Highfield International

Work at Height (Level 2 Award)

Qualification Specification

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Highfield International Work at Height (Level 2 Award)

Introduction

This specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your centre manager.

Qualification overview and objective

This qualification is aimed at learners whose job role involves working at height or supporting work at height activities. The qualification provides learners with the knowledge required to understand work at height hazards, legal and organisational responsibilities, the hierarchy of control, the selection and inspection of work at height equipment, and the principles of safe working at height.

Learners will gain the knowledge and understanding of the safe use, limitations and inspection requirements of a range of work at height equipment, including ladders, podium steps, scaffolding, rooftop access systems and mobile elevated work platforms. This qualification also provides the knowledge for recognising emergency arrangements, understanding the risks associated with suspension following a fall, raising the alarm and following site-specific rescue procedures.
Learners will also develop practical skills in the inspection and fitting of personal fall protection equipment (PFPE) and the safe use of harnesses, ladders, step ladders and podium steps.

Important Note: Highfield International recommends that you contact the relevant Government Department in the country that you want to deliver this qualification, to ensure that local laws and regulations are being adhered to and that there are no additional approval requirements. It may be that you are required to register as a training provider within the country itself. Highfield International approves centres based on its own criteria but does not represent any other organisations or departments.

Key facts

Guided Learning Hours (GLH):	8 hours
Total Qualification Time (TQT):	8 hours
Assessment method (s):	Practical assessment and knowledge test

Entry requirements

Centres are responsible for ensuring candidates can meet the necessary level of language in which the course is being delivered. It is recommended that learners are a minimum of

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18+ years of age and centres **will be solely responsible** to assure themselves that learners are physically capable of completing the practical assessments.

Guidance on delivery

The total qualification time is **8 hours** in which an average learner is taught by means of lectures, tutorials, and practical demonstrations, including the time spent on assessment, feedback and re-assessments if required to ensure competency. The delivery of this programme may be adjusted in accordance with learners' needs and/or local circumstances.

For effective delivery of this qualification and to ensure that every learner is thoroughly assessed on the theoretical and practical elements, the tutor to learner ratio in a batch **must not exceed 1:12** in each batch.

For batches with more than 12 learners, the centre must allocate additional assessors/extra time, as well as the required equipment and PPE. Additional Assessment pack must be used, and the assessors must sign the correct assessment packs listing the learners that they have assessed.

Guidance on assessment

This qualification is assessed in **two** parts:

Part 1: Knowledge Assessment: The knowledge elements of this qualification will be assessed through a **25-question** multiple-choice examination, marked by centre assessor. Learners are required to answer the questions, using the Learner Answer Sheet (LAS), available to download from the members' area of the website **OR** assessors can use oral questioning.

Learners must answer **ALL** questions correctly. Where the assessor marks a learner as **'refer'** to any of the questions, assessors must record **additional** questions asked of learners, together with the learner's response, within the 'Assessor comments on any further questioning used' space provided on the EAS.

Part 2: Centre-marked Practical Assessment: Learner will be assessed on all the practical skills listed in the **Highfield Assessment Pack.**

Assessors must refer to the **Tutor/Assessor/IQA Guidance Pack (TAI Pack)** for detailed instructions on conducting the practical assessments, as well as the minimum performance criteria for successfully completing the practical activities. Assessors **must** apply these criteria when assessing learners' practical work, and results **must** be recorded in the assessment matrix within the **Highfield Assessment Pack**. Both the **TAI pack** and the **Assessment Pack** are available in the download section of the member's area of Highfield website.

Final Outcome: To pass this qualification, learners **must** demonstrate competence in **all practical tasks** listed in the assessment pack **and** pass the knowledge assessment. This qualification is graded as **Pass** or **Refer**.

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Portfolio of Evidence for each course: Centres **must** submit the following documents for **each** course to request certification:

- A photograph of the training venue where the knowledge and practical training and assessment was held
- A group photograph of the trainees (in all PPE) along with the course assessor
- Evidence of practical tasks and knowledge assessment **(LAS, videos or images of learners completing the practical tasks, the completed assessment pack, assessor feedback documents and learner IDs)**

All evidence must be collated and stored by the centre for audit by Highfield for up to one year after the assessment date.

