

# 0314 Levels 2 & 3 Certificates in Health and Safety in Agriculture and Horticulture



Level 2 Certificate in Working Safely  
in Agriculture/Horticulture

Level 3 Certificate in Controlling Risks to Health and Safety  
in Agriculture/Horticulture

## Qualification handbook

January 2008



## Publications and enquiries

Publications for this qualification are available from City & Guilds' Publication Sales department at the address below or by phoning 020 7294 2850 or faxing 020 7294 3387

1 Giltspur Street,  
London,  
EC1A 9DD

Information about the qualification is available from:

Information  
NPTC  
National Agricultural Centre  
Stoneleigh  
Warwickshire CV8 2LG  
United Kingdom

Tel: +44 (0) 24 7685 7300

Fax: +44 (0) 24 7669 6128

General information about NPTC may be obtained from Enquiries at the above address or

Email: [information@nptc.org.uk](mailto:information@nptc.org.uk)

[www.nptc.org.uk](http://www.nptc.org.uk) or [www.cityandguilds.com](http://www.cityandguilds.com)

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We believe that it is in NPTC's interests, and the interests of those who work for or in association with NPTC, to ensure that the human resources, talents and skills available throughout the community are considered when employment or work opportunities arise. To this end, within the framework of the law, we are committed, wherever practicable, to achieving and maintaining a workforce which broadly reflects the local community in which we operate. Every step will be taken to ensure that individuals are treated equally and fairly and that decisions on recruitment, selection, training, promotion and career management are based solely on objective and job related criteria.

Similarly, we will strive to ensure that all candidates have equal access to assessment and that they are protected against unfair or unlawful discrimination, unnecessary barriers to assessment or harassment during assessment.

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Company Registration No: 4542170

Registered Office:  
1 Giltspur Street, London EC1A 9DD  
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## **Introduction**

The Levels 2 and 3 Certificates in Health and Safety aim to address health and safety issues within agriculture and horticulture, for which a clearly identifiable need has been identified by the Health and Safety Executive (HSE).

The qualifications aim to provide people working within agriculture and horticulture with knowledge to help them protect their own health and safety and the health and safety of employees who may be affected by their activities.

This aim is achieved through the development of relevant skills and knowledge at the appropriate level for each qualification. In developing these, the qualifications will begin to address key concerns around health and safety by make those working within agriculture and horticulture more aware of health and safety issues and more able to respond appropriately.

The qualifications are based upon the 'Strategic Agreement for a Portfolio of Vocationally Related Qualifications to Improve Health and Safety in Agriculture and Horticulture' developed in partnership with the Health and Safety Executive (HSE), Transport and General Workers Union (TGWU), and the National Farmers Union (NFU).

## Course design

Tutors/assessors should familiarise themselves with the structure and content of the award before designing an appropriate course.

NPTC does not itself provide courses of instruction or specific entry requirements for candidates. As long as the requirements for the award are met, tutors/assessors may design courses of study in any way that they feel best meets the needs and capabilities of the candidates. For the Level 3 certificate, units are broadly the same size and centres may deliver them in any order they wish.

It is recommended that centres cover the following in the delivery of the course, where appropriate:

- Key Skills (such as Communication, Application of Number, Information technology, Working with others, Improving own learning and performance, Problem solving).
- Environmental education, related European issues.
- Spiritual, moral, ethical, social and cultural issues.

## **Assessment and quality assurance**

National standards and rigorous quality assurance are maintained by the use of:

- Multiple choice tests available via the City and Guilds Global Online Assessments System
- NPTC set and marked work based assignments (Level 3 only)

For more details on the assessment for each qualification please see pages 18 (Level 2) and 32 (Level 3).

Quality assurance includes initial centre approval, scheme approval, the centre's own procedures for monitoring quality and NPTC's ongoing monitoring by an External Verifier. Details of City & Guilds/NPTC criteria and procedures, including roles of centre staff and External Verifiers are available from the NPTC verification team.

## **Refresher Training**

The currency of the knowledge gained by completing these qualifications shall be time-limited to 10 years at which point refresher training should be undertaken. This requirement is specified in the 'Strategic Agreement for a Portfolio of Vocationally Related Qualifications (sic) to improve Health and Safety in Agriculture and Horticulture'.

## Online assessment requirements

City & Guilds Conduct of Examinations-General Regulations sets out the requirements in terms of seating, individual space and invigilator: candidate ratios. For the purposes of clarity these regulations state *inter alia*, that seating arrangements must be made that will prevent candidates from seeing each other's work intentionally or otherwise, that the minimum distance in all directions from centre to centre of candidate's chairs is 1.25 metres and that for computer tests there must be a minimum of one invigilator in each examination room per thirty candidates.

The entire test will be conducted via the candidate's VDU. All data relating to the assessment will be held by City & Guilds with results and performance feedback being delivered back to the approved centre.

NPTC will continue to apply its rigorous quality control procedures to the production, editing, marking, moderating and revision of all questions whilst at the same time applying a robust security system to prevent assessments being accessed or drawn down by unauthorised persons or for purposes beyond those authorised.

### Staffing requirements

The following key roles must be filled:

#### **Management Contact** (Also referred to as the Promissor contact)

A key member of staff who will be responsible for the overall installation and running of the Global Online Assessments System. This person will be issued with the initial Promissor ID and password with which they will be able to gain access to the installation software and create other staff member IDs and passwords for their centre. This person will be receiving advance notification of all updates/service outages etc by email hence it is vital a correct and up to date email address is supplied.

#### **Technical Contact**

If different from the management contact, this person will be responsible for ensuring that the online testing system (including local network) is functioning properly prior to any scheduled tests taking place. This person will be receiving advance notification of all updates/service outages etc by email hence it is vital a correct and up to date email address is supplied.

#### **Administrator Contact**

If different from the management contact, this person will be responsible for the scheduling and administering of the tests on a day to day basis.

## **Centre and Scheme approval**

Centres wishing to offer NPTC qualifications must gain approval.

New centres must apply for centre and scheme approval. Existing NPTC/City & Guilds centres will need to get specific scheme approval to run this award. To apply for scheme approval centres should contact [verification@nptc.org.uk](mailto:verification@nptc.org.uk) and complete form NPTC QAP. Centres should note that centre or scheme approval for this qualification is via NPTC.

NPTC reserves the right to suspend an approved centre, or withdraw its approval from an approved centre to conduct a particular NPTC scheme or schemes, for reasons of debt, malpractice or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds or NPTC.

