to own workplace. (S4)

Distinction criteria

***H2** Evaluates the prioritisation of hazard control measures implemented to reduce risk to the workforce. (S4)*

Amplification and guidance

- **Workplace instructions and legal requirements** could refer to:
 - records associated with:
 - Provision and Use of Work Equipment Regulations (PUWER)
 - Lifting Operation and Lifting Equipment Regulations (LOLER)
 - Control of Noise at Work Regulations
 - Hand Arm Vibration Regulations
 - Environmental Permitting Regulations

- the main legal framework and laws relating to health and safety and environmental protection:
 - civil law:
 - negligence and associated defences
 - claim management
 - employer liability insurance
 - criminal law:
 - duty holders
 - levels of statutory duty - reasonably practicable, practicable and absolute
- key sections of the Health and Safety at Work etc Act:
 - employer and employee duties
 - section 2 and 3
 - section 7 and 8
 - section 36 and 37
- the relationship that exists in legislation between acts, regulations, European law, Approved Codes of Practice and guidance
- enforcement of legislation
- enforcement bodies and powers of enforcement officers applicable to own workplace
- penalties for non-compliance
- means of defending claims and prosecution:
 - records:
 - training
 - maintenance
 - so far as reasonably practicable risk assessments
 - accident records / accident book – the Social Security Act
- the content of legislation applicable to all workplaces:
 - Workplace (Health, Safety and Welfare) Regulations
 - Welfare provision – sanitary and washing facilities
 - Environment – ventilation, temperature, lighting, flooring, room space

- Floors and traffic routes
- Maintenance
- Workstations and seating

Presentation and Communication		
Knowledge	Skills	Behaviours
<p>K11 How to write and present a business justification, e.g. cost/benefit analysis to influence managers.</p>	<p>S1 Presents and holds an audience’s attention, for example when delivering SHE training, toolbox talks, inductions or presenting data or investigation findings to the workforce or management team. Shows they can sell the SHE message, have personal impact, deal with challenge, reflect on personal performance, use appropriate language for the audience.</p>	<p>B1 Communicates in both spoken and written styles, adapting to the audience to present information or training in an assertive, engaging way.</p>
Project report and presentation with questioning		
Pass criteria		Distinction criteria
<p>P1 Describes how they use appropriate language to present a SHE message that is impactful and engages the audience’s attention, ensuring they can deal with any challenges and reflect on their own performance. (S1, B1)</p> <p>P2 Outlines how to write and present a business justification e.g., cost/benefit analysis to influence managers. (K11)</p>		<p>P3 <i>Evaluates alternative presentation techniques for different audiences whilst ensuring the SHE message maintains its impact. (S1)</i></p>
Amplification and guidance		

- **A business justification** explains why a decision or change is required. They typically explain the advantages, disadvantages and costs involved and outline how it will support the operations and goals of a workplace. Types of justification may include:
 - legal
 - financial
 - safety
 - technological
- **SHE message** refers to the proposed changes, improvements to be implemented and lessons to be embedded

Financial Implication	
Skills	
S12 Recognises where decisions have a financial cost and contributes to develop a budget .	
Project report and presentation with questioning	
Pass criteria	Distinction criteria
F1 Identifies where decisions have a financial cost and describes where they have assisted to develop a budget (S12)	<i>No distinction criteria.</i>
Amplification and guidance	
<ul style="list-style-type: none"> • Develop a budget may include: <ul style="list-style-type: none"> ○ providing costs estimates ○ comparing multiple quotes ○ contributing data for a cost-benefit analysis ○ identifying where savings could be made 	

