

## **ST0550 Level 3 Safety, Health and Environment (SHE) Technician Apprenticeship Standard.**

### Introduction

This assessment plan details the requirements and processes for on-programme delivery, gateway and independent end-point assessment of the Safety, Health and Environmental (SHE) Apprenticeship Standard. This assessment plan has been developed to support employers, apprentices, training providers and end-point assessment organisations with the delivery and assessment requirements of the SHE Apprenticeship.

This apprenticeship has been designed by employers from a variety of industries for apprentices to work in these industries engaged in the management of safety, health and environment. The standard aims to address the skills shortage being experienced by employers when recruiting in this specialist field.

The approach to assessment has been designed to be appropriate, robust and challenging across a wide range of contexts while ensuring consistency is maintained through the thorough standardisation processes. The aim of the apprenticeship programme will:

- motivate apprentices to excel, not merely do enough to satisfy the minimum standard.
- add value to both the apprentice and employer by formalising learning and recognising achievement.
- be affordable and manageable for employers.
- enable progression and continuous professional development with the Institution of Occupational Health and Safety (IOSH).
- allow apprentices to gain a core understanding of Safety, Health and Environmental legislation and appropriate subject knowledge in their chosen sector.
- position the apprentice to develop a sustainable and rewarding career in the safety, health and environmental field.
- attract the next generation of SHE professionals into a variety of sectors and develop their technical expertise and behaviours so they can add real value to the profession.

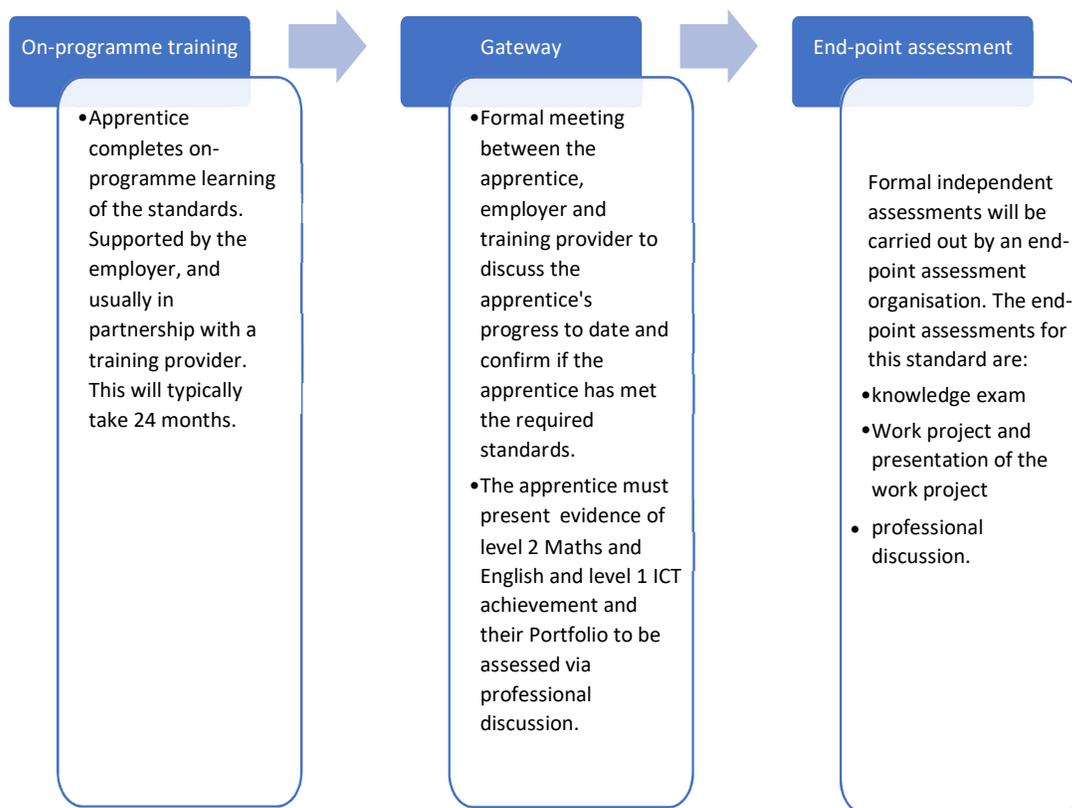
### **Summary of assessment**

The apprentice will start their apprenticeship journey by completing on-programme training. The typical duration of this is 24 months, depending on their prior learning and experience. This training will be delivered, supervised and formatively assessed by their employer and/or training provider.

Once the apprentice has completed their on-programme training, they will complete summative synoptic assessments to test them against the full apprenticeship standard. This formal assessment will be carried out by an approved end-point assessment organisation from the Education and Skills Funding Agency (ESFA) Register using three independent endpoint assessment methods. The end-point assessments have been designed to review the overall performance of the apprentice in their job. The assessment activities will be completed in the following order:

1. assessment of knowledge through an exam using multiple choice and short answer questions
2. testing of knowledge, skills and behaviours evidenced in a work project with a presentation and a question and answer session.