## **Resources and staffing requirements for Centre/ scheme approval**

Centres are required to have:

- Access to Commercial farms/ Horticultural units for risk assessment exercises
- Facilities to run exams under examination conditions

## **Registration and Certification**

Registration and certification requirements for each qualification are detailed on the following pages:

0314-02 - Page 17

0314-03 - Page 31

## Progression into and from VQs in Health and Safety

The qualifications in Health and Safety are designed to be accessible and to develop the skills and knowledge that will enable people to progress. There are clear progression routes from the qualification into employment and/or further training, the most obvious of which are shown in the table below.

	<b>Direct Progression (further study)</b>	<b>Related Areas for Progression (further study)</b>	<b>Employment Opportunities</b>
LEVEL FOUR & ABOVE  ↑	<b>Level 4 Certificate in Managing Peoples' Health and Safety (in Agriculture/Horticulture)</b>	Level 5 NVQ in Health and Safety Regulation  NEBOSH Level 4 Diploma in Occupational Health and Safety Practice	Health and safety manager/inspector/advisor  Tutor/Moderator/Examiner in Health and Safety
LEVEL THREE (ADVANCED)  ↑	<b>Level 3 Certificate in Controlling Risks to Health and Safety (in Agriculture/Horticulture)</b>	RSPH Advanced Diploma in Health and Safety in the Workplace  CIEH Advanced Certificate in Health and Safety in the Workplace	Supervisor, unit manager, union/safety rep
LEVEL TWO (INTERMEDIATE)  ↑	<b>Level 2 Certificate in Working Safely (in Agriculture/Horticulture)</b>	City & Guilds Level 2 Progression Award in Health and Safety in the Workplace  NPTC Level 2 Certificate in Health and Safety for those working in the Equine Industry  ABC Level 2 Certificate in Health and Safety in the Workplace  OCNW Level 2 Certificate in Health and Safety in the Workplace	
LEVEL ONE (FOUNDATION)  ↑		RSPH Foundation Certificate in Health and Safety in the Workplace  CIEH Foundation Certificate in Health and Safety in the Workplace	

## Mapping to National Occupational Standards (NOS)

The qualifications address the knowledge and skills required by a number of NVQs which employ generic health and safety units. The qualifications provide comprehensive units, mapped against the appropriate National Occupational Standards and NVQs/SVQs at the appropriate levels:

Each learning outcome (LO) from each unit within the qualifications is mapped to the performance criteria of the following National Occupational Standards.

	<b>Lantra SSC Unit CU2 – Monitor and Maintain Health and Safety</b>		<b>Lantra SSC Unit CU3 – Promote, Monitor and Maintain Health, Safety &amp; Security</b>	
<b>QUALIFICATION LEVEL</b>	<b>CU2.1</b> Monitor and Maintain Health, Safety & Security in the Workplace	<b>CU2.2</b> Maintain Good Standards of Health & Safety for Self & Others	<b>CU3.1</b> Monitor and Maintain the Health, Safety & Security of the Workplace	<b>CU3.2</b> Promote Good Standards of Health & Safety
<b>Level 2</b>				
<b>LO 1</b>				
<b>LO 2</b>	PC6	PC2, PC4, PC5, PC7, PC9, PC10		
<b>LO 3</b>	PC4	PC6, PC9, PC10		
<b>LO 4</b>				
<b>LO 5</b>				
<b>LO 6</b>	PC1,			
<b>LO 7</b>	PC2, PC3, PC5, PC7	PC2, PC3, PC4, PC7		
<b>LO 8</b>				
<b>LO 9</b>				
<b>LO 10</b>				
<b>Level 3 – Unit 1</b>				
<b>LO1</b>				PC4
<b>LO2</b>			PC2, PC3, PC4	PC1
<b>LO3</b>			PC9, PC10	PC6, PC8
<b>LO4</b>				PC3
<b>LO5</b>				PC1
<b>LO6</b>			PC6	
<b>LO7</b>			PC2, PC3, PC4	PC1, PC3
<b>Level 3 – Unit 2</b>				
<b>LO1</b>				PC1
<b>LO2</b>			PC2, PC3	PC1, PC8
<b>LO3</b>			PC2, PC3, PC4	PC1
<b>LO4</b>			PC5	PC4
<b>LO5</b>			PC5	PC4
<b>LO6</b>				
<b>LO7</b>				PC3

Mapping to NOS continued....

		<b>ENTO UNITS</b>				
<b>QUALIFICATION LEVEL</b>	Unit A: Ensure your own actions reduce risks to health and safety	Unit B: Monitor procedures to control risk to health and safety	Unit E: Promote a health and safety culture within the workplace	Unit F: Investigate and evaluate incidents and complaints in the workplace	Unit G: Conduct an assessment of risks in the workplace	
<b>Level 2</b>						
<b>LO 1</b>						
<b>LO 2</b>	PC1					
<b>LO 3</b>	PC6					
<b>LO 4</b>	PC4, PC5					
<b>LO 5</b>						
<b>LO 6</b>	PC3, PC4, PC5					
<b>LO 7</b>	PC5, PC6, PC7					
<b>LO 8</b>	PC4					
<b>LO 9</b>						
<b>LO 10</b>	PC5					
<b>Level 3 – Unit 1</b>						
<b>LO1</b>						
<b>LO2</b>						
<b>LO3</b>				PC1, PC2, PC3, PC4, PC5, PC7		
<b>LO4</b>			PC2			
<b>LO5</b>			PC5			
<b>LO6</b>						
<b>LO7</b>						
<b>Level 3 – Unit 2</b>						
<b>LO1</b>						
<b>LO2</b>		PC2	PC3		PC1, PC4, PC5, PC6, PC7	
<b>LO3</b>			PC5			
<b>LO4</b>		PC3, PC5	PC2			
<b>LO5</b>		PC3, PC4, PC5	PC1, PC3, PC5			
<b>LO6</b>						
<b>LO7</b>						

This mapping makes it possible to locate the relevance of the programme of learning for this qualification to work in various sectors. This will support employers in planning the priorities for workforce development. It also supports career development plans for learners and employers alike.

Individual learners will be able to develop their knowledge and skills unit by unit and to map and plan their progress towards the achievement of full qualifications (VQ) and plan appropriate progression to other qualifications especially NVQs.

## Mapping to Key Skills

A course of study designed to prepare learners for assessment for the NPTC Certificates in Health and Safety in Agriculture/Horticulture could provide significant opportunities for tutors to develop learners' key skills, especially in the areas of communication and working with others.