Research and Best Practice

Skills	Behaviours
<p>S10 Researches safety, health and environmental issues and best practices and reviews updates of health and safety regulations e.g., changes to Construction, Design and Management Regulations or updates to the Control of Substances Hazardous to Health along with workplace instructions, making sure that information is from reliable sources.</p>	<p>B4 Drive Innovation: Be able to identify areas for improvement and suggest sustainable innovative solutions.</p> <p>B8 Identifies own professional development needs and take action to meet those needs. Uses own knowledge and expertise to help others when requested.</p>
Professional discussion underpinned by portfolio of evidence	
Pass criteria	<i>Distinction criteria</i>
<p>R1 Explains how they use research relating to safety, health and environmental issues from trusted sources to drive forward innovation and how they apply their own ongoing professional development to improve systems or processes. (S10, B4, B8)</p>	<p>R2 <i>Justifies research and selection criteria for application in the workplace to improve systems or processes. (S10)</i></p>
Amplification and guidance	
<ul style="list-style-type: none"> • Best practices refer to proven, effective methods used to manage risk. Appropriate sources of best practice and updates to this include: <ul style="list-style-type: none"> ○ industry codes of practice ○ internal or external audits ○ industry conferences or forums ○ toolbox talks ○ the government website ○ research papers • Relevant health and safety regulations include: <ul style="list-style-type: none"> ○ Management of Health and Safety at Work Regulations: <ul style="list-style-type: none"> ▪ employer's duties: 	

- complete suitable and sufficient risk assessments
- manage health and safety (regulation 5)
- plan for emergencies
- cooperate and coordinate with others
- consider vulnerabilities, for example, young persons and new or expectant mothers
- competent assistance
- the definition of competence and know their own limitations and others'
- information for employees
- health surveillance
- employee's duties:
 - report shortcomings
 - follow instructions and training
 - take reasonable care of own health and safety
 - cooperate with employer
- Control of Substances Hazardous to Health (COSHH)
- Manual Handling Operations Regulations (MHOR)
- Lifting Operations and Lifting Equipment Regulations (LOLER)
- Reporting of Injuries, Diseases, and Dangerous Occurrences Regulations (RIDDOR)
- Health and Safety (Display Screen Equipment) Regulations
- Health and Safety (First Aid) Regulations

Inspections and Investigations

Skills

S5 Supports the practical application of the workplace instructions and suppliers’ or manufacturers’ instructions for the safe use of equipment, materials and products.

S6 Supports and assists in the implementation of SHE inspections and **monitoring** systems demonstrating the balance between enforcement and internal support.

S7 Undertakes and/or assists with the **monitoring**, analysis and reporting of SHE performance.

S8 Prepares and maintains records relating to safety, health or environmental matters that comply with legal and workplace requirements and are accessible to those who are authorised to use them. E.g., records associated with Provision and Use of Work Equipment Regulations, Lifting Operation and Lifting Equipment Regulations, Noise at Work Regulations, Hand Arm Vibration Regulations or Environmental Permitting Regulations.

S11 Assists and/or manages the investigation of **accidents, incidents, dangerous occurrences, near misses** and other incidents as directed.

Professional discussion underpinned by portfolio of evidence

Pass criteria

- I1** Describes how they can assist in an incident investigation and implement SHE inspection and **monitoring** systems. (S6, S11)
- I2** Explains how they ensure manufacturer’s instructions for the safe use of products is cascaded to colleagues. (S5)
- I3** Describes how they would monitor and analyse SHE performance, whilst ensuring all records are prepared and maintained in accordance with legislation and accessible to all authorised parties. (S7, S8)

Distinction criteria

- I4** Explains how they would lead an incident investigation and their justification for embedding the lessons learnt. (S11)*
- I5** Explains the need for different types of SHE inspections and **monitoring** systems. (S6)*

Amplification and guidance

- **Monitoring** health and safety in the workplace
 - Reactive methods:
 - investigating accidents and incidents
 - monitoring cases of ill health and sickness absence records
 - Proactive methods:
 - workplace and equipment inspections
 - health surveillance to prevent harm to health

- **Accidents** are any unplanned events that results in injury, ill health or damage

- **Incidents** are any unplanned events which could have or did lead to harm

- **Dangerous occurrences** are serious events that could have caused harm and are reportable under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations. For example, collapse of scaffolding, explosion, fire and electrical incidents.

