

Unit Title:	Understanding health and safety in the workplace
OCR unit number:	Unit 6
Level:	Entry 3
Credit value:	3
Guided learning hours:	25
Unit reference number:	L/505/4050

Unit aim and purpose

The unit will provide learners with knowledge of the responsibilities of individuals and employers under health and safety legislation and regulation. Learners will understand how health and safety legislation affects the workplace and the consequences of not adhering to these regulations. Learners will gain knowledge of safe working practices and procedures, including how to deal with emergency situations. Learners will understand how to identify and minimise hazards in different workplaces, the internal and external sources of information and support on health and safety in the workplace.

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
<p>The Learner will:</p> <p>1 Know the impact of health and safety legislation and regulations on workplaces</p>	<p>The Learner can:</p> <p>1.1 Identify what health and safety in the workplace means to an individual</p> <p>1.2 Identify legal responsibilities under the Health and Safety at Work Act of:</p> <ul style="list-style-type: none"> • an employer • an employee <p>1.3 Outline how regulations affect different workplaces and activities, to include:</p> <ul style="list-style-type: none"> • manual handling operations • use of hazardous substances • food hygiene and safety • use of display screen equipment 	<p>The meaning to an individual, i.e.:</p> <ul style="list-style-type: none"> • ways it aims to keep a person safe • the purpose of a health and safety policy • knowing when to report incidents • knowing who to report to <p>Legal responsibilities of an employer and employee as specified in the Health and Safety at Work (etc.) Act 1974 or current equivalent legislation.</p> <p>Regulations, i.e.:</p> <ul style="list-style-type: none"> • Manual Handling Operations Regulations • Control of Substances Hazardous to Health (COSHH) Regulations • Food Safety Act or Food Hygiene Regulations • Health and safety (Display Screen Equipment) Regulations

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
		<p>The effect on workplace activities, e.g.:</p> <ul style="list-style-type: none"> • in a garage, Manual Handling Operations regulations require the use of safe lifting techniques and equipment • in a hairdressing salon, COSHH regulations require the safe mixing and storage of hair dyes • in a café, Food Hygiene Regulations require regular temperature checks on chilled food cabinets • in a car showroom, Display Screen Equipment regulations require the administrator to take regular breaks
	<p>1.4 State the consequences of failing to follow health and safety legislation and regulations to:</p> <ul style="list-style-type: none"> • the employer • the employee 	<p>Consequences to the employer, e.g.:</p> <ul style="list-style-type: none"> • closure of the premises • restrictions on use of equipment • fine and/or imprisonment • civil action <p>Consequences to the employee, e.g.:</p> <ul style="list-style-type: none"> • loss of job • fine and/or imprisonment • civil action
<p>2 Know health and safety practices and procedures in the workplace</p>	<p>2.1 Identify United Kingdom (UK) safety signs used in different workplaces to include:</p> <ul style="list-style-type: none"> • type • colour • shape <p>2.2 Identify safe methods of lifting and handling, to include:</p> <ul style="list-style-type: none"> • on your own • with a colleague • use of equipment 	<p>The colour and meaning of UK safety signs, eg: blue = mandatory requiring the wearing of ear defenders</p> <p>Safe methods should be as stated in HSE guidance such as Manual Handling at Work: A Brief Guide or current equivalent guidance</p>

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	2.3 Identify the correct order of actions an individual should take in emergency situations, to include: <ul style="list-style-type: none"> • fire • accident 	Actions must be in the correct order. Actions, eg: <ul style="list-style-type: none"> • raising the alarm • informing a colleague or manager • following evacuation procedures • calling a first aider • following first aid procedures
3 Understand how to minimise health and safety hazards in the workplace	3.1 State what is meant in health and safety by: <ul style="list-style-type: none"> • a hazard • a risk 3.2 Identify hazards in different workplace activities 3.3 Describe actions needed to minimise hazards in different workplace activities	Definition of a hazard: something likely to cause harm, injury or damage Definition of a risk: the likelihood of the hazard causing actual harm, injury or damage. Hazards and actions, e.g.: <ul style="list-style-type: none"> • a broken chair - isolate the hazard by removing • a spillage on a floor - place a warning sign • trailing wires – reduce by putting into conduit • broken machinery - report to a senior colleague or manager
4 Understand how health and safety support and information can help in the workplace	4.1 Identify sources of support and information for employees on health and safety, to include: <ul style="list-style-type: none"> • internal • external 	Internal sources, e.g.: <ul style="list-style-type: none"> • supervisor/line manager • human resource manager External sources, e.g.: <ul style="list-style-type: none"> • Health and Safety Executive (HSE) • Trade Unions • Environmental Health officer • Advisory, Conciliation and Arbitration Service (ACAS)

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
	4.2 Outline how the sources of support and information could help an individual	Support and information from different sources, e.g.: <ul style="list-style-type: none"> • providing an induction at the start of employment • advising on personal health and safety checks such as hearing tests, eye tests • demonstrating safety practices such as use of computers

Assessment

All units are centre-assessed and externally moderated by OCR. Centres may use the evidence booklets supplied by OCR, but these are not mandatory. Any centres choosing not to use the OCR booklets will need to produce evidence that enables candidates to meet all of the learning outcomes and assessment criteria in the units. When submitting centre devised evidence to OCR an evidence checklist must be completed and attached.

When candidates complete a task, the centre assessor (usually the teacher/tutor) assesses their work. When the assessor is satisfied that the candidate has met all the requirements for a unit, they must confirm this by signing the cover of the evidence booklet (or by completing the evidence checklist) for that unit to show that the assessment process is complete.

Results will be graded Pass or Fail.

Evidence requirements

Evidence can be produced either through real work or by means of simulated activities.

In order to achieve this unit the candidate must demonstrate that they have met all of the stated learning outcomes and assessment criteria. OCR has produced specific assessment guidance for each unit which centre assessors must follow to ensure the evidence meets all the requirements of the units.

Guidance on assessment and evidence requirements

The unit content describes what has to be taught to ensure that candidates are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, candidates must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

You should refer to the '*Admin Guide: Vocational Qualifications (A850)*' for *Notes on Preventing Computer-Assisted Malpractice*.

You should refer to the JCQ document: *Access Arrangements, Reasonable Adjustments and Special Consideration 2012-2013* for information on how to assist candidates with special access requirements.

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening		Representing		Use ICT systems	√
Reading	√	Analysing		Find and select information	√
Writing	√	Interpreting		Develop, present and communicate information	

Resources

Access to sources of under-pinning knowledge such as centre teaching materials, websites, books, journals, etc., might be of help.

Useful websites could be:

<http://www.hse.gov.uk/guidance/index.htm>

<http://www.rospa.com>,

<http://www.healthandsafetytips.co.uk/>.

However candidates are not expected to reproduce other people's written work.

The following resources are available on the OCR website www.ocr.org.uk:

- Unit specification
- Candidate evidence booklets, evidence checklists and assessment guidance for each unit
- Worked examples of tasks from evidence booklets
- Employability Skills Glossary
- Employability Skills support pack
- Tutor Support Sheet - Skills and attributes
- Frequently Asked Questions (FAQs)
- Introduction for Tutors in the evidence booklet
- Administration documents: Submission Cover Sheet, internal standardisation form

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website www.ocr.org.uk.