The grid below indicates where in particular opportunities can be found to develop some of the skills and knowledge necessary for the achievement of specified key skills:

	KEY SKILL		
	Application of Number	Communication	Information Technology
<b>Level 2</b> LO7		C2.2	
<b>Level 3 – Unit 1</b> LO3, LO6 LO5 LO6		C1.2 C2.3	ICT2.1
<b>Level 3 – Unit 2</b> LO2 LO5 LO6 LO7		C2.3 C2.1 C1.2 C1.3	ICT2.1, ICT2.3  ICT1.1
	<b>Improve Own Learning and Performance</b>	<b>Working with Others</b>	<b>Problem Solving</b>
<b>Level 2</b> LO 3 LO4		WO2.2 WO2.2	
<b>Level 3 – Unit 2</b> LO4		WO2.2	

## Signposting to other issues

The Certificates in Health and Safety in Agriculture/Horticulture contributes to understanding of the following issues:

	Environmental issues	Health and safety considerations	European developments	Legislative	Economic
Level 2	✓	✓			
Level 3	✓	✓	✓	✓	

	Spiritual	Moral	Ethical	Social	Cultural
Level 2		✓		✓	
Level 3		✓		✓	

Level 3 contributes towards an understanding of European legislative requirements.

Minimising risks is covered in at both levels. This should be considered in terms of a moral and social duty to protect the health and safety of both self and others.

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**Level 2 Certificate in  
Working Safely in  
Agriculture/Horticulture**  
(0314-02)



## Qualification Structure

There is one unit for this qualification covering the essential elements of health and safety at this level.

Unit 201 Safe Working in Agriculture and Horticulture

It is recommended that 20 hours should be allocated for the guided learning. This may be on a full time or part time basis.

This qualification is available to candidates aged 14 years and over.

The Level 2 qualification is suitable for candidates:-

- who are working in the agricultural and/or horticultural sector
- who have an understanding of the agricultural/horticultural sector and wish to progress into a related career
- who wish to develop knowledge of health & safety requirements in the agricultural and horticultural industries
- who wish to add to their Continuous Professional Development

There are no formal prerequisites for the qualification, although candidates are expected to be working in the industry or have an understanding of the agricultural/horticultural industry sectors.

## Registration and certification

- Candidates must be registered at the beginning of their course. Centres should submit registrations using Form S (Registration) or via the Walled Garden, under scheme/complex no 0314-02.
- Full details on all the above procedures can be found on the City & Guilds website [www.city-and-guilds.co.uk](http://www.city-and-guilds.co.uk)

## Assessment

The knowledge requirements for the Level 2 Certificate will be assessed by a single multiple choice test.

The test includes 30 questions and candidates must achieve a minimum of 70% correct answers in order to pass the test, i.e. at least 21 questions answered correctly.

Multiple choice question tests are available online via the City & Guilds Global Online Assessments System (GOLA). Please refer to page 7 for details about online assessment requirements.

## Test specification

<b>Paper title: Level 2 Certificate in Working Safely in Agriculture/ Horticulture.</b>		
<b>Test duration: 1 hour                      Total number of questions: 30</b>		
<b>Unit</b>	<b>Outcome</b>	<b>Number of questions per test</b>
001	1. Effects of work related accidents/ incidents on people	2
	2. Role in the business with regard to health and safety	4
	3. Co-operation with others to improve health and safety	2
	4. Effect of an individuals work on the health and safety of others	1
	5. Safe/ unsafe behaviour	3
	6. Major sources of accidents/ ill health	5
	7. Control measures	10
	8. Safety checks for vehicles and equipment	1
	9. Those most at risk	1
	10. Jobs requiring specific training/ competence	1
	<b>Total</b>	<b>30</b>

<b>Unit 1: Safe Working in Agriculture/Horticulture</b>	
<b>Unit level: 2</b>	
<b>Learning Outcomes Upon successful completion of this unit the learner/candidate will:</b>	<b>Underpinning Knowledge The learner has achieved the learning outcomes because he/she can demonstrate knowledge of:</b>
<p>1. Be aware of the effects accidents and ill health can have on businesses and people</p>	<p>1.1 Recognise the effects that work related accidents, incidents and ill health can have on an individual to include:</p> <ul style="list-style-type: none"> <li>• Serious injury/disability/death</li> <li>• Pain, grief and suffering</li> <li>• Development of disease/ill health</li> <li>• Loss of ability to work (or work at previous levels)</li> <li>• Loss of earning capacity</li> <li>• Poorer employment prospects</li> <li>• Impact on family and social life</li> <li>• Prosecution/civil costs</li> </ul> <p>1.2 Recognise the effects that work related accidents, incidents and ill health can have on a business to include:</p> <ul style="list-style-type: none"> <li>• Sickness payments</li> <li>• Recruitment and training costs for replacement staff</li> <li>• Loss of production/output/skilled staff</li> <li>• Unable to carry out weather-critical work on time</li> <li>• Damage to machinery/buildings/livestock</li> <li>• Administrative costs</li> <li>• Insurance costs</li> <li>• Prosecution / civil costs</li> <li>• Impact on labour relations</li> <li>• Costs of having to use contractors</li> <li>• Damage to reputation</li> </ul>
<p>2. Know his/her role in the business with regard to health and safety</p>	<p>2.1 Identify the responsibilities/good practice of an employee with regard to health and safety in the workplace, to include:</p> <ul style="list-style-type: none"> <li>• Taking reasonable care for their own health and safety and that of others</li> <li>• Co-operate/communicate with employer</li> <li>• Report defects in equipment etc</li> <li>• Not to interfere with anything provided for health and safety purposes</li> </ul> <p>2.2 Identify the responsibilities of an employer with regard to health and safety in the</p>

	<p>workplace, to include:</p> <ul style="list-style-type: none"> <li>• Ensure health, safety and welfare of employees, so far as is reasonably practicable</li> <li>• Provide safe systems of work, safe equipment etc</li> <li>• Ensure that risk assessments are carried out (and reviewed when changes occur)</li> <li>• Provide instruction, training and supervision</li> <li>• Appoint competent persons to assist</li> <li>• Produce a written health and safety policy when employing 5 or more persons</li> <li>• Consult with employees</li> </ul> <p>2.3 Identify what responsibilities/good practice the employee has in the use, care and replacement of PPE provided for use at work, to include:</p> <ul style="list-style-type: none"> <li>• Follow instructions for using PPE</li> <li>• Maintain PPE as instructed</li> <li>• Store PPE in suitable place</li> <li>• Request replacement PPE if it becomes damaged/unusable</li> </ul>
<p>3. Know how to co-operate with others to improve health and safety</p>	<p>3.1 Indicate the benefits of co-operating with others to improve health and safety standards, to include:</p> <ul style="list-style-type: none"> <li>• Creation of a safer/healthier working environment</li> <li>• Compliance with legal requirements</li> <li>• Reduction in accidents/incidents/lost time</li> <li>• Creation of a positive health and safety culture</li> </ul> <p>3.2 Identify when (and on what issues) he/she would expect to be consulted by his/her employer, to include:</p> <ul style="list-style-type: none"> <li>• Changes affecting employees health or safety</li> <li>• Appointing competent persons</li> <li>• Information on risks from work</li> <li>• Planning health and safety training</li> <li>• Consequences of introducing new technology</li> </ul> <p>3.3 State ways in which he/she might contribute to a positive, vibrant health and safety culture in the workplace, to include:</p>