To ensure effective delivery and that each learner is thoroughly assessed on both theoretical and practical elements, the assessor-to-learner ratio must not exceed 1:12 in each batch. *For groups larger than **12** learners, centres must allocate additional assessors/extra time and the required equipment. A separate assessment pack must be used for each assessor, and assessors must sign the relevant assessment packs listing the learners they have assessed.*

Centres **must** take all reasonable steps to ensure that no part of a learner's assessment, including internal quality assurance and invigilation, is conducted by anyone with a personal interest in the assessment outcome.

Centre Approval requirements

To deliver this qualification, centres must have the following resources in place:

1. **Mandatory Equipment* list *(This is the minimum set of equipment centres MUST have; they must procure extra resources if and when needed)***
    - Full body harnesses – a minimum of 8 sets
    - Appropriate lanyards (work restraint and/or fall arrest, where applicable)
    - Connectors (e.g. karabiners)
    - Anchor point or training anchor system suitable for harness fitting demonstrations (this does not need to be a live fall-arrest system)
    - Leaning ladder
    - Step ladder
    - Podium steps
    - Appropriate personal protective equipment (PPE) relevant to work at height activities (e.g. safety helmet with chin strap, safety footwear, gloves, high-visibility clothing where appropriate).

Centres must ensure that all equipment is inspected, tested and serviced in accordance with the manufacturer's instructions. Inspection records must be maintained.

2. **Centres must secure a suitable venue**** - The centre venue must comply with relevant health and safety requirements and be appropriate for the number of learners being trained. Knowledge-based training and knowledge assessments must be delivered in a suitable classroom or training room environment.

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Practical training and assessment must take place in a safe area that has been specifically prepared for training purposes. *If a client site is used, the training area **must be clearly separated** and **away** from operational sites and controlled to ensure the safety of learners, staff, and others on site*.

****Centres must** notify Highfield of their training schedule **at least two working days** in advance. Highfield will conduct announced and un-announced audits to ensure that the training and the assessment are conducted to the required standard. If advance notification is not provided, courses **will not be certified**.

Tutor and Assessor requirements

It is accepted, that both roles may be performed by the same person, providing the qualifications and experience requirements for both roles are met.

Highfield requires that the nominated **tutors** for this qualification meet the following conditions:

1. **must** hold a relevant subject area qualification

   Suitable Subject Area Qualifications may include:
   - industry-recognised 'work at height' qualifications, or equivalent
   - Level 3 qualification in Health and Safety, or equivalent;
   - 3 years' experience in the work at height industry
   - Harness Instructors Certificate
   - NEBOSH International General Certificate (IGC);
   - Any other qualification and/or experience deemed appropriate by Highfield or equivalent;
   - Any other qualification and/or experience deemed appropriate by Highfield.

2. **must** hold a teaching qualification and/or experience:

   Suitable Teaching Qualifications may include:
   - Highfield Level 3 International Award in Delivering Training (IADT);
   - Highfield Level 3 or 4 Award in Education and Training or equivalent.
   - Proof of at least 30 hours of training in relevant subject; and
   - Any other qualification and/or experience deemed appropriate by Highfield.

Highfield requires that the nominated **assessors** for this qualification meet **all of the tutor requirements** (points 1-2 above), **and** the following additional conditions:

3. **must** hold an assessor qualification and/or have relevant assessing experience

   Suitable Assessor Qualifications/Experience may include:
   - Highfield Level 3 International Award in Vocational Training and Assessment Practice (VTAP) qualification or equivalent.

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- A recognised Level 3 Award in Assessing Vocationally Related Achievement or equivalent.
- Evidence of recent and relevant experience of assessing competence in relevant subject; and
- Any other assessor qualification and/or experience deemed appropriate by Highfield.