3. professional discussion based around a portfolio of work to assess overall achievement of the knowledge, skills and behaviours across the standard.



### Assessment overview

The independent assessor will review the evidence for each apprentice and grade the apprentice on the following scale: referral/pass/distinction.

All candidates must participate in all three elements of the end-point assessment.

Assessment method	Area assessed	Assessed by
Knowledge exam	Knowledge of core standard tested using multiple choice and open answer questions.	Apprentice end-point assessment organisation

Work Project Report and presentation of this.	<p>Demonstration of skills and behaviours through presentation/ question and answer session on set work project relevant to job role. A report of this work project will be completed by the apprentice and submitted for end point assessment. It is envisaged the work project report will take place within the six months following the gateway meeting and the work project requirements will be agreed between the apprentice and their employer prior to the work project commencing.</p> <p>The work project report will be sent to the independent assessor, in advance of the presentation.</p>	Apprentice end-point assessment organisation
Professional discussion	Based on the portfolio, the discussion will cover skills and behaviours that have been applied and can be evidenced across the standards.	Apprentice end-point assessment organisation

### **On-programme training**

The period of on-programme training is managed by the employer, usually in partnership with a training provider.

### **Portfolio**

The apprentice will produce a portfolio that is mapped against the requirements of the standard. The portfolio will be the basis of the end point discussion. The portfolio will cover a wider range of work than the work project, the portfolio will include the following mandatory elements:

- Examples of work completed that fulfils the discussion requirements of Annex 1.
- Reflective accounts of work completed.
- Evidence of feedback from line manager and colleagues on performance.

The portfolio could also include the following optional elements:

- Preparation notes/meeting minutes
- Programme for delivery of the work
- Project reports
- Customer/stakeholder feedback

- Observation reports by the employer or training provider

The evidence contained in the portfolio will be validated by the employer or training provider and will represent all the skills and behaviours contained within the standard. Typically two pieces of evidence will be provided for each of the eleven 'discussion' elements from the standard, providing a total of twenty-two pieces of evidence +/-10%.

The employer, in discussion with the apprentice and training provider, will confirm in an Employer and Apprentice Gateway Commitment document (see annex 3) that the apprentice is ready for the end-point-assessment. The employer is responsible for the gateway sign off.

Achievement of level 2 (GCSE A\*-C equivalent) in Maths and English and level 1 ICT must be evidenced prior to taking their end-point-assessment.

### **Assessment gateway**

Once an apprentice has completed the on-programme training, the employer should arrange a formal gateway meeting with the apprentice to discuss their progress to date and confirm if the apprentice has met the full apprenticeship standards during their on-programme training. The meeting can be attended by relevant people that have worked with the apprentice on-programme, such as the line manager/employer mentor, on-programme trainer/training provider and/or a senior manager (as appropriate to the business). Apprentices should provide their portfolio and any other evidence that they feel shows their achievement of the apprenticeship standard to the employer. If the employer is satisfied that the apprentice has met the level 3 standard's requirements, then the apprentice should be put forward to complete their end-point assessments with an approved end-point assessment organisation. The outcomes of the meeting should be recorded in an Employer and Apprentice Gateway Commitment document (see annex 3) to confirm the apprentice's readiness for independent end-point assessment. This document should explain the judgements of the employer, ensuring the judgements are appropriate, fair, consistent and reliable. In this meeting reference should be made to the end point assessment methods planned for completion in relation to relevant to knowledge, skills and behaviours in the standard.

During the gateway meeting, the apprentice must also demonstrate their achievement of a level 2 English and level 2 maths qualification and level 1 ICT.

### **End-point assessment**

The independent end-point assessment takes place at the end of the apprentice's on-programme training and following a successful gateway meeting. The selected approved apprentice end-point assessment organisation from the Education and Skills Funding Agency (ESFA) Register of Apprenticeship organisations will be responsible for all aspects of the end-point assessment.

### **What will be assessed?**

The knowledge, skills and behaviours required of a SHE apprentice as set out in the standard will be assessed synoptically during the end-point assessment. Details of the knowledge, skills and behaviours can be found in annex 1 along with further details of the end-point assessment

component that will assess each element of the standard. Each element of the standard has one end-point assessment method referenced to avoid duplication.

### **How will it be assessed?**

The duration of the end-point assessment process should take no longer than 3 months. The endpoint assessment components are:

#### **Knowledge exam**

The knowledge requirements within the standard will be tested using a series of multiple-choice questions and open-response questions to assess the apprentice's knowledge. The exam will be set at level 3 to be appropriate to assess learners against the standard's requirements.

The knowledge exam may be delivered online or be paper-based. The apprentice end-point assessment organisation will set out the test specifications for the exam, each question will have two parts, a multiple choice question worth one mark and an open question worth 4 marks, totalling 5 marks per question. The multiple choice and open parts of one question cover the same topic. The Knowledge exam will comprise of 11 two-part questions (one per each of the 11 knowledge elements in Annex 1).