	<ul style="list-style-type: none"> <li>• Maintaining awareness of own health and safety and that of others</li> <li>• Compliance with instructions &amp; policies</li> <li>• Setting a good example to others</li> <li>• Not taking unnecessary risks</li> <li>• Working to high standards of health and safety at all times</li> <li>• Communicating with others on health and safety issues</li> <li>• Co-operating with others</li> <li>• Prompt reporting of accidents/incidents/matters of concern</li> <li>• Requesting information /training</li> </ul>
<p>4. Understand how his/her work can affect the health and safety of others</p>	<p>4.1 Identify how his/her work can adversely affect the health and safety of others, to include:</p> <ul style="list-style-type: none"> <li>• Poor standards in the workplace may cause injury/ill health to others</li> <li>• Setting a bad example to others may cause them to adopt poor practices and create additional risk</li> <li>• Creating stress for others in the workplace</li> </ul>
<p>5. Know the consequences of safe versus unsafe behaviour and the impact that has on attitude of others towards risk</p>	<p>5.1 Recognise examples of unsafe behaviour in the workplace, to include:</p> <ul style="list-style-type: none"> <li>• Not following employers instructions/safe systems of work</li> <li>• Not operating machines/work equipment safely</li> <li>• Not maintaining machines/work equipment properly</li> <li>• Exceeding personal capacity in manual handling tasks</li> <li>• Working without considering the safety of others</li> <li>• Defeating or interfering with safety devices</li> <li>• Using equipment or performing tasks without being trained/competent</li> <li>• Failure to wear PPE when instructed to do so</li> <li>• Foolish behaviour or horseplay</li> </ul> <p>5.2 Recognise examples of safe behaviour in the workplace, to include:</p> <ul style="list-style-type: none"> <li>• Following safety instructions/safe systems of work at all times</li> <li>• Checking/inspecting equipment before use</li> </ul>

	<ul style="list-style-type: none"> <li>• Using work equipment safely</li> <li>• Reporting defects and deficiencies</li> <li>• Operating equipment/ carrying out tasks only when authorised/trained</li> <li>• Being attentive and careful at all times</li> <li>• Not interfering with safety devices</li> <li>• Reporting matters of concern promptly</li> </ul> <p>5.3 Identify possible consequences of unsafe behaviour in the workplace, to include.</p> <ul style="list-style-type: none"> <li>• Accidents/ill health to self or others</li> <li>• Damage or harm to buildings/equipment/livestock</li> <li>• Risk of disciplinary action by employer</li> <li>• Risk of prosecution by HSE</li> <li>• Impact on business profitability/employment</li> </ul>
<p>6. Be aware of major sources of accidents and ill health in agriculture/horticulture</p>	<p>6.1 Describe the main sources of fatal/non fatal accidents in agriculture/horticulture, to include:</p> <p>Fatal accidents</p> <ul style="list-style-type: none"> <li>• Workplace transport – struck by a moving vehicle</li> <li>• Falls from height</li> <li>• Struck by moving or falling objects</li> <li>• Struck by something collapsing or overturning</li> <li>• Contact with machinery</li> <li>• Contact with electricity</li> <li>• Injury by an animal</li> </ul> <p>Non-fatal accidents</p> <ul style="list-style-type: none"> <li>• Handling, lifting or carrying</li> <li>• Struck by a moving object</li> <li>• Slip, trip or fall on the same level</li> <li>• Falls from height</li> <li>• Contact with machinery</li> <li>• Injury by an animal</li> </ul> <p>6.2 Describe the main sources of fatal/non fatal ill health in agriculture/horticulture, to include:</p> <ul style="list-style-type: none"> <li>• Occupational asthma</li> <li>• Dermatitis</li> <li>• Zoonoses</li> <li>• Noise</li> <li>• Musculo skeletal disorders</li> </ul>

