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qualifications

OTHM LEVEL 3 TECHNICAL CERTIFICATE IN OCCUPATIONAL HEALTH AND SAFETY

Qualification Number: 603/7346/5

Specification | April 2021

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QUALIFICATION OBJECTIVES

The OTHM Level 3 Technical Certificate in Occupational Health and Safety has been developed to enable learners to gain an understanding of health and safety practices within a working environment.

The course gives you an insight into how to manage workplace issues and covers the areas you would encounter in a health and safety role.

The aims of this programme will allow learners to :
- Understand the different roles and responsibilities for health and safety in the working environment
- Be aware of safety and welfare rules in the working environment
- Understand the role of safety management systems in organisations
- Be able to review health and safety procedures across an organisation
- Be able to communicate effectively when contributing to the maintenance of a healthy and safe work environment
- Understand the importance of working with others to maintain a healthy and safe workplace.
- Understand the principles of risk assessment
- Understand about risks and control methods for workplace hazards
- Know how to manage the effects of accidents and incidents
- Be able to monitor risks and incident management

The qualification is suitable for those wishing to work in health and safety positions in a variety of sectors and will provide the real-world knowledge and skills that organisations and employer's demand.

Successful completion of this qualification will also equip learners with the underpinning knowledge and skills required to succeed in further studies.

QUALITY, STANDARDS AND RECOGNITIONS

OTHM Qualifications are approved and regulated by Ofqual (Office of Qualifications and Examinations Regulation). Visit the register of Regulated Qualifications.

OTHM has progression arrangements with several UK universities that acknowledges the ability of learners after studying Level 3-7 qualifications to be considered for advanced entry into corresponding degree year/top-up and Master's/top-up programmes.

REGULATORY INFORMATION

Qualification Title	OTHM Level 3 Technical Certificate in Occupational Health and Safety
Ofqual Reference Number	603/7346/5
Regulation Start Date	08/04/2021
Operational Start Date	12/04/2021
Total Credit Value	30
Total Qualification Time (TQT)	300
Guided Learning Hours (GLH)	120
Sector Subject Area (SSA)	1.3 Health and social care
Overall Grading Type	Pass / Refer
Assessment Methods	Coursework
Language of Assessment	English

EQUIVALENCES

OTHM qualifications at Level 3 represent practical knowledge, skills, capabilities and competences that are assessed in academic terms as being equivalent to GCE AS/A Levels.

QUALIFICATION STRUCTURE

The OTHM Level 3 Technical Certificate in Occupational Health and Safety consists of 3 mandatory units for a combined total of 30 credits, 300 hours Total Qualification Time (TQT) and 120 Guided Learning Hours (GLH) for the completed qualification.

Unit Ref. No.	Unit title	Credit	GLH	TQT
L/618/6932	Health and Safety Principles in the Working Environment	10	40	100
R/618/6933	Maintaining a Healthy and Safe Working Environment	10	40	100
Y/618/6934	Principles of Risk and Incident Management in the Working Environment	10	40	100

DEFINITIONS

Total Qualification Time (TQT) is the number of notional hours which represents anestimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time is comprised of the following two elements –
   a) the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
   b) an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

(Ofqual 15/5775 September 2015)

Guided Learning Hours (GLH) is defined as the hours that a teacher, lecturer or other member of staff is available to provide immediate teaching support or supervision to a student working towards a qualification.

Credit value is defined as being the number of credits that may be awarded to a Learner for the successful achievement of the learning outcomes of a unit. One credit is equal to 10 hours of TQT.

ENTRY REQUIREMENTS

OTHM Level 3 qualifications can be offered to learners from age 16.

OTHM does not specify entry requirements for this qualification. OTHM will work with centres to ensure that learners admitted to the programme have sufficient capability at the right level to undertake the learning and assessment criteria. Some working knowledge of health and safety in the work environment would be advantageous.

OTHM centres must ensure learners are recruited with integrity onto appropriate qualifications that will meet their needs, enable and facilitate learning and achievement enable progression. The qualification is offered in English.

English requirements: If a learner is not from a majority English-speaking country must provide evidence of English language competency. For more information visit English Language Expectations page.

PROGRESSIONS

The OTHM Level 3 Technical Certificate in Occupational Health and Safety enables learners to progress into employment and or further study.