The end point assessment organisation must develop 'practical specification banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the specifications they contain, are fit for purpose.

The multiple choice questions will each have one correct answer from four possible answers.

For example:

**Question:** What is the first step of the HSE's 5 Steps to Risk Assessment? (1 mark)

**Answer Options:** 1. Record your findings. 2. Decide who may be harmed. 3. Identify the Hazards. 4. Evaluate the risks and decide on precautions.

The open response question will be worth 4 marks with the expectation that the answer will include 4 key points demonstrating achievement of the standard (or beyond for distinction).

For example:

**Question:** Describe how you influence the behaviour of people in your organisation to encourage them to work without harming themselves, other people or the environment. (4 marks).

**Answer:** Possible answers include setting clear expectations, management leading by example and encouraging feedback, involving the workforce in developing safe systems of work, positive reinforcement of desired behaviours and negative consequences for undesired behaviours.

Each of the 11 questions is worth 5 marks (1 mark from the multiple choice question and 4 marks from the open question) providing a potential 55 marks. It is possible (albeit unlikely) to get all the multiple choice questions incorrect and still pass with high scores on the open response questions, this is acceptable. Solely completing the multiple choice questions will not achieve the pass mark.

The duration of the knowledge exam will be 2 hours unless apprentices qualify for extra time. The end-point assessment organisation will need to agree a relevant facility to allow apprentices to sit the exam in a controlled environment with invigilation to ensure consistency and quality.

### Assessment of a work project and associated presentation

The work project will be completed for end point assessment. The apprentice will produce a work project report (separate to the portfolio) that is mapped against the standard's requirements. The report will be assessed and form the basis of the presentation. In the work project report and presentation, the apprentice will present evidence from their real work (or if necessary a simulated working environment) that illustrates their application of knowledge, skills and behaviours. This will be managed by the end point assessment organisation to ensure validity. The evidence contained in the work project report will be validated (but not assessed) by the employer or training provider and will represent all the skills and behaviours contained within the standard - see Annex 1. Assessment will be undertaken by the end point assessment organisation.

Evidence in the work project report might include the following in relation to the specific piece of work chosen for the project:

Title Page	Report Title Your Name Submission Date
Executive Summary	Overview of Project Findings Recommendations
Introduction	Terms of reference Outline of structure of report. Outline of theories (if applicable)
Body	Headings and sub headings which reflect the contents of each section. Finding Discussion of Findings Findings in relation to theory (if applicable)
Conclusion	Summary of Key Findings Recommendations
References	List of reference material Any work used to support the project but was not the apprentice's work.
Appendix	Information to support the report but not essential to explanation.

The work project report will be 2000 words (+/-10%).

Guidance on the scope and range of the work project will be provided by the employer. If employers require advice they can employ the services of a training provider. The employer or training provider should review the scope of any proposed topic to ensure that all the 'work project and presentation' elements of the standard can be demonstrated. For example a work project could follow a Plan, Do, Check, Act model, by writing or reviewing an activity risk assessment to plan and identify improvement in the organisations management system. The proposed improvement would need to be presented to the employer with a business case that recognises equality & diversity and then implemented and reviewed recognising behavioural aspects in the lifecycle of the project. The topic covered is open in order to be suitable for any workplace.

To achieve the highest marks work projects should exceed the requirements of the standard, the standard must be met to achieve a pass. See Annex 1 for pass descriptors.

The employer and the training provider can assist the apprentice to gather evidence for their work project and provide witness testimonies if appropriate – although any evidence included in the work project must be clear and show the apprentice’s own work/experience. The use of video and audio evidence is also encouraged to provide ‘real-time’ demonstration and application of knowledge, skills and behaviours. Video and audio evidence is not counted in the word limit for the report, however if elements are used in the presentation this should not exceed 10% of the presentation time. The employer will not be present at the presentation which will be presented by the apprentice to the end point assessor.

At end point assessment the content of the report will be presented to the end-point assessor, this presentation forms part of the assessment (see Annex 1). The work project report will be sent to the independent assessor in advance of the presentation.

Presentations should be 20 minutes +/- 10%, followed by questions and answers for 15 minutes +/- 10%. The location of the presentation will be set by the assessing organisation, this is likely to be at their office in order to facilitate multiple work project assessments from varying organisations in a day, however if there are multiple apprentices based at one work location or if multiple assessment activities are completed in one day, this may be at the work location. The presentation of the work project along with the outcomes from the Q&A session will be assessed by the end-point assessor.

### **Professional discussion**

The professional discussion is a structured discussion between the independent end-point assessor and the apprentice. The employer will not be present. The professional discussion will cover eleven specific elements of the standard which are detailed in annex 1.

The professional discussion will focus on skills and behaviours that have not been assessed by an alternative assessment method. The professional discussion will last 60 minutes +/- 10%, the discussion should be recorded (video/audio) for quality assurance purposes.