<p>7. Know appropriate measures to control the risks in agriculture/horticulture</p>	<p>7.1 Identify appropriate measures to control the risks in agriculture/horticulture, to include:</p> <ul style="list-style-type: none"> <li>• The basic principles of the hierarchy of risk control measures with examples of how this might work in practice</li> <li>• Interpret the meaning of common types of safety sign found in agriculture/horticulture workplaces</li> </ul> <p>7.2 Identify the importance of following manufacturers' instructions for the use of equipment, materials and products, to include:</p> <ul style="list-style-type: none"> <li>• Awareness of hazards/risks and control measures for safe use</li> <li>• Awareness of operating parameters/restrictions</li> <li>• Maintenance requirements</li> <li>• Optimise performance</li> </ul> <p>7.3 Identify the significance of a risk assessment and safe system of work prepared by an employer, to include:</p> <ul style="list-style-type: none"> <li>• Required by law</li> <li>• Identification of hazards, risks and control measures</li> <li>• Recorded in writing/employees informed of findings</li> <li>• Required for significant health or safety risks</li> <li>• Set out precautions/safe system of work to be followed</li> </ul> <p>7.4 Identify risks in the workplace associated with the following and give examples of control measures for each:</p> <p><b>Workplace transport</b></p> <p>Risks</p> <ul style="list-style-type: none"> <li>• Pedestrians struck by moving vehicle</li> <li>• Pedestrian struck by unsecured loads</li> <li>• Vehicle overturns/collisions</li> </ul> <p>Control measures: Safe site to include:</p> <ul style="list-style-type: none"> <li>• Segregation of vehicles from pedestrians</li> <li>• Well defined traffic routes</li> <li>• Effective one way systems</li> <li>• Signage</li> <li>• Lighting</li> <li>• Surfaces properly maintained</li> </ul>
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	<p>Safe vehicle to include:</p> <ul style="list-style-type: none"> <li>• Effective maintenance of steering, brakes, lights</li> <li>• ROPS/seat belts fitted</li> <li>• Reversing aids fitted</li> <li>• Loads secured</li> <li>• Machine suitable for task</li> </ul> <p>Safe Driver</p> <ul style="list-style-type: none"> <li>• Trained and competent</li> <li>• PPE worn where necessary</li> <li>• Requirements for certificates of competence</li> </ul> <p><b>Falls from height</b></p> <p>Risks</p> <ul style="list-style-type: none"> <li>• Falls from height during access to workplace</li> <li>• Falls from height whilst carrying out work</li> </ul> <p>Control measures:</p> <ul style="list-style-type: none"> <li>• Avoid working at height where possible</li> <li>• Provision of appropriate access equipment</li> <li>• Measures to prevent falls at the workplace</li> <li>• Use of purpose made access platforms</li> <li>• Safe systems of work</li> <li>• Precautions to prevent falls of materials/tools</li> <li>• Training and supervision</li> </ul> <p><b>Machinery/Work Equipment</b></p> <p>Risks:</p> <ul style="list-style-type: none"> <li>• Contact with dangerous parts of machines</li> <li>• Risks from stored energy</li> <li>• Movement of unsecured parts</li> <li>• Electrocution</li> </ul> <p>Control measures:</p> <ul style="list-style-type: none"> <li>• Recognition of dangerous parts of machines found in typical agricultural/horticultural settings</li> <li>• Adequate and suitable guards for dangerous parts</li> <li>• Requirements for operating controls to be marked and working correctly</li> <li>• Safe systems of work for blockages/</li> </ul>
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	<p>break downs</p> <ul style="list-style-type: none"> <li>• Maintenance/Inspection and testing requirements</li> <li>• Staff training</li> </ul> <p><b>Manual Handling</b></p> <p>Risks:</p> <ul style="list-style-type: none"> <li>• Musculo skeletal disorders</li> <li>• Upper limb disorders</li> <li>• Back injuries</li> </ul> <p>Control measures:</p> <ul style="list-style-type: none"> <li>• Avoidance of hazardous manual handling</li> <li>• Use of lifting aids/mechanical means</li> <li>• Training in safe lifting techniques</li> </ul> <p><b>Noise</b></p> <p>Risks:</p> <ul style="list-style-type: none"> <li>• Noise induced hearing loss from exposure to high noise levels</li> <li>• Deafness from sudden loud pulses of noise</li> <li>• Tinnitus</li> </ul> <p>Control measures:</p> <ul style="list-style-type: none"> <li>• Reduction of noise at source</li> <li>• Enclosure of noisy machines/processes</li> <li>• Systems of work to control exposure</li> <li>• Warning signs in hearing protection zones</li> <li>• Suitable hearing protection provided and worn</li> </ul> <p><b>Dust</b></p> <p>Risks:</p> <ul style="list-style-type: none"> <li>• Occupational asthma from exposure to asthmagens</li> <li>• Other respiratory diseases/conditions</li> </ul> <p>Control measures:</p> <ul style="list-style-type: none"> <li>• COSHH assessment</li> <li>• Elimination/substitution of dusty processes</li> <li>• Use of engineering controls/enclosure</li> <li>• Systems of work to control exposure</li> <li>• Provision and use of suitable PPE</li> </ul>
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	<p><b>Hazardous substances</b></p> <p>Risks:</p> <ul style="list-style-type: none"> <li>• Zoonoses from livestock</li> <li>• Ill health from exposure to pesticides</li> <li>• Ill health from exposure to veterinary medicines</li> <li>• Processes giving rise to hazardous substances</li> </ul> <p>Control measures:</p> <ul style="list-style-type: none"> <li>• COSHH assessment</li> <li>• Elimination/substitution</li> <li>• Engineering controls</li> <li>• Safe systems of work</li> <li>• Provision and use of appropriate PPE</li> </ul> <p><b>Confined Spaces</b></p> <p>Risks:</p> <ul style="list-style-type: none"> <li>• Suffocation/poisoning due to oxygen deficiency/poisoning</li> <li>• Burns from ignition of flammable gas</li> </ul> <p>Control measures:</p> <ul style="list-style-type: none"> <li>• Prevention of entry to confined spaces</li> <li>• Safe systems of work</li> <li>• PPE/RPE</li> <li>• Emergency procedures</li> </ul> <p><b>Electricity</b></p> <p>Risks:</p> <ul style="list-style-type: none"> <li>• Fatal electric shock/burns from contact with live conductors/electrical components</li> <li>• Fire/explosion from electrical discharge in flammable atmospheres</li> </ul> <p>Control measures:</p> <ul style="list-style-type: none"> <li>• Protective measures for work below overhead power lines</li> <li>• Fuses/Residual Current Devices for electrical equipment</li> <li>• Reduced voltage tools</li> <li>• Inspection and testing requirements for equipment</li> </ul> <p>7.13 Identify typical causes of slips, trips and falls in the workplace and give examples of control measures, to include:</p>
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	<p>Causes:</p> <ul style="list-style-type: none"> <li>• Wet/slippery floors</li> <li>• Obstructions</li> <li>• Poorly maintained surfaces</li> </ul> <p>Control measures:</p> <ul style="list-style-type: none"> <li>• Procedures for dealing with spillages/leakages</li> <li>• Good house keeping</li> <li>• Access routes free from obstructions</li> <li>• Good lighting</li> </ul> <p>7.14 Indicate what to do in the event of an accident, to include:</p> <ul style="list-style-type: none"> <li>• The functions of the first aid appointed person</li> <li>• The functions of the trained first aider</li> <li>• The requirements to report accidents/incidents/ill health to a responsible person</li> </ul>
<p>8. Understand the importance of checking that measures to protect health and safety in agriculture/horticulture are properly maintained and used as instructed</p>	<p>8.1 Describe the benefits of regular checks of vehicles, work equipment and safety equipment, to include:</p> <ul style="list-style-type: none"> <li>• To ensure reliability of operation</li> <li>• To identify any issues that may put user at risk</li> <li>• To comply with specific legal requirements</li> <li>• To ensure suitability for task to be performed</li> <li>• To check adequacy of protective devices provided</li> </ul>
<p>9. Be aware of the particular risks to children, vulnerable adults and visitors from agricultural/horticultural activities</p>	<p>9.1 Name groups of people who are most at risk in the typical agricultural/horticultural working environment, including:</p> <ul style="list-style-type: none"> <li>• Children and young people</li> <li>• Non English speaking workers</li> <li>• Those with disabilities</li> <li>• Temporary, seasonal or casual staff</li> <li>• Delivery drivers or visitors unfamiliar with the workplace</li> <li>• Contractors</li> <li>• Pregnant workers</li> <li>• Lone workers</li> <li>• Senior citizens/ those persons above normal retirement age</li> </ul>