- **Near misses** are narrowly avoided collisions or other accidents

Stakeholder Engagement and signposting

Skills	Behaviours
<p>S9 Assists the management team in establishing, managing or maintaining relationships with external stakeholders such as local authorities, Health and Safety Executive, Environment Agency, Occupational Health, Occupational Hygienists and others as required and directed.</p> <p>S13 Recognises situations where the activity will benefit from contributions and expertise of other internal departments such as HR, Finance, IT or Occupational Health.</p>	<p>B5 Use their professional judgement to work within own level of competence, and knows when to seek advice from others.</p>

Professional discussion underpinned by portfolio of evidence	
Pass criteria	Distinction criteria
<p>SE1 Explains how they assist the management team in establishing, managing or maintaining relationships with external stakeholders, internal departments and use their professional judgement to recognise situations where the activity will benefit from contributions and expertise of other internal departments and signpost to a more relevant third party internally. (S9, S13, B5)</p>	<p>SE2 Justifies their professional judgement to recognise situations where the activity will benefit from contributions and expertise of other internal departments. (S13)</p>
Amplification and guidance	
<ul style="list-style-type: none"> • External stakeholders include: <ul style="list-style-type: none"> ○ Local authorities ○ Health and Safety Executive (HSE) ○ Suppliers ○ Environment Agency ○ Occupational health ○ Occupational hygienists ○ Clients • Internal departments include: <ul style="list-style-type: none"> ○ Human resources (HR) ○ Finance ○ Information technology (IT) ○ Occupational health ○ Production ○ Maintenance 	

Ethics	
Knowledge	Behaviours
K1 The moral reasons for good safety, health and environmental working practices , ensuring no harm to people or the environment.	B6 Applies the code of ethics to work within rules and regulations of professional competence and code of conduct as defined by a professional institution . Able to resist pressures to allow others to utilise unsafe working practices.
Project report and presentation with questioning	
Pass criteria	<i>Distinction criteria</i>
E1 Describes the moral reasons for implementing SHE practices and explains how they apply the code of ethics to ensure they uphold safe working practices at all times. (K1, B6)	<i>No distinction criteria.</i>
Amplification and guidance	
<ul style="list-style-type: none"> • The moral reasons for good safety, health and environmental working practices include: <ul style="list-style-type: none"> ○ the mental, physical and social well-being of employees and the benefits this brings to the organisation ○ effects of ill health and accidents on families, friends and colleagues ○ costs to society – National Health Service (NHS), rehabilitation, investigation ○ social responsibilities to care for others who may be affected by the organisation’s activities • Professional institution are recognised bodies that represent employees. They set standards of practice, promote ethics and offer professional development opportunities. Examples of professional institutions include: <ul style="list-style-type: none"> ○ Institution of Occupational Safety and Health (IOSH) ○ Institute of Environmental Management and Assessment (IEMA) ○ Chartered Institute of Environmental Health (CIEH) ○ British Occupational Hygiene Society (BOHS) 	

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Assessment summary

The end-point assessment for the Safety, Health and Environment Technician apprenticeship standard is made up of 3 assessment methods:

1. A 60-minute knowledge test
2. A 3000-word project report and a 40-minute presentation with questioning
3. A 60-minute professional discussion underpinned by a portfolio of evidence

As an employer/training provider, you should agree a plan and schedule with the apprentice to ensure all assessment components can be completed effectively.

Each component of the end-point assessment will be assessed against the appropriate criteria laid out in this kit, which will be used to determine a grade for each individual. The grade will be determined using the combined grades.

Knowledge test

Total marks available are 40.

- To achieve a **pass**, apprentices will score at least 28 out of 40
- To achieve a **distinction**, apprentices must score at least 34 out of 40
- **Unsuccessful** apprentices will have scored 27 or below

The test may be delivered online or be paper-based and should be in a 'controlled' environment.

Project report and presentation with questioning

Apprentices will be marked against the pass and distinction criteria outlined in this kit.

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass criteria **and** all of the distinction criteria
- **Unsuccessful** apprentices will not have achieved all of the pass criteria

The project report and presentation with questioning should be conducted in a suitable controlled environment such as an employer's/training provider's premises or via video conferencing as long as fair assessment conditions can be maintained.

Professional discussion underpinned by portfolio of evidence

Apprentices will be marked against the pass and distinction criteria outlined in this kit.

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass criteria **and** all of the distinction criteria
- **Unsuccessful** apprentices will not have achieved all of the pass criteria

The professional discussion underpinned by portfolio of evidence should be conducted in a suitable controlled environment such as an employer's/training provider's premises or via video conferencing as long as fair assessment conditions can be maintained.