### **End-point assessment – final judgement**

The knowledge exam, work project with associated presentation and professional discussion are reviewed against the standard to ensure that the apprentice has achieved a pass against the skills, knowledge and behaviour detailed in the standard, the final judgement will confirm whether a pass or distinction has been achieved or whether referral is required.

In assessing competence, every element of the knowledge, skills and behaviours listed in Annex 1 must be achieved to gain a pass (detail of pass marks are detailed on the next page).

A distinction will be awarded where all pass elements are met and the overall score is 128 or greater from the full 160 marks available (80%). It is recognised that it is possible to achieve a distinction by scoring highly on two of the three assessment methods and only gaining a pass on the third assessment method, this is acceptable.

There will not be a panel of assessors - there will normally only be one independent assessor involved and they will make the final decision, based on the results from the three assessment methods.

### **End-point – grading**

Performance in the end-point assessment will determine the apprenticeship grade of pass, distinction or referral.

Each assessment method will be graded pass, distinction or referral. In order to gain an apprenticeship pass or higher grade, the apprentice must achieve a minimum of a pass in each element of Annex 1. An apprenticeship pass represents full competence against the standard. A grade of distinction means an apprentice is demonstrating competence above the standard.

The table below outlines the scoring criteria that will be applied for each assessment method; detailed guidance is provided in Annex 1 and will be developed further by end-point assessment organisations. It is based on the following principles:

- all pass criteria need to be achieved; in achieving this, the apprentice will be demonstrating all knowledge, skills and behaviours in the standard
- distinction builds on pass criterion

Grade boundaries apply to the bottom of the band e.g. for the Knowledge Exam 33 and above is a pass. A detailed breakdown of marks is provided in Annex 1 & 2.

End Point Element	Distinction Criteria	Pass Criteria	Referral Criteria
<b><u>Refer to Annex 1 for grade descriptors.</u></b>			
Knowledge exam (55 Marks)	Pass criteria plus a score of 44 or above.	Scoring at least 2 out of 5 in each question and achieving an overall score of 33-43 marks.	Scoring below 2 out of 5 on one or more questions or an overall score of 32 or less.
Work project & associated presentation (50 Marks)	Pass criteria plus a score of 40 and above.	Scoring at least 3 out of 5 in each element of Annex 1, achieving an overall Score 30-39	Scoring below 3 out of 5 on one or more element of Annex 1, therefore an overall score of 29 or less.
Professional discussion (55 Marks)	Pass criteria plus a score of 44 and above.	Scoring at least 3 out of 5 in each element of Annex 1, achieving an score of 33-43 marks.	Scoring below 3 out of 5 on one or more elements from Annex 1, therefore or an overall score of 32 or less.
Total (160 Marks)	Pass = 96 Distinction = 128		

To achieve a pass apprentices must achieve every element of the standard detailed in annex 1. To achieve a distinction, apprentices must achieve an overall score of 128 marks (80%) or greater.

Reasonable adjustments will be made in accordance with the Equality Act 2010.

Where possible, it is expected that the presentation and discussion will be assessed on the same day.

Where referral of one or more element is required further learning should be undertaken in order to achieve the assessment standard. Apprentices should resubmit referred elements within 12 months of referral. If the work project presentation component needs to be resubmitted, this should be done within 3 months of referral. This will usually be a revised version of the existing work project, not a new project.

Any appeals in relation to the outcome of the End Point Assessment will be initially managed by the end-point assessment organisation, and escalated to the external quality assurance organisation/group as appropriate.

### **End-point – summary of roles and responsibilities**

**Independent assessor** - an independent assessor must be someone who has nothing to gain from the outcome of the assessment and must not have been involved in the training or line management of the apprentice. They must be approved and appointed by the end-point assessment organisation to undertake the independent end-point assessment of the apprentice.

To ensure consistent and reliable judgements are made, independent assessors will be subject to rigorous quality assurance and must take part in regular standardisation activities. The mandatory criteria for independent end assessors are set out below.

- An equal (Level 3) or higher qualification in Safety, Health and Environment and be maintaining CPD with a relevant professional body.
- Hold an appropriate assessment qualification
- Have excellent knowledge and understanding of the apprenticeship standard as set out in annex 1.
- Have occupational expertise and knowledge relevant to the industry that the apprentice is working in e.g. construction, manufacturing, retail etc.
- Evidence of ongoing and current CPD that ensures technical knowledge and skills are up to date

**Training provider** – the training provider (chosen from the ESFA Apprenticeship Training Register) may be a college, a private training provider or an employer who has a suitable training and development department/facility. The training provider role is to support the apprentice with on-programme delivery of the standard, and they may also support the apprentice with gathering information and evidence for the work project which will be formally assessed during the end-point assessment. They may deliver some classroom-based (off the-job) training to the apprentice to cover knowledge, as well as conducting on-the-job formative assessments and progress reviews to ready the apprentice for gateway and end-point assessment.