Successful completion of the OTHM Level 3 Technical Certificate in Occupational Health and Safety also provides learners the opportunity for academic progressions to a wide rangeof OTHM Level 4 diplomas. For more information visit www.othm.org.uk.

DELIVERY OF OTHM QUALIFICATIONS

OTHM do not specify the mode of delivery for its qualifications, therefore OTHM centres are free to deliver this qualification using any mode of delivery that meets the needs of their Learners. However, OTHM centres should consider the learners' complete learning experience when designing the delivery of programmes.

OTHM centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether directly or indirectly, and that equality of opportunity is promoted. Where it is reasonable and practicable to do so, it will take steps to address identified inequalities or barriers that may arise.

Guided Learning Hours (GLH) which are listed in each unit gives the Centres the number of hours of teacher-supervised or direct study time likely to be required to teach that unit.

ASSESSMENT AND VERIFICATION

All units within this qualification are internally assessed by the centre and externally verified by OTHM. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' for a unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria. Judgement that the learners have successfully fulfilled the assessment criteria is made by the Assessor.

The Assessor should provide an audit trail showing how the judgement of the learners' overall achievement has been arrived at.

Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document. These are made available to centres immediately after registration of one or more learners.

OPPORTUNITIES FOR LEARNERS TO PASS

Centres are responsible for managing learners who have not achieved a Pass for the qualification having completed the assessment. However, OTHM expects at a minimum, that centres must have in place a clear feedback mechanism to learners by which they can effectively retrain the learner in all the areas required before re-assessing the learner.

RECOGNITION OF PRIOR LEARNING AND ACHIEVEMENT

Recognition of Prior Learning (RPL) is a method of assessment that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

RPL policies and procedures have been developed over time, which has led to the use of a number of terms to describe the process. Among the most common are:
- Accreditation of Prior Learning (APL)
- Accreditation of Prior Experiential Learning (APEL)
- Accreditation of Prior Achievement (APA)
- Accreditation of Prior Learning and Achievement (APLA)

All evidence must be evaluated with reference to the stipulated learning outcomes and assessment criteria against the respective unit(s). The assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria at that particular level.

Most often RPL will be used for units. It is not acceptable to claim for an entire qualification through RPL. Where evidence is assessed to be only sufficient to cover one or more learning outcomes, or to partly meet the need of a learning outcome, then additional assessment methods should be used to generate sufficient evidence to be able to award thelearning outcome(s) for the whole unit. This may include a combination of units where applicable.

EQUALITY AND DIVERSITY

OTHM provides equality and diversity training to staff and consultants. This makes clear that staff and consultants must comply with the requirements of the Equality Act 2010, and all other related equality and diversity legislation, in relation to our qualifications.

We develop and revise our qualifications to avoid, where possible, any feature that might disadvantage learners because of their age, disability, gender, pregnancy or maternity, race, religion or belief, and sexual orientation.

If a specific qualification requires a feature that might disadvantage a particular group (e.g. a legal requirement regarding health and safety in the workplace), we will clarify this explicitly in the qualification specification.

UNIT SPECIFICATIONS

Health and Safety Principles in the Working Environment

Unit Reference Number	L/618/6932
Unit Title	Health and Safety Principles in the Working Environment
Unit Level	3
Number of Credits	10
Total Qualification Time (TQT)	100
Guided Learning Hours (GLH)	40
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	1.3 Health and social care
Unit Grading Structure	Pass / Refer

Unit Aims

This unit provides learners with the knowledge and understanding in relation to their own responsibilities for the safety of themselves and others within the working environment. Learners will also learn about planning and monitoring safety and health performance, and how improvement plans can be used to develop practice.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:	Indicative contents
1. Understand requirements for health, safety and welfare in the working environment.	1.1 Explain the legal requirements underpinning health and safety at work. 1.2 Describe the welfare provisions that should be made by the employer. 1.3 Describe ways that health and safety information can be communicated in the workplace. 1.4 Describe the main causes of injuries and ill health at work. 1.5 Explain the potential consequences for non-compliance with health and safety legislation.	• Legal requirements relating to health and safety at work; common and civil law; criminal law; Acts of Parliament; Regulations; European law, The Health and Safety at Work etc. Act 1974, the term 'so far as is reasonably practicable' ; enforcement; litigation; enforcement notices and penalties. • Welfare provisions: Workplace (Health, Safety and Welfare) Regulations 1992; duties of employees/employers; healthy and safe place to