Grading

The apprenticeship includes pass and distinction grades, with the final grade based on the apprentice's combined performance in each assessment method.

To achieve a pass, the apprentice is required to pass each of the 3 assessment methods.

To achieve a distinction, the apprentice must achieve a distinction in each of the 3 assessment methods.

The overall grade for the apprentice is determined using the matrix below:

Knowledge test	Project report and presentation with questioning	Professional discussion underpinned by portfolio of evidence	Overall grade awarded
Fail any of the 3 assessment methods			Fail
Pass	Pass	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Distinction	Pass	Pass
Distinction	Pass	Pass	Pass
Distinction	Distinction	Pass	Pass
Distinction	Pass	Distinction	Pass
Pass	Distinction	Distinction	Pass
Distinction	Distinction	Distinction	Distinction

Retake and resit information

Apprentices who fail one or more assessment method/s will be offered the opportunity to take a resit or a retake at the employer's discretion. The apprentice's employer will need to agree that either a resit or retake is an appropriate course of action. If a resit is chosen, please call the Highfield scheduling team to arrange the resit. If a retake is chosen, the apprentice will require a period of further learning and will need to complete a retake checklist. Once this is completed, please call the Highfield scheduling team to arrange the retake.

A resit is typically taken within 2 months of the EPA outcome notification. The timescale for a retake will be dependent on how much retraining is required but is typically taken within 4 months of the EPA outcome notification. All assessment methods must be taken within a 6-month period, otherwise the entire EPA will need to be resat or retaken.

When undertaking a resit or retake, the assessment method(s) will need to be reattempted in full, regardless of any individual assessment criteria that were passed on any prior attempt. It may be necessary to also re-attempt a 'pre-assessment' activity such as a project submission. We will advise this on the EPA Report and during the scheduling call. The EPA Report will contain feedback on areas for development and resit or retake guidance.

Apprentices will not need to complete a different project where a resit or retake is required but will need to revise their existing project report and/or presentation. Apprentices will be asked different questions in the case of a resit or retake.

Apprentices should have a supportive action plan to prepare for the resit/retake.

Apprentices who achieve a pass grade cannot resit or retake the EPA to achieve a higher grade.

Where any assessment method has to be resat or retaken, the apprentice will be awarded a maximum grade of pass, unless there are exceptional circumstances that are beyond the control of the apprentice as determined by Highfield.

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Assessing the knowledge test

The test consists of **40 multiple-choice questions** and will last **60 minutes**. The **pass** mark is 28 out of 40 and the **distinction** mark is 34 out of 40.

The multiple-choice test may be delivered online or be paper-based and should be taken in a 'controlled' and invigilated environment. The test is closed book which means that the apprentice cannot refer to reference books or materials.

Before the assessment

The employer/training provider should:

- brief the apprentice on the areas that will be assessed by the knowledge test.
- in readiness for end-point assessment, set the apprentice a mock knowledge test. A test is available to download from the Highfield Assessment website. The mock tests are available as paper-based tests and also on the mock e-assessment system.

Knowledge test criteria

Knowledge Statements

K2 The statutory health, safety and environmental legislation and sources of associated guidance and information applicable to their working environment. E.g., Health and Safety at Work etc. Act 1974, Management at Work Regulations 1999, Environmental Protection Act 1990, Environment Act 1995.

K3 How a SHE Management system works, the range of standards which a typical HSE professional would be involved with e.g., OHSAS 18001, ISO 45001, ISO 14001 and how these are applied in their working environment.

K4 Appropriate methods for identifying, evaluating and controlling hazards relevant to their workplace. E.g. 5 steps to Risk Assessment and involving people who are experienced in the activity.

K5 The range of work activities in a given situation and identify how to prioritise and scope out the hazards with the potential to cause harm and/or loss.

K6 The difference between occupational hygiene, health surveillance and health and wellbeing campaigns and methods for implementing these in the workplace.

K7 How to plan and have systems in place to manage change during an activity relevant to the working environment.

K8 How people think and why they make decisions which can lead to risk, how behaviours can be used, the components of a behavioural program and potential blockers to the successful implementation of a behavioural programme.