**Apprentice end-point assessment organisation** – the apprentice end-point assessment organisation is an independent organisation that is responsible for completing the end-point assessment of each apprentice to ensure that all apprentices following the same standard and are assessed robustly, consistently and reliably. Any appeals or grievances must be addressed in line with an appropriate appeals procedure.

The Register of End-Point Assessment Organisations is a list of approved organisations that have been judged as being suitable to conduct independent end-point assessments by the Education and Skills Funding Agency.

Only these approved organisations are eligible to conduct the independent end-point assessment of apprentices, therefore the employers of apprentices must select an organisation from the register to conduct the independent end-point assessments of their apprentices.

#### **Quality assurance – internal**

The apprentice end point assessment organisation will have in place a robust mechanism for internal quality assurance. This will include annual standardisation meetings with independent assessors and ongoing monitoring, training and support of the independent assessment team demonstrated via their CPD. Random checks will be conducted on at least 5% of assessor's work.

Internal quality assurance of the independent assessment team must be completed by an appropriately qualified person who has not been involved in any aspect of the delivery or assessment of the programme they are quality assuring.

#### **Quality assurance – external**

External quality assurance for the end-point assessment for this apprenticeship standard will be delivered by Ofqual.

#### **Professional body recognition**

The Institution of Occupational Safety and Health (IOSH) will recognise the SHE Apprenticeship enabling those who have completed the apprenticeship to join IOSH at TechIOSH level.

#### **Affordability**

The costs and practicality of assessment have been an important consideration in the development of this approach which will be very easy to manage in all organisations regardless of size or numbers of apprenticeships. Cost effectiveness has been increased in a number of ways, including:

- The involvement of the employer in defining the work project to reduce the need for multiple visits by assessors.
- The option to complete the work project presentation and the professional discussion on the same day, minimising time and travel.
- An approach which is flexible to suit a variety of industries and organisations, removing the need for industry specific apprentice standards and assessment plans.
- Existing end-point assessors are available to deliver the end-point assessment.
- In the case of referral of the work project presentation the same work project can be used to retake this part of the end-point assessment.

The final end assessment costs will not exceed 20% of the total apprenticeship cost.

#### **Expected starts**

It is expected that approximately 150 apprentices will start this apprenticeship in the first year. This should increase to 200 the following year.

**Manageability**

The assessments have been designed to support both the apprentice and the employer. The work project presentation and portfolio is essential due to the complex nature of the role that they are completing. These will allow the apprentice to present more detailed information and evidence to the end-point assessor, which has been collected over time, rather than exclusively during the end-point assessment window.

**Delivering consistent judgements and assessment decisions**

The end-point assessments have been designed so assessment judgements can be standardised and consistent across apprentices. The knowledge exam will be developed using a bank of questions that meet the requirements of the standards. The apprentice end-point assessment organisation will develop and manage the question set. They will also ensure that test papers are comparable and that results are reliable and fair by regularly reviewing test performances.

Robust marking/grading schemes will be developed by the apprentice end-point assessment organisation for the work project presentation and professional discussion components of the end-point assessments and these will be used by all independent assessors during the assessment of each apprentice against the apprenticeship standard outcomes. The marking guidance will promote standardisation across independent assessors.

Independent assessors will undertake standardisation training with the apprentice end-point assessment organisation to ensure they meet the specific independent assessor requirements and to ensure their approach to assessments are consistent and reliable. They will also be subject to moderation to review and agree their assessment decisions with other independent assessors and internal quality assurance staff.

## Annex 1

### Core Knowledge, Skills and Behaviour referenced to Assessment Method

Where required reasonable adjustments will be made to the Behaviours, Skill and Knowledge in accordance with the Equality Act 2010.

	Behaviours (The SHE Apprentice demonstrates that they can...)	Assessment Method	Distinction	Pass	Referral	Marks Available
Behaviours	B1: Communicate effectively: Be able to contribute effectively in both spoken and written styles, adapting to the audience to present information or training in an assertive, engaging way.	Work Project & Presentation	Presents confidently without referring to notes. Clear alignment between work project report and the presentation. Is engaging throughout.	Presents with occasional referral to notes. Clear alignment between work project report and the presentation. Engages with the audience at times.	Relies on reading from a script. Presentation not aligned to work project report. Not engaging.	5
	B2: Work effectively in a team: Be able to work with others (colleagues, suppliers, clients and the public) and lead by example in a collaborative and non-confrontational way. Be able to adjust to change in relation to the requirements of the organisation.	Work Project & Presentation	Provides evidence that they have <b>led a team</b> , demonstrating that they have worked in a collaborative and adaptable way to prevent potential conflict.	Provides evidence they have worked within a team that they have worked in a collaborative and adaptable way.	Cannot evidence working in a collaborative or adaptable way.	5
	B3: Contribute to a positive SHE culture. Challenge behaviour that is inconsistent with SHE culture, respect the culture and values of others in contributing a positive SHE culture. Positively influence behaviour in others to achieve desired outcomes and resolve conflicts.	Work Project & Presentation	Demonstrates actions that lead (beyond the 'contribute' requirement) and can demonstrate a sustained change in culture.	Demonstrates an understanding of how to influence SHE Culture.	Cannot demonstrate and understanding of how to influence SHE Culture.	5