	<p>9.2 Recognise the importance of awareness and supervision (of at-risk groups)</p> <p>9.3 Identify how and why the health and safety of vulnerable groups of people might be at risk in the agricultural/horticultural environment, to include:</p> <ul style="list-style-type: none"> <li>• Lack of awareness of hazards/risks</li> <li>• Unable to understand instructions/communicate effectively</li> <li>• Lack of physical/mental maturity</li> <li>• Unfamiliarity with the workplace/hazards</li> <li>• Vulnerability to injury/ill health/infection</li> <li>• Difficulties in summoning assistance</li> </ul>
<p>10. Be aware of jobs in agriculture/horticulture which require specific standards of training and competence</p>	<p>10.1 Identify specific work activities/equipment in agriculture/horticulture for which recognised standards of training/competence are available or required, to include:</p> <ul style="list-style-type: none"> <li>• Fork Lift Trucks and Telescopic Materials Handlers</li> <li>• All Terrain Vehicles (ATVs) / Quad Bikes</li> <li>• Chainsaws</li> <li>• Arboriculture</li> <li>• Pesticides</li> <li>• Sheep dips</li> <li>• Relevance of “grandfather rights”</li> </ul>

**Level 3 Certificate in  
Controlling Risks to  
Health and Safety in Agriculture/  
Horticulture**  
(0314-03)



## Qualification Structure

For the level 3 Certificate in Controlling Risks to Health and Safety in Agriculture/ Horticulture there are two mandatory units.

Unit 301	Principles of Controlling Risks to Health and Safety in Agriculture/ Horticulture
Unit 302	Controlling Risks to Health and Safety in Agriculture/Horticulture- (Risk assessment)

It is recommended that 30 hours should be allocated for the guided learning. This may be on a full time or part time basis.

This qualification is available to candidates aged 16 years and over

The Level 3 qualification is suitable for candidates:-

- who are working in the agricultural and/or horticultural sector as supervisors, skilled employees, unit managers, union and worker safety representatives or farmers/growers who are self-employed
- who wish to develop knowledge of health & safety requirements in the agricultural and horticultural industries
- who wish to add to their Continuous Professional Development

Achievement of the Level 2 Certificate in Working Safely in Agriculture/ Horticulture is a requirement for progression to the level 3 certificate.

## **Registration and certification**

Candidates must be registered at the beginning of their course. Centres should submit registrations using Form S (Registration) or via the Walled Garden, under scheme/complex no 0314-03.

Candidates achieving one or more assessment components will receive a Certificate of Unit Credit listing the assessment components achieved. Candidates achieving both assessment components required for the full qualification will, in addition, be issued a Certificate.

Full details on all the above procedures can be found on the City & Guilds website [www.city-and-guilds.co.uk](http://www.city-and-guilds.co.uk)

## Assessment

The methods of assessment for the two mandatory units in this qualification are detailed below.

### Unit 301

The knowledge requirements for unit 301 will be assessed by a single multiple choice test.

The test includes 30 questions and candidates must achieve a minimum of 70% correct answers in order to pass the test, i.e. at least 21 questions answered correctly.

Multiple choice question tests are available online via the City & Guilds Global Online Assessments System (GOLA). Please see page 7 for details about online assessment requirements.

### Test specification

<b>Paper title: Level 3 Certificate in Controlling Risks to Health and Safety in Agriculture/ Horticulture.</b>		
<b>Test duration: 1 hour      Total number of questions: 30</b>		
<b>Unit</b>	<b>Outcome</b>	<b>Number of questions per test</b>
301	1. Risk perception	2
	2. Hierarchy of measures to control risks	3
	3. Accident/ incident investigations to establish cause	5
	4. Implementation of a health and safety policy	3
	5. Workplace/ farm inspections	3
	6. Health and safety law	12
	7. Reducing risks in lone working	2
	<b>Total</b>	<b>30</b>

## Unit 302

All of the learning outcomes in unit 302 of the level 3 certificate are assessed by a single work-based assignment that is specific to the candidate's own place of work. The assignment involves the following:

- carrying out a risk assessment, recording the main findings and arrangements for health and safety
- developing a communication strategy in order to relate relevant information
- researching the purchase of services and equipment

The assignment can be found on page 39 in this handbook.

The assignment is set and marked by NPTC examiners.

When assignments have been completed, candidates should return them to their local assessment centre. The assessment centre will then send them to NPTC for marking with a copy of the S form. NPTC examiners will then submit the results to City and Guilds.

<b>Unit 1: Principles of Controlling Risks to Health and Safety in Agriculture/Horticulture</b>	
<b>Unit level: 3</b>	
<b>Learning outcomes Upon successful completion of this unit the learner will:</b>	<b>Underpinning knowledge The learner has achieved the learning outcomes because he/she can:</b>
1. Understand how people's knowledge, experience and attitude affect their perception of risk	1.1 Identify the effect of the age and/or inexperience on perception of risk in the workplace 1.2 Identify different attitudes (as inferred by behaviour) to Health and Safety in the workplace and which attitude shows greatest perception of risks 1.3 Recognise methods of increasing peoples awareness of risk in the workplace and identifying those who may be particularly at risk
2. Know the hierarchy of measures to control risk and how the principle of ' <i>so far as is reasonably practicable</i> ' will affect their application	2.1 Identify measures to control risks and their order of preference 2.1 Recognise the meaning of the term ' <i>so far as is reasonably practicable</i> ' 2.2 How the principle ' <i>so far as is reasonably practicable</i> ' affects the application of measures to control risk
3. Know how to investigate accidents and incidents to establish causes	3.1 Recognise when to investigate accidents and incidents 3.2 Identify documentation/materials required for gathering evidence and recording investigation 3.3 State when to report to authorised person/persons/HSE Incident Contact Centre 3.3 Recognise the benefits that can come from investigating accidents and incidents in the workplace 3.4 Indicate who might be involved in investigation
4. Know how to implement procedures to enact the health and safety policy	4.1 Identify who in the workplace would need to be familiar with relevant sections of the Health and Safety Policy 4.2 Indicate ways to implement procedures of Health and Safety Policy

<p>5. Know how to carry out a workplace/farm inspection and, where appropriate, report findings to management</p>	<p>5.1 Indicate what a workplace/farm inspection might consist of  5.2 Indicate who should carry out a workplace inspection  5.3 Identify persons that must be informed of recommendations</p>
<p>6. Know the main health and safety law applying to agriculture/horticulture</p>	<p>6.1 Identify significant issues and main legislation applicable to the following activities:</p> <ul style="list-style-type: none"> <li>• Lift trucks</li> <li>• Chainsaws</li> <li>• ATVs</li> <li>• Pesticides application</li> <li>• Work at height</li> <li>• Manual handling</li> <li>• Noise</li> <li>• Home mixed feed rations</li> </ul> <p>6.2 Recognise the difference between a Code of Practice, an HSE Approved Code of Practice and HSE guidance</p> <p>6.3 Indicate sources of up-to-date advice and guidance regarding Health and Safety Law</p>
<p>7. Know measures to reduce risks from lone working in agriculture/horticulture</p>	<p>7.1 Define lone working  7.2 Recognise measures to reduce risks of lone working</p>