K9 How to plan for Safety, Health or Environmental emergencies – e.g., accidents, exposure to hazardous substances, fire, pollution.

K10 Theories for incident causation and prevention such as James Reason's Swiss Cheese model, Heinrich and Hertzberg theories (Domino, Competency Matrix) including behavioural considerations and implications on business risk (fines, reputation, lost work etc).

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Assessing the project report and presentation with questioning

This end-point assessment method consists of 2 components:

- project report
- presentation with questioning

Component 1: Project report

The project starts after the apprentice has gone through gateway and the project scope has been approved by the end-point assessor. The duration of the project is up to 12 weeks to enable planning, delivery and measurement of the project's impact. The employer should ensure that the apprentice has sufficient time and the necessary resources, within this period to plan and undertake the project.

In the project report, the apprentice will present evidence from their real work that illustrates their application of knowledge, skills and behaviours. The project outcome should be in the form of a written report.

As a minimum, the project report should contain the following:

- an introduction
- the scope of the project (including key performance indicators)
- background to the project and project aims
- review of relevant literature
- project methodology, analysis and outcomes
- conclusions and recommendations
- reflections on the implications of the project for their own practice
- appendices

The report has a maximum word limit of **3,000**. A tolerance of plus or minus **10%** is allowed at the apprentice's discretion. Appendices, references, diagrams etc will not be included in this total. End-point assessors will only mark reports up to **3300 words**, at which point, assessors will stop marking and only credit the criteria covered to that point. Reports that fall short of the word count will be marked in full, against all criteria.

The apprentice will conduct their project, write their report and submit it to Highfield 12 weeks from the gateway. The assessor will review and assess the project report in advance of the presentation with questioning.

The project report should be completed by the apprentice unaided. The report must be uploaded in PDF format and must be accompanied by the **written submission sheet** which is available to download from the Highfield Assessment website. On the

written submission sheet, the apprentice and their employer must verify that the submitted report is the apprentice's own work and must map how it evidences the relevant knowledge, skills and behaviours for this assessment method, as outlined in this kit.

Component 2: Presentation with questioning

The presentation and questioning will be conducted as follows:

- The presentation will take place on a one-to-one basis between the independent assessor and the apprentice
- The way in which the content of the presentation is delivered is not prescriptive
- The apprentice must outline details of visual aids to be used and specify any equipment required when given notice of the presentation by Highfield

The presentation will be based on the project report and will cover:

- a summary of the context and key aspects of the project which include the scope of the project, background to the project and aims, project outcomes, conclusions and recommendations
- outcomes from the project
- recommendations, actions and next steps

The presentation must be submitted with the project report **12 weeks** after sign-off of the project's subject, title and scope by Highfield (which will happen at gateway). The presentation will be presented to an independent assessor, either face-to-face or via online video conferencing. The presentation content must be submitted **2 weeks** before the presentation to allow the independent assessor sufficient time to review it and prepare appropriate questions.

The presentation and questioning will last **40 minutes**, typically including a **20-minute** presentation followed by **20 minutes** of questioning. If video and/or audio evidence is used in the presentation this should not exceed **10%** of the presentation time. The independent assessor has the discretion to increase the time of the presentation by **up to 10%** to allow the apprentice to complete their last point or respond to a question.

The apprentice will have a minimum of **10 working days'** notice of the presentation from Highfield to prepare for the presentation with questioning. The independent assessor must ask a minimum of **5 questions** at the end of the presentation.

The purpose of the questioning is:

- to seek clarification on the project report and/or presentation
- to assess the depth and breadth of knowledge, skills and behaviours

- to assess those KSBs that the apprentice did not have the opportunity to demonstrate during the project, although these should be kept to a minimum

Only the independent assessor will observe the presentation. The employer will not be present. A representative from Highfield may be present when necessary for moderation purposes.

To deliver the presentation, the apprentice will have access to:

- presentation software
- videos
- interactive demonstrations
- notes
- computer
- work products

Before the assessment

Employers/training providers should:

- give the apprentice time to work on their project and report during the end-point assessment window
- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which safety, health and environment technician criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard and identify real-life examples
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

Grading the project report and presentation with questioning

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages (under 'Project report and presentation with questioning criteria').