Guidance on Internal Quality Assurance

Highfield **strongly recommends** that centres have an internal quality assurance process and policy in place. Internal quality assurance (IQA) must be completed by an appropriately experienced person and that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring. The IQA **must**:

- have sufficient training and assessment experience in a vocational sector;
- check that the delivery and assessment is in line with the qualification requirements;
- check that all assessment paperwork is completed accurately; and
- ensure an audit trail is provided for internal quality assurance

Once complete, the assessment paperwork and IQA paperwork **must be stored** by the centre for a minimum period of **12 months** to allow for quality assurance checks.

Highfield will support centres by conducting ongoing engagements to ensure and verify the effective and efficient delivery and assessment of the qualification.

Recognition of Prior Learning

Centres may apply to use recognition of prior learning or experience, to reduce the amount of time spent in preparing a learner for assessment. For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) Policy in the members' area of the Highfield website. This policy should be read in conjunction with this specification and all other relevant Highfield documentation.

ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

- national identity card; valid passport (any nationality); signed photo card driving licence
- valid warrant card issued by police, government department or equivalent
- other photographic ID card, e.g. employee ID card (must be current employer), student ID card, travel card

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For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.

Useful websites

- www.highfieldqualifications.com/products/training-resources (Highfield Qualifications)
- www.highfieldinternational.com/
- www.highfieldqualifications.com/products/training-resources

Progression

Progression and further learning routes include:

- Highfield Level 3 International Award in Health and Safety in Workplace
- Highfield Level 2 International Award in Risk Assessment
- Highfield Level 1 International Award in Health and Safety for Construction Labourers and Site Visitors

Highfield offers a range of qualifications to help learners progress their careers and personal development. Please contact your centre manager for further information.

Recommended Training Material

The following resource have been developed by Highfield and are recommended training materials for users of this qualification:

- *Work at Height* PowerPoint; Highfield Products.

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Appendix 1 – Qualification Structure

To achieve this qualification, learners must successfully complete 1 mandatory unit:

Unit	Unit Title	Level	GLH
1	Work at Height (International Level 2)	2	8

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Appendix 2 – Qualification Content

Unit 1: **Work at Height (International Level 2)**
Unit Level: **2**
Unit GLH: **8 hours**
Unit TQT: **8 hours**

Learning Outcomes	**Assessment Criteria**
The learner will	***The learners can***
1. Understand the duties and responsibilities relating to working at height	1.1 Define working at height 1.2 Outline the roles and responsibilities of **employers**, **supervisors** and **workers** 1.3 Define the **terms** that identify a competent person 1.4 Outline **sources** of information, legislation, codes of practice, standards and organisational procedures relevant to working at height
2. Understand how to correctly select and use work at height equipment	2.1 Identify **key risk factors** when selecting WAH equipment 2.2 Identify **categories** of personal fall protective equipment (PFPE) and safety harnesses 2.3 Describe the **key considerations** for safe use of ladders and steps 2.4 Explain the basic **safety principles** and **limitations** associated with specialised work at height systems: ○ Scaffolds and scaffold access ○ Mobile Towers ○ Mobile Elevated Work Platforms (MEWPs) ○ Suspended platforms 2.5 Outline the **requirements** for inspection and maintenance of WAH equipment
3. Understand how risks are controlled when working at height and the importance of a emergency rescue plan	3.1 Outline the importance and basic **principles** of WAH risk assessment 3.2 Describe **common hazards** and **risks** associated with working at height 3.3 Explain the **steps** in management of hierarchy of controls for work at height 3.4 Explain **common** fall protection systems and measures 3.5 Distinguish between fall prevention, fall restraint and fall arrest 3.6 Outline the **requirements** for roof top access and egress 3.7 Outline the purpose and importance of an emergency rescue plan

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	3.8 Describe the **initial actions** to take following a fall or work at height emergency 3.9 Outline the **risks** associated with suspension intolerance and the importance of prompt rescue
4. Be able to apply safe working practices when using basic work at height equipment	4.1 Identify hazards and select appropriate basic control measures before starting a work at height activity 4.2 Select and carry out a pre-use check for harness 4.3 Correctly fit a full-body harness and associated PFPE 4.4 Demonstrate the correct and safe positioning and use of: ○ Leaning ladders ○ Step ladder ○ Podium steps

Amplification

LO 1, LO2 and LO3 are knowledge-based assessment criteria tested via knowledge assessment

LO4 is a practical based learning outcome and all ACs (4.1 to 4.4) will be assessed via practical demonstration. Assessors must follow guidance on the performance requirements for these tasks, covered in the Highfield Tutor/Assessor/IQA guidance pack (TAI Pack).