<b>Unit 2: Controlling Risks to Health and Safety in Agriculture/Horticulture</b>	
<b>Unit level: 3</b>	
<b>Learning outcomes Upon successful completion of this unit the learner will:</b>	<b>Underpinning Knowledge The learner has achieved the learning outcomes because he/she can:</b>
1. Know the difference between hazard and risk	1.1 Give examples of typical farm/horticultural hazards and the risks associated with them.
2. Know how to complete task specific risk assessments appropriate to agriculture/horticulture	2.1 Carry out a task specific risk assessment on workplace transport, plus 2 other task specific risk assessments from the following list: <ul style="list-style-type: none"> <li>• Falls from Height</li> <li>• Machinery operation</li> <li>• Manual Handling</li> <li>• Work with animals</li> <li>• Slips, trips and falls</li> <li>• Substances hazardous to health</li> <li>• Noise</li> <li>• Dust</li> <li>• Electricity</li> <li>• Confined spaces</li> <li>• Lone working</li> </ul>
3. Know control measures which meet appropriate good practice standards in agriculture/horticulture	3.1 Identify areas that can be improved to meet current best practice standards in the workplace 3.2 Identify appropriate control measures for the area/tasks specified
4. Know who may need to be informed of the significant findings of risk assessments	4.1 Identify all groups of people who may be at risk in the workplace.
5. Know how to instruct workers and/or contractors about relevant control measures	5.1 Develop a communications strategy to show how significant findings can be communicated to all relevant groups of people in the workplace, including methods for checking understanding.
6. Be aware of sources of guidance on good standards in agriculture/horticulture	6.1 For each of the risk assessments carried out for 2.1 above, identify sources of guidance on industry best practice, and where such guidance may be obtained.

	<p>6.2 Identify other sources of health and safety guidance relevant to his/her workplace eg The Green Code</p>
<p>7. Understand how purchasing/ selection decisions can reduce risks to health and safety when considering</p> <ul style="list-style-type: none"> <li>(a) new or replacement equipment</li> <li>(b) selection of contractors</li> </ul>	<p>7 (a) Prepare a checklist to ensure that the purchase of a new item of work equipment will meet both operational and health and safety requirements</p> <p>(b) Prepare a checklist for the selection of a competent contractor</p>

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

October 2006

**0314 Level 3 Certificate in Controlling Risks to  
Health and Safety in Agriculture/Horticulture**

**Unit title: Principles of Controlling Risks  
to Health and Safety (Risk Assessments)**

**Work-based Assignment  
Version 1**

### Assignment mark sheet- for Awarding Body use only

To be completed by the examiner assessor and signed by the candidate.

<b>Candidate name</b>	<b>Enrolment number</b>
<b>Centre name</b>	<b>Centre number</b>

#### Candidate feedback – to be completed by the Examiner

<b>Unit/ Task</b>	<b>Pass/ fail</b>	<b>Comments</b>
<b>Part 1</b>		
<b>Part 2</b>		
<b>Part 3</b>		

**Additional comments:**

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Candidates must sign below to declare that the assignment submitted is their own work

<b>Candidate's signature</b>	<b>Date</b>
<b>Examiner's signature</b>	<b>Date</b>
<b>External verifier's signature (where applicable)</b>	<b>Date</b>

## **Guidelines for completing the assignment**

To achieve this unit 'principles of controlling risks to health and safety (risk assessments)' you must successfully complete a work-based assignment. To enable you to do this, the workbook comprises a number of tasks that give you the opportunity to demonstrate that you have the skills necessary to assess risk within the context of a farm/ horticultural holding environment.

Please note: Information supplied by candidates when completing this assignment will be used solely for the purpose of this assessment and will remain strictly confidential.

### **Supporting evidence**

Supporting evidence may include information such as extracts from health and safety policies, photographs, diagrams, leaflets etc.

It is therefore important that assignments are submitted with the assignment mark sheet attached to the front of the assignment. Candidates must complete boxes at the top of the assignment mark sheet displaying their name, centre name, enrolment number and centre number clearly.

All sections of the assignment and supporting documentation must be securely fastened together before it is submitted for marking. Any separate sheets of paper will not be accepted for marking.

**Assignments should be submitted for marking to your assessment centre.**

### **Assignment copies**

It is strongly advised that candidates take a copy of their assignment before handing in. In the event of loss the candidate may need to send a second copy of their assignment to the marker.

### **Time limits for the assignment**

Time limits have not been included for the assignment because time is not an assessment criteria in this context.

### **Marks and grades**

Marks, comments and overall grade for the completed assignment will be recorded onto the appropriate assignment mark sheet.

Feedback on this work will be returned to you once your assignment has been marked. The project assignment may be hand written or word-processed. Hand written submissions must be clear and legible.

No extra marks are given for length of the project assignment – the important thing is to address each section as it applies to your business.

### **Bibliography**

Please list any resources you used to prepare your assignment (e.g. reference books or materials, website addresses).

### **Summary of good assessment technique**

- Read the question and make sure you fully understand what the question is asking you to do before attempting to write your answer. Sometimes the question may require you to do several things.
- Spend time planning your answer and refer back to the question from time to time to ensure that you are on the right track and covering all the relevant points.
- Don't fall into the trap of writing everything you know about a subject just because you see it mentioned in the question. Focus on what the question is asking about a particular topic.
- If you are submitting documents or attachments to support your answer refer to them (or the relevant parts) in the text. Highlight any particular points that you wish to draw attention to. Do not include copies of materials that are not relevant.
- Make sure that any numbering system you use for your answers matches the numbering system on the assignment.

### **Other general points to note:**

- The risk assessment template may be photocopied or reproduced electronically as a continuation sheet. Don't try to cram all your answer on to the template provided in the assignment paper.
- Ideally assignments should be word processed and submitted in a folder or other secure binder to prevent pages becoming detached or lost.