B4: Drive Innovation: Be able to identify areas for improvement and suggest sustainable innovative solutions.	Discussion	Can provide an example of an area for improvement that they identified, the solution they implemented and the outcome of their intervention.	Can provide an example of an area for improvement and a suggested sustainable innovative solution.	Cannot provide an example of an area for improvement or cannot provide a solution to an identified improvement area.	5
B5: Use their Professional Judgement: Be able to work within own level of competence, know when to seek advice from others.	Discussion	Can recognise the limitations of <b>others in addition</b> to their own competence and provide examples of taking action when recognising the limitations of others.	Can recognise the limitations of their own competence.	Does not recognise their limitations.	5
B6: Apply the code of ethics: Work within rules and regulations of professional competence and code of conduct as defined by a professional institution. Be able to resist pressures to allow others to utilise unsafe working practices.	Discussion	Can demonstrate applying the professional institution code of conduct to their workplace and can suggest improvements	Can demonstrate applying the professional institution code of conduct to their workplace.	Cannot demonstrate knowledge of applying the professional institution code of conduct to the workplace.	5
B7: Commit to equality and diversity: Apply attributes of equality and diversity to meet the requirements of fairness at work.	Work Project & Presentation	Can demonstrate creating new procedures or ways of working that promote equality or diversity.	Can demonstrate implementation of the organisations equality and diversity requirements.	Cannot demonstrate a commitment to equality or diversity.	5
B8: Continue their professional development: Identify own development needs and take action to meet those needs. Use own knowledge and expertise to help others when requested.	Discussion	Can identify own development needs and has a plan with timescales to achieve these gaining experience beyond their usual workplace.	Can identify own development needs and has a plan to achieve these with support of manager.	Cannot demonstrate identification of development needs.	5

	Core Skills (The SHE Apprentice can...)	Assessment Method	Distinction	Pass	Referral	Marks Available
Skills	S1: Present and hold 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. Show they can sell the SHE message, have personal impact, deal with challenge, reflect on personal performance, use appropriate language for the audience.	Work Project & Presentation	Exceeds standard requirement via a range of presentation techniques. Answers questions from the end-point assessor with confidence. Demonstrates where presentation feedback has been proactively gained and used to aid personal reflection on performance during the work project.	Mostly holds attention and presents with occasional referral to notes. Uses appropriate language. Can reflect on personal performance when asked.	Relies on reading from a script. Inappropriate language. No reflection on personal performance.	5
	S2: Assist 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.	Work Project & Presentation	Has <b>led</b> the development, management and implementation of a particular topic within the SHEMS	Can demonstrate supporting the development, management and implementation of SHEMS	Cannot demonstrate supporting the development, management and implementation of SHEMS	5
	S3: Provide advice on the practical implementation of the company's SHE policies and processes applying generic industry guidance into the context of the workplace.	Work Project & Presentation	Has <b>developed new tools</b> to provide advice and applying industry guidance in the workplace	Can demonstrate providing advice and applying industry guidance in the workplace.	Cannot demonstrate providing advice or applying industry	5

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					guidance in the workplace.	
	<p>S4: Identify the hazards and evaluate:</p> <ol style="list-style-type: none"> <li>1. workplace instructions that are relevant to the individual's job</li> <li>2. working practices in the individual's job that may harm themselves or others'</li> <li>3. aspects of the individual's job that could harm themselves or others</li> <li>4. which of the potentially harmful working practices and aspects of the individual's work present the highest risks to themselves or others</li> <li>5. how to deal with hazards in accordance with workplace instructions and legal requirements</li> </ol>	Work Project & Presentation	Demonstrates identifying and evaluating hazards relevant to the workplace worked in <b>and also demonstrates examples of new control measures implemented to reduce risk to the workforce.</b>	Demonstrates identifying and evaluating hazards relevant to the workplace worked in.	Cannot demonstrate identifying and evaluating hazards relevant to the workplace worked in.	5
	S5: Support the practical application of the workplace instructions and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products	Discussion	Can show application <b>and improvement</b> of workplace, suppliers or manufacturers' instructions.	Can show application of workplace, suppliers or manufacturers' instructions.	Cannot show application of workplace, suppliers or manufacturers' instructions.	5
	S6: Support and assist in the implementation of SHE inspections and monitoring systems demonstrating the balance between enforcement and internal support.	Discussion	Can demonstrate assisting <b>and improving</b> in the implementation of SHE inspections and monitoring systems	Can demonstrate assisting in the implementation of SHE inspections and monitoring systems	Cannot demonstrate assisting in the implementation of SHE inspections and monitoring systems.	5