LO 1 Understand the duties and responsibilities relating to working at height

1.2 Outline the roles and responsibilities of employers, supervisors and workers

- **Employers**: planning and organising work; providing safe equipment, information, instruction, training and supervision; ensuring workers are competent; providing safe access/egress; inspection and maintenance arrangements; emergency/rescue arrangements.
- **Supervisors**: confirming controls are in place; checking equipment and work areas; ensuring workers follow procedures; stopping unsafe work; communicating changes and emergencies.
- **Workers**: following training and instructions; using equipment/PPE correctly; carrying out pre-use checks; reporting defects, hazards and changes; not misusing safety equipment; stopping and reporting unsafe conditions

1.3 Define the terms that identify a competent person

- Appropriate knowledge, skills, training and experience for the task;
- ability to recognise hazards and limitations;
- ability to carry out assigned duties safely; understanding of relevant procedures and equipment.
- to make a learner competent for specialist activities such as MEWP operation, scaffold erection or rescue at height will require further operative or specialist training.

1.4 Outline sources of information, legislation, codes of practice, standards and organisational procedures relevant to working at height

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- Applicable national/local legislation;
- Local/national regulatory guidance and codes of practice*;
- industry standards; manufacturer instructions;
- equipment manuals; workplace procedures; risk assessments/Job Safety Analysis (JSA); method statements;
- Permit to Work requirements;
- emergency/rescue procedures; client/site rules.

*Trainer must ensure that relevant local regulatory and client guidance is included as required. For example, for GCC delivery, this may include OPAL in Oman, ADOSH-SF and ADNOC in the UAE, Saudi Aramco requirements in KSA, and applicable regulatory or major client requirements in Qatar, Bahrain and other GCC states.

LO2 Understand how to correctly select and use work at height equipment

2.1 Identify key risk factors when selecting WAH equipment

Nature and duration of task; working height; access and egress; frequency of use; ground/surface conditions; available space; position of edges/openings; weather; electrical hazards; falling objects; number of people exposed; load and SWL; fall distance and consequences; rescue needs; equipment compatibility; suitability for the user and task; preference for collective protection over personal protection where appropriate

2.2 Identify categories of personal fall protective equipment (PFPE) and safety harnesses

Full-body harnesses; restraint systems; fall-arrest systems; work-positioning systems; lanyards including restraint and energy-absorbing lanyards; twin lanyards where relevant; connectors; anchorages; lifelines; self-retracting lifelines/fall arresters. Basic identification of harness attachment points and intended use. Avoid specialist rope-access systems beyond awareness

2.3 Describe the key considerations for safe use of ladders and steps

Selection of correct ladder/step type and material; pre-use checks; firm and level footing; securing where necessary; correct angle for leaning ladders; safe access height/extension above landing where applicable; three points of contact; facing the ladder when climbing/descending; avoiding overreaching; load limits; safe carrying of tools/materials; weather and electrical hazards; stepladders fully opened and locked; not standing on prohibited steps; safe storage and removal of defective equipment

2.4 Explain the basic safety principles and limitations associated with specialised work at height systems: Scaffolds and scaffold access; Mobile Towers; Mobile Elevated Work Platforms (MEWPs); Suspended platforms

- **Scaffolds and scaffold access**: authorised erection/modification, inspection status, scaffold tagging, safe access, guardrails/toe boards, load limitations, defects and unauthorised alteration.

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- **Mobile towers:** competent erection/use, manufacturer instructions, level/stable ground, locking castors, guardrails, safe access, height/base limitations, movement restrictions, weather limitations.
- **MEWPs**: competent/authorised operator, equipment-specific training, pre-use checks, SWL, ground conditions, exclusion zones, overhead hazards, wind/weather, emergency lowering, fall protection where required.
- **Suspended platforms**: competent operators, certification/inspection, SWL, independent fall protection where required, secure tools/materials, emergency arrangements and weather limitations.