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass criteria **and** all of the distinction criteria
- **Unsuccessful** apprentices will have not achieved all of the pass criteria

Project report and presentation with questioning mock assessment

It is suggested that a mock assessment is carried out by the apprentice in advance of the end-point assessment with the training provider/employer giving feedback on any areas for improvement. It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment and Highfield recommend that the apprentice experiences a mock presentation in preparation for the real thing. The most appropriate form of mock assessment will depend on the apprentice's setting and the resources available at the time.

When planning a mock assessment, the employer/training provider should include the following elements:

- mock presentations should be **40 minutes**, typically with the presentation lasting **20 minutes** followed by **20 minutes** of questioning
- consider a recording of the mock assessment and allow it to be played back to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience
- mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose
- a minimum of **5** structured, 'open' questions should be used as part of the questioning that do not lead the candidate but allow them to express their knowledge in a calm and comfortable manner. Some examples of this may include the following:
 - company health & safety and environmental policies including culture
 - How have you helped to support the implementation of the SHE management system in your workplace?
 - Can you give an example of when you supported others through a change in working practices?
 - hazards
 - How do you ensure that working practices remain relevant to your workplace?
 - When identifying hazards, how do you decide which ones should be dealt with first?
 - presentation and communication
 - Describe a time when you delivered a SHE message to others. How did you ensure that the message was clear and engaging?
 - How do you decide what information to include in a business justification?
 - financial implication

- Have you ever suggested an improvement that has a related financial cost? How did you consider this before making the suggestion?
- Can you describe a time when you have contributed to the development of a budget?

Project report and presentation with questioning criteria

Throughout the project report and presentation with questioning, the assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the project report and presentation with questioning by considering how the criteria can be met and reflecting on their past experiences.

Company Health & Safety and Environmental Policies including culture
To pass, the following must be evidenced.
C1 Describes how they support the development, management and implementation of a company's SHE Management Systems as well as how they have delivered training and coaching to relevant staff whilst embedding an ethos of teamwork (S2)
C2 Provides advice on the practical implementation of the company's SHE policies and processes, working collaboratively in a team to apply generic industry guidance whilst ensuring that they positively adapt to change and positively influence behaviour in others to achieve desired outcomes, to resolve conflicts and commit to a policy of equality and diversity. (S3, B2, B3, B7)
To gain a distinction, the following must be evidenced
C3 Justifies the need for new aspects of a management system to be implemented. (S2, S3)

Hazards
To pass, the following must be evidenced.
H1 Identifies hazards and describes how to deal with them in accordance with workplace instructions and legal requirements; evaluates workplace instructions, working practices, aspects that could cause harm, and the highest elements of risk hazards relevant to own workplace. (S4)
To gain a distinction, the following must be evidenced
H2 Evaluates the prioritisation of hazard control measures implemented to reduce risk to the workforce. (S4)

Presentation and Communication
To pass, the following must be evidenced.
P1 Describes how they use appropriate language to present a SHE message that is impactful and engages the audience's attention, ensuring they can deal with any challenges and reflect on their own performance. (S1, B1)
P2 Outlines how to write and present a business justification e.g., cost/benefit analysis to influence managers. (K11)
To gain a distinction, the following must be evidenced
P3 Evaluates alternative presentation techniques for different audiences whilst ensuring the SHE message maintains its impact. (S1)

Financial Implication
To pass, the following must be evidenced.
F1 Identifies where decisions have a financial cost and describes where they have assisted to develop a budget. (S12)
<i>To gain a distinction, the following must be evidenced</i>
<i>No distinction criteria.</i>

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Assessing the professional discussion underpinned by portfolio

A professional discussion is a two-way discussion which involves both the independent assessor and the apprentice actively listening and participating in a formal conversation. It will consist of the independent assessor asking the apprentice questions to assess their competence against the relevant criteria outlined in this kit.

The professional discussion should take place in a quiet environment, free from distractions and influence and can be conducted by video conferencing. It must last for **60 minutes**. The independent assessor can increase the time of the professional discussion by **up to 10%** to allow the apprentice to complete their last answer.