### **Resources**

[Farmwise: your essential guide to health and safety in agriculture](#) PDF [1,678kb] reference MISC165 (2005)

Five steps to risk assessment – reference INDG163(rev2)

Five steps to risk assessment – case studies- reference HSG183

Managing Vehicle Safety at the Workplace – An overview – reference INDG199(rev1)

[Use of contractors](#) – A shared responsibility – reference INDG368

[Buying new machinery](#) - A short guide to the law and some information on what to do for anyone buying new machinery for use at work. – reference INDG271

[www.hse.gov.uk/agriculture/assessment/index.htm](http://www.hse.gov.uk/agriculture/assessment/index.htm) - electronic self- assessment tool (also available on CD)

### **Useful websites:**

On the HSE website [www.hse.gov.uk](http://www.hse.gov.uk)

For obtaining publications [www.hsebooks.com](http://www.hsebooks.com)

## **Level 3 Certificate in Controlling Risks to Health and Safety in Agriculture/ Horticulture**

### **Work-based Assignment**

#### **Background information**

The first part of your project assignment should provide background information which gives you the opportunity to explain the types of farm/ holding and the context in which you work. You should include information about:

- Type of farm/ horticultural holding
- Main activities of farm/ horticultural holding.
- Your role
- Any employees you manage/lead/supervise, how many employees you work with and the type of activities they carry out
- Time period covered by the risk assessment, i.e. dates within which you worked on the risk assessment.

(No more than 300 words)

#### **Covering the Unit**

The project assignment is broken down into three parts. The proportion of marks awarded is shown in brackets.

Part 1 – evidence must show that you are aware of hazards and risks and that you are able to conduct a number of task specific risk assessments on your place of work and report these clearly and concisely.

(50%)

Part 2 - you must demonstrate that you know how to instruct workers and/or contractors about the outcome of your risk assessments and the relevant control measures.

(20%)

Part 3 - you must show that you understand how purchasing/ selection decisions can reduce risks to health and safety when considering new or replacement equipment and in the selection of contractors.

(30%)

## PART 1

### Risk Assessments

Please note that the template to be used for this section is provided in appendix A.

- 1.1 Carry out a task specific risk assessment on one item of workplace transport that you are familiar with at your workplace. Use the template provided to record the findings of your assessment.
- 1.2 Your risk assessment must record the following information:
  - a. What are the hazards associated with the task
  - b. Identify who might be at risk and how they might be harmed
  - c. What existing control measures are already in place to reduce the likelihood of harm, and indicate whether these control measures meet the legal requirements
  - d. What further action is necessary where standards have not been met
  - e. Indicate any priorities for action
- 1.3 At the end of the assessment write down a list of relevant sources of information and guidance applicable to the task/work activity covered by the assessment, and state where such material can be obtained.

When carrying out your risk assessment you must take into account the need to ensure the following:

- safe work site
- safe vehicle
- safe driver

- 1.4 Carry out a second task specific risk assessment (repeat steps 1.1 to 1.3) for **one** work activity that **you** might carry out, from the following list.
  - Work at height. Eg. Working on a building/glasshouse roof, building maintenance, treework operations.
  - Manual Handling. Eg. Moving/stacking bales, bagged products, seed trays, livestock handling.
  - Exposure to Dust. Eg. Working in a grain store, milling and mixing, work with poultry, grading and sorting produce.
- 1.5 Use the template provided in Appendix A.

## PART 2

### Communicating with people

- 2.1 Having completed your risk assessments you are now required to produce a report explaining how the significant findings from the assessments can be communicated to all relevant groups of people in the workplace. You should include in your answer examples of alternative ways in which the information may be communicated, what the key messages are, and explain how you would check that the information has been understood.

**(No more than 300 words)**

## **PART 3 A**

### **Selecting the right equipment**

Now that you have completed your risk assessments and communicated your findings to the people concerned, you now need to consider the purchase of new or replacement equipment.

3.1 State what the new item of work equipment will be eg. Tractor, telescopic materials handler, chainsaw etc and what tasks or activities it will be required to perform.

Prepare checklists that you could use to ensure that the item you purchase will meet both operational and health and safety requirements.

- a. Checklist 1 must list the specific tasks that you require the product to do (operational criteria)
- b. Checklist 2 must list what health and safety features this new product must have in order to carry out the tasks safely.
- c. Checklist 3 must identify actual examples of suitable work equipment and identify why it meets the particular health and safety requirements identified in checklist 2.

3.2 Submit with your answer relevant health and safety information (e.g. leaflets, downloads from a website, photographs) for the selected product and indicate what are the relevant health and safety features of the product that make it suitable for the tasks it is to perform. For example, a tractor safety cab or roll over protective structure.

**(No more than 300 words)**

## **PART 3 B**

### **Appointing a competent contractor**

You may wish to bring in an external contractor to undertake certain tasks. In order to ensure that you appoint a contractor who can undertake the work safely, you are required to carry out checks to verify that the contractor is competent.

3.3 Specify what criteria you would use to help you appoint a competent contractor for the following tasks:

- a)Applying pesticides
- b)Felling a tree

3.4 Explain why have you selected these criteria?

3.5 How would you judge whether the contractors identified meet the criteria set?

**(No more than 300 words)**

## APPENDIX A

### Level 3 Certificate in Controlling Risks to Health and Safety in Agriculture/Horticulture

#### Risk Assessment Template

Ref.	Task	What are the hazards?	Who might be harmed and how?	Existing controls	Further action required

Ref.	Task	What are the hazards?	Who might be harmed and how?	Existing controls	Further action required

Ref.	Task	What are the hazards?	Who might be harmed and how?	Existing controls	Further action required

Risk Assessment prepared by: \_\_\_\_\_

Signed: ..... Date: .....

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## Further information

Further information regarding centre/scheme approval or any aspect of assessment of our qualifications should be referred to NPTC, with the exception of registration and certification which is via the walled garden or City & Guilds regional office.

<b>Region</b>	<b>Telephone</b>	<b>Facsimile</b>
NPTC	024 7685 7300	0247669 6128
City & Guilds Scotland	0131 226 1556	0131 226 1558
City & Guilds North East	0191 402 5100	0191 402 5101
City & Guilds North West	01925 897900	01925 897925
City & Guilds Yorkshire	0113 380 8500	0113 380 8525
City & Guilds Wales	02920 748600	02920 748625
City & Guilds West Midlands	0121 359 6667	0121 359 7734
City & Guilds East Midlands	01773 842900	01773 833030
City & Guilds South West	01823 722200	01823 444231
City & Guilds London and South East	020 7294 2820	020 7294 2419
City & Guilds Southern	020 7294 2724	020 7294 2412
City & Guilds East	01480 308300	01480 308325
City & Guilds Northern Ireland/ Ireland	028 9032 5689	028 9031 2917

Websites [www.nptc.org.uk](http://www.nptc.org.uk) and [www.city-and-guilds.co.uk](http://www.city-and-guilds.co.uk)