		work, safe plant and equipment; safe systems of work; safe handling; storage and transport of goods and substances; information; instruction; training; supervision; safe access/egress; welfare facilities; First aid. • Communicating health and safety requirements: safety signs; toolbox talks team meetings/briefings; safety, representatives/committees; trade unions; newsletters; posters; notices; verbal communication; safe systems of work; risk assessments; induction; training. • Causes of injuries and ill health at work: slips, trips and falls; manual handling; workplace vehicles; stress. • Consequences: injuries, loss of life, issues with recruitment/retention, complaints to Health and Safety Executive (HSE), inspections, prohibition notice, notice to improve, closure, prosecution, imprisonment, fines, loss of business, loss of integrity, loss of customer confidence, poor reputation, financial implications.
2. Understand roles and responsibilities for health and safety in the working environment.	2.1 Explain the employer's health and safety responsibilities and accountabilities. 2.2 Explain employee and others health and safety responsibilities and accountabilities. 2.3 Explain the role of training and the importance of maintaining competency within the work environment.	• Employers' responsibilities: duty of care; management; policies and procedures; risk assessment; guidance notes; record keeping; subcontractors; public/suppliers/ customers/ visitors; provision of personal protective equipment (PPE); provision of training; reporting procedures; conducting regular inspections; safeguarding; provision/maintenance of equipment; welfare requirements; avoidance or reduction of manual handling where possible. • Employees' and other's responsibilities: personal awareness; attending training sessions; reporting faults/concerns; continuous

		• professional development; following risk assessments; safety of others; reporting injuries; informing employer of illness/incidents/accidents; use of personal protective equipment (PPE). • 'Others' can refer to anyone else that accesses the place of work. This can include visitors, other professionals, service users and their families. These people also have responsibilities relating to health and safety including ○ Taking reasonable care of themselves and others ○ Following workplace procedures (e.g. signing in when they arrive) ○ Reporting any health and safety concerns ○ Not misusing health and safety equipment • The role of training and monitoring: staff training; maintaining competence of staff; legal requirement; induction process; sharing of currency of practice; safe practice.
3. Understand the principles of health and safety management in the working environment.	3.1 Explain the costs and impact of accidents and ill health in the workplace. 3.2 Explain the elements of a health and safety policy. 3.3 Analyse the benefits of using a safety management system.	• The costs associated with accidents and ill health: moral, financial and legal aspects; loss of income; decreased productivity; poor reputation; reduction in staffing capacity and hours. • Elements of a health and safety policy/safety management system: ○ Planning - Setting Policy and Formulating a Safety Plan ○ Doing - Delivering Safety Plan ○ Checking - Measuring Performance, i.e. monitoring ○ Acting - Reviewing Performance and acting upon lessons learnt to feed back into Step 1. • Policies and procedures;emergency arrangements; contingency plans;training and competence; identification of competent persons; proactive/reactive measuring and

| | | monitoring. |
| | | • The benefits of using a safety management system: good health and safety standards; legal compliance; reducing risks; controlling hazards, promoting a positive health and safety culture. |

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet thestandards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment
All 1 to 3	All AC under LO 1 to 3	Short Answer Questions (SAQ)

Indicative Reading list

British Standards Institution (2018) Occupational health and safety management systems: requirements with guidance for use.

Ferrett E and Hughes P (2015) Introduction to Health and Safety at Work.

Health and Safety Executive (2016) Essentials of Health and Safety at Work.

Health and Safety Executive (2013 Management of Health and Safety at Work.

Henmans Freeth LLP (2012) Health & Safety at Work Essentials.