The independent assessor must ask **a minimum of 10 questions**.

During the professional discussion underpinned by portfolio, the independent assessor must cover the following topics:

- ethics
- professional judgment
- CPD
- driving innovation
- reporting
- inspections
- stakeholder engagement
- research, investigations and signposting to experts

Before the assessment

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

Grading the professional discussion underpinned by portfolio of evidence

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages (under 'Professional discussion underpinned by portfolio of evidence criteria').

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass criteria **and** all of the distinction criteria
- **Unsuccessful** apprentices will have not achieved all of the pass criteria

Professional discussion underpinned by portfolio of evidence mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment. Highfield recommends that the apprentice experiences a mock professional discussion underpinned by portfolio of evidence in preparation for the real thing. The most appropriate form of mock professional discussion underpinned by a portfolio of evidence will depend on the apprentice's setting and the resources available at the time.

In designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock professional discussion underpinned by portfolio of evidence should take place in a suitable location.
- a 60-minute time slot should be available to complete the professional discussion underpinned by portfolio of evidence, if it is intended to be a complete professional discussion covering all relevant standards. However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock professional discussion underpinned by portfolio of evidence and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.

- use a **minimum of 10** structured, 'open' questions that do not lead the apprentice but allows them to express their knowledge and experience in a calm and comfortable manner. For example:
 - research and best practice
 - Tell me about a time when you have used research to improve a process in your workplace.
 - Can you give an example of how your own professional development helped you to make improvements to a system in your place?
 - How do you choose what information or guidance to use when improving SHE processes in your workplace/
 - inspections and investigations
 - Describe a time when you assisted with an incident investigation. What was your role and how did you contribute?
 - What methods and/or tools do you use to monitor SHE performance in your workplace?
 - How would you lead an incident investigation?
 - stakeholder engagement and signposting
 - How have you assisted the management team to establish and maintain relationships with external stakeholders?
 - Describe a time when you used your professional judgement to recognise that the expertise of other internal departments is required?
 - ethics
 - What are some moral reasons for implementing SHE practices?
 - How do you apply the code of ethics to uphold safe working practices?

Professional discussion underpinned by portfolio of evidence criteria

Throughout the **60-minute** professional discussion underpinned by portfolio of evidence, the assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the professional discussion underpinned by portfolio of evidence by considering how the criteria can be met.

Research and Best Practice
To pass, the following must be evidenced.
R1 Explains how they use research relating to safety, health and environmental issues from trusted sources to drive forward innovation and how they apply their own ongoing professional development to improve systems or processes. (S10, B4, B8)
To gain a distinction, the following must be evidenced.
R2 Justifies research and selection criteria for application in the workplace to improve systems or processes. (S10)

Inspections and Investigations
To pass, the following must be evidenced.
I1 Describes how they can assist in an incident investigation and implement SHE inspection and monitoring systems. (S6, S11)
I2 Explains how they ensure manufacturer's instructions for the safe use of products is cascaded to colleagues. (S5)
I3 Describes how they would monitor and analyse SHE performance, whilst ensuring all records are prepared and maintained in accordance with legislation and accessible to all authorised parties. (S7, S8)
To gain a distinction, the following must be evidenced.
I4 Explains how they would lead an incident investigation and their justification for embedding the lessons learnt. (S11)
I5 Explains the need for different types of SHE inspections and monitoring systems. (S6)

Stakeholder Engagement and signposting

To pass, the following must be evidenced.

S1 Explains how they assist the management team in establishing, managing or maintaining relationships with external stakeholders, internal departments and use their professional judgement to recognise situations where the activity will benefit from contributions and expertise of other internal departments and signpost to a more relevant third party internally. (S9, S13, B5)

To gain a distinction, the following must be evidenced.

S2 Justifies their professional judgement to recognise situations where the activity will benefit from contributions and expertise of other internal departments. (S13)

Ethics

To pass, the following must be evidenced.

E1 Describes the moral reasons for implementing SHE practices and explains how they apply the code of ethics to ensure they uphold safe working practices at all times. (K1, B6)

To gain a distinction, the following must be evidenced.

No distinction criteria.

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