This AC is awareness only and does not confer operator/erector competence.

2.5 Outline the requirements for inspection and maintenance of WAH equipment

Pre-use checks by the user; periodic/formal inspection by a competent person where required; manufacturer-specified inspection intervals; inspection after exceptional events, damage or a fall; defect reporting; removal from service; tagging/quarantine; records; correct storage, cleaning and maintenance; expiry/service-life considerations; manufacturer instructions.

LO 3 Understand how risks are controlled when working at height

3.1 Outline the importance and basic principles of WAH risk assessment

Purpose of identifying hazards before work starts; identifying who may be affected; considering likelihood and consequences; selecting suitable controls using the hierarchy; communicating controls; reviewing when conditions change.

3.2 Describe common hazards and risks associated with working at height
Falls from edges, platforms, ladders and openings; falls through fragile surfaces; falling tools/materials; unstable or unsuitable equipment; incorrect equipment selection; poor access/egress; slips/trips; weather and wind; working above water; overhead/electrical hazards; moving plant/vehicles; unsafe ground; overreaching; equipment failure; suspension following fall arrest; risks to people below.

3.3 Explain the steps in management of hierarchy of controls for work at height

- **Avoid** work at height where reasonably practicable;
- **prevent** falls using safe places of work or collective protection;
- **minimise** the distance and consequences of a fall where prevention is not possible.

Explain the preference for collective measures before relying on personal fall protection.

3.4 Explain common fall protection systems and measures

Guardrails, barriers and edge protection; working platforms; covers for openings; safety nets; restraint systems; fall-arrest systems; lifelines; anchor systems; controlled/exclusion areas; tool tethering and measures to prevent falling objects. *Purpose and basic limitations of each rather than design or installation calculations.*

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3.5 Distinguish between fall prevention, fall restraint and fall arrest

- **Fall prevention** prevents exposure to a fall, e.g. guardrails/platforms.
- **Fall restraint** restricts movement so the user cannot reach a fall edge.
- **Fall arrest** stops a fall after it has begun and requires consideration of anchorage, fall clearance and rescue.

Learners should recognise the difference and the relative priority of prevention over arrest.

3.6 Outline the requirements for roof top access and egress

Use of designated and safe access routes; preference for permanent stairs where regular access is required; ladders only where appropriate for infrequent access; designated walkways; safe access around edges/openings; fragile surfaces/skylights; guardrails and edge protection; signage; weather; carrying tools/materials; keeping access/egress unobstructed; emergency egress.

3.7 Outline the purpose and importance of an emergency rescue plan

- Purpose of an emergency rescue plan - ensuring arrangements are in place before work at height begins;
- enabling a prompt and coordinated response following a fall or other work at height emergency; raising the alarm and obtaining appropriate assistance;
- awareness of individual roles and responsibilities in an emergency; availability of appropriate rescue arrangements and competent assistance; importance of communicating the plan to those involved in the work;
- reducing the time a person may remain suspended following a fall; avoiding unplanned or improvised rescue attempts that could place others at risk; following site-specific emergency procedures

3.8 Describe the initial actions to take following a fall or work at height emergency
Stop work; raise the alarm; follow site emergency/rescue procedures; prevent further exposure to danger; summon trained rescue/emergency assistance; maintain communication where possible; keep others away from the hazard area; do not improvise a rescue or expose oneself to additional risk; provide relevant information to rescuers/first aiders.
For example: Companies and major clients may require workers to understand who to contact in an emergency, applicable emergency procedures, and the arrangements for the rescue or recovery of suspended persons.

3.9 Outline the risks associated with suspension intolerance and the importance of prompt rescue
Effects of prolonged suspension in a harness; reduced circulation and possible deterioration of the casualty; signs of distress; importance of rapid activation of the rescue plan; maintaining communication with the casualty where possible; use of suspension-relief measures where this provided and people trained; need for appropriate first aid/medical assessment following rescue.

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