S7: Undertake and/or assist with the monitoring, analysis of and reporting of SHE performance.	Knowledge Test	Can demonstrate <b>improving</b> monitoring and analysis of SHE performance.	Can demonstrate assisting in monitoring and analysis of SHE performance.	Cannot demonstrate assisting in monitoring and analysis of SHE performance.	5
S8: Prepare and maintain 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.	Discussion	Can demonstrate <b>improvements to processes for</b> preparing and maintaining legal or workplace SHE records.	Can demonstrate preparing and maintaining legal or workplace SHE records.	Cannot demonstrate preparing and maintaining legal or workplace SHE records.	5
S9: Assist 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.	Discussion	Can demonstrate independently establishing or managing <b>new relationships</b> with external stakeholders.	Can demonstrate assisting the management team in maintaining existing relationships with external stakeholders.	Cannot demonstrate assisting the management team in maintaining relationships with external stakeholders	5
S10: Research Safety, Health and Environmental Issues and best practices.  Review updates of health and safety regulations e.g. changes to Construction, Design and	Discussion	Can demonstrate research <b>and application in the workplace</b> to improve systems or processes.	Can demonstrate research to improve systems or processes.	Cannot demonstrate research to improve systems or processes.	5

Management Regulations or updates to the Control of Substances Hazardous to Health along with workplace instructions, making sure that information is from reliable sources.					
S11: Assist and/or manage the investigation of accidents, incidents, dangerous occurrences, near misses and other incidents as directed.	Discussion	Can demonstrate <b>leading</b> an incident investigation <b>and embedding the lessons learnt.</b>	Can demonstrate managing or assisting in an incident investigation.	Cannot demonstrate assisting in incident investigation.	5
S12: Recognising where decisions have a financial cost and assisting to develop a budget.	Work Project & Presentation	Can demonstrate where finance has been considered, a budget developed independently <b>and implemented in the workplace.</b>	Can demonstrate where finance has been considered and the apprentice has assisted to develop a budget e.g. with their line manager.	Cannot demonstrate where finance has been considered and a budget developed.	5
S13: Recognising situations where the activity will benefit from contributions and expertise of other internal departments such as HR, Finance, IT or Occupational Health.	Discussion	Can demonstrate working with other internal departments to achieve <b>mutual benefits</b> to both departments.	Can demonstrate gaining contributions and expertise of other internal departments	Cannot demonstrate gaining contributions and expertise of other internal departments	5

Knowledge (The SHE Apprentice will know and understand...)	Assessment Method	Distinction	Pass	Referral	Marks Available
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Knowledge	K1: The moral reasons for good safety, health and environmental working practices, ensuring no harm to people or the environment.	Knowledge Test	Demonstrates an applied understanding of moral reasons for each of 1) Safety, 2) Health and 3) Environment with an example of each.	Demonstrates a theoretical understanding of moral reasons for each of 1) Safety, 2) Health and 3) Environment.	Does not demonstrate and understanding moral reasons for one or more of 1) Safety, 2) Health and 3) Environment.	5
	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.	Knowledge Test	Can demonstrate an understanding of key statutory health, safety and environmental legislation and sources of associated guidance and information <b>and how these are applied in their working environment.</b>	Can demonstrate an understanding of key statutory health, safety and environmental legislation and sources of associated guidance and information.	Cannot demonstrate an understanding of key statutory health, safety and environmental legislation and sources of associated guidance and information.	5
	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 if applicable how these are applied in their working environment.	Knowledge Test	Can demonstrate an understanding of how a SHE Management system works and the range of standards used <b>and how these are applied beyond their working environment (e.g. other industries)</b>	Can demonstrate an understanding of how a SHE Management system works and the range of standards used.	Cannot demonstrate an understanding of how a SHE Management system works and the range of standards used.	5
	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.	Knowledge Test	Can demonstrate an understanding of appropriate methods for identifying, evaluating and controlling hazards <b>and how these are implemented in their working environment.</b>	Can demonstrate an understanding of appropriate methods for identifying, evaluating and controlling hazards.	Cannot demonstrate an understanding of appropriate methods for identifying, evaluating and controlling hazards.	5

K5: The range of work activities in a given situation and identify how to prioritise the hazards with the potential to cause harm and/or loss.	Knowledge Test	Can identify and prioritise the hazards with the potential to cause harm and/or loss <b>and provide examples from the workplace.</b>	Can identify and prioritise the hazards with the potential to cause harm and/or loss.	Cannot identify and prioritise the hazards with the potential to cause harm and/or loss.	5
K6: The difference between occupational hygiene, health surveillance and health and wellbeing campaigns and methods for implementing these in the workplace.	Knowledge Test	Can demonstrate an understanding of the differences between occupational hygiene, health surveillance and health and wellbeing campaigns <b>and gives examples of implementing these in the workplace.</b>	Can demonstrate an understanding of the differences between occupational hygiene, health surveillance and health and wellbeing campaigns.	Cannot demonstrate an understanding of the differences between occupational hygiene, health surveillance and health and wellbeing campaigns.	5
K7: How to plan and have systems in place to manage change during an activity relevant to the working environment.	Knowledge Test	Can demonstrate an understanding of how to manage change <b>and provides a workplace example from beyond their working environment.</b>	Can demonstrate an understanding of how to manage change.	Cannot demonstrate an understanding of how to manage change.	5
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.	Knowledge Test	Can demonstrate an understanding of the components of a behavioural program, potential blockers that need to be overcome <b>and workplace examples of implementation.</b>	Can demonstrate an understanding of the components of a behavioural program and potential blockers that need to be overcome.	Cannot demonstrate an understanding of the components of a behavioural program and potential blockers that need to be overcome.	5