Website Links

Health and Safety Executive:
www.hse.gov.uk
Workplace health, safety and welfare
Employer's responsibilities
Employee responsibilities

British Safety Council:
www.britsafe.org

Maintaining a Healthy and Safe Work Environment

Unit Reference Number	R/618/6933
Unit Title	Maintaining a Healthy and Safe Work Environment
Unit Level	3
Number of Credits	10
Total Qualification Time (TQT)	100
Guided Learning Hours (GLH)	40
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	1.3 Health and social care
Unit Grading Structure	Pass / Refer

Unit Aims

This unit provides learners with the knowledge and understanding needed to maintain a healthy and safe working environment. The unit explores the importance of communicating effectively in relation to health and safety related topics; ensuring everyone in the setting is aware of their role, responsibilities, agreed and safe ways of working and any relevant updates and changes.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:	Indicative contents
1. Understand the need for health and safety management in the work environment.	1.1 Explain the reasons for the effective management of health and safety. 1.2 Explain social factors which affect health and safety standards in an organisation. 1.3 Analyse the implications of not managing health and safety practice in the work environment. 1.4 Explain how to ensure your own skills and knowledge are kept up to date and applied with health and safety management practice. 1.5 Explain how to collaborate with others to ensure adherence to health and safety management	• Reasons for management: legal responsibility; financial reasons; use of appropriate resources; currency of practice; to maintain positive reputation; to maintain public trust; accident/incident reduction and prevention; to reduce insurance claims; address insurance requirements; to reduce employee absenteeism; stakeholder management. • Social factors: economic; climate; government policy, drivers and initiatives; industry/business risk profile; globalisation of business; levels of

	strategies.	injury/sickness absence; reasonable adjustments; changes in staff profiling; demographics. • Implications include: Health and Safety Executive (HSE) sanctions; prohibition notices; increased insurance costs, increased claims for damages; payments for compensation; injury; illness; staff sickness; loss of customer/staff confidence; loss of stakeholder support; reduced productivity. • Maintaining currency: ongoing training; reflection of and on practice; prioritisation of tasks/risks/hazards; currency of equipment; training updates; agile ways of working. • Ensuring others adhere to practice: monitoring; supervision; role of trusted advisor; stakeholder involvement; training; shadowing; mentoring. • Collaboration: ongoing and regular updates. communication; meetings; sharing of good and best practice; exploration of effectiveness of strategies; ongoing evaluation and review; inclusion; agreed outcomes; lean management; prioritising tasks and issues; results driven to demonstrate achievement.
2. Be able to contribute to the application of the correct processes to the management of health and safety in an organisation.	2.1 Explain the role of health and safety policies and safe systems in managing health and safety. 2.2 Ensure employers and employees co-operate on health and safety issues. 2.3 Support others to use management and audit processes to maintain and improve health and safety standards. 2.4 Access sources of information and guidance on health and safety. 2.5 Describe the role of innovation and creativity in managing health and safety.	• The role of health and safety policies: overarching agreed ways of working; benchmarking; statement of intent; efficiency and effectiveness of application and implementation. • Ensuring compliance: regular staff training; competence of staff; staff roles and responsibilities; sharing of best practice; outcomes led; consistency of practice and guidance; establishing an awareness culture; tool box talks; consulting; leading by example;

		- identifying and addressing barriers to communication - Management and audit processes: regular review; monitoring; risk assessment review; review of recording documentation; external input; stakeholder obligations; problem solving; the 4 Cs: control, cooperation, communication, competence; Health and Safety Executive (HSE) guidance/documentation. - Sources of information: Health and Safety Executive (HSE); approved codes of practice; guidance notes; industry associations; trade unions; risk assessments; monitoring reports; accident/incident reports; customer feedback. - Innovation and creativity: with reference to emerging needs and trends; improve business effectiveness; more viable approaches; solution focussed.
3. Understand how to review health and safety across an organisation.	3.1 Explain processes for reviewing an organisation's health and safety practices. 3.2 Explain the principles of incident investigation. 3.3 Describe how changes can be implemented following a review of working practices.	- Procedures for review: inspection; safety monitoring techniques; audits; checklists; surveillance; safety monitoring; safe workplace; monitoring cycle; equipment; processes, systems of work, access; supervision, training and behaviour; feedback. - Principles of incident investigation: practical accident investigation; causation factors; root cause analysis; requirements of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013; objectives/outcomes of accident investigations. - Implementation of changes: implement safe systems; emergency planning, monitoring of changes; gathering feedback; stake holder involvement; training; observation of practice; monitoring.

4. Be able to communicate effectively when contributing to the maintenance of a healthy and safe work environment.	4.1 Describe how to effectively communicate health and safety