K9: How to plan for Safety, Health or Environmental emergencies – e.g. accidents, exposure to hazardous substances, fire, pollution.	Knowledge Test	Can demonstrate an understanding of how to plan for Safety, Health or Environmental emergencies <b>and has workplace examples of practice exercises to test the plan.</b>	Can demonstrate an understanding of how to plan for Safety, Health or Environmental emergencies.	Cannot demonstrate an understanding of how to plan for Safety, Health or Environmental emergencies.	5
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).	Knowledge Test	Can demonstrate an understanding of theories for incident causation and prevention <b>and provide examples of applying the theory in the workplace.</b>	Can demonstrate an understanding of theories for incident causation and prevention.	Cannot demonstrate an understanding of theories for incident causation and prevention.	5
K11: How to write and present a business justification e.g. cost/benefit analysis to influence managers.	Work Project & Presentation	Can demonstrate an understanding of how to write and present a business justification and reflects on how they would improve if undertaking the task again.	Can demonstrate an understanding of how to write and present a business justification with workplace example.	Cannot demonstrate an understanding of how to write and present a business justification.	5

## Annex 2

### Summary of number of criteria and marks available per Behaviour, Skill & Knowledge.

KSB Criteria Summary	Work Project & Presentation		Discussion		Knowledge Test		Total	
	Criteria	Marks	Criteria	Marks	Criteria	Marks	Criteria	Marks
Behaviours	4	20	4	20	0	0	8	40
Skills	5	25	7	35	1	5	13	65
Knowledge	1	5	0	0	10	50	11	55

Total	10	50	11	55	11	55	32	160
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### Annex 3

## Employer and Apprentice Gateway Commitment

### Safety Health and Environment.

Completion of this Gateway Declaration Form confirms that the employer/training provider is satisfied the apprentice has fulfilled all requirements to request their consideration for end point assessment by the approved end-point assessment organisation.

<b>Apprentice Name</b>		<b>Apprenticeship Start Date</b>	
<b>Enrolment Number</b>		<b>Today's Date</b>	

<b>Entry Requirement</b>	<b>Achieved (Yes/No)</b>
Achievement of a level 2 qualification (GCSE A* - C or equivalent) in both English and Maths and level 1 in ICT.	
Portfolio of evidence has been prepared by the apprentice to demonstrate application of knowledge, skills and behaviours contained within the standard.	
On-programme learning has been undertaken for at least 12 months and included at least 20% off-the-job training.	

The approved end-point assessment organisation could sample evidence of any of the above at any point either before or after the end point assessment. It is the lead provider's responsibility to retain auditable evidence. Any nondisclosure of information requested could subsequently result in the certificate of end point assessment being withdrawn.

### Any previous End-Point Assessments (EPA)?

Has the Apprentice previously taken any assessments that form part of the EPA for this Apprenticeship Standard with any other end-point assessment organisation?	Yes/ No
<b>If yes</b>	
What Assessment Organisation was the end-point assessment carried out by?	
What date(s) was the end-point assessment taken?	
What grade(s) (e.g. referral/pass/distinction) was issued?	
Which elements of the end-point assessment were assessed?	

**Employer/training provider declaration:**

**I confirm that the apprentice has achieved all end point assessment entry requirements as listed above and obtained the required teaching, workplace training and experience covering the full apprenticeship standard to be eligible for end-point assessment. A Gateway process has been carried out to confirm the following:**

1. The apprentice has been employed throughout the duration of his/her apprenticeship.
2. The ILP and commitment statement has been signed by the apprentice, the employer and the Training Provider, and all three parties have retained a signed and dated version.
3. The apprentice has been given appropriate time to attend the on and off-the-job training required for the apprenticeship standard.
4. The apprentice has completed a minimum of 12 months of on-programme learning and all pre-requirements for eligibility for end point assessment.

<b>Employer Details</b>		<b>Trainer details (if applicable)</b>	
Name of Employing Organisation		Name of Training Organisation	
Name of Employer Representative		Name of Training Representative	
Signature of Employer Representative		Signature of Training Representative	
Date		Date	

**Apprentice declaration:**

**I confirm that I have undergone a Gateway process to confirm that I am eligible for end point assessment.**

<b>Apprentice Details</b>	
Name	
Signature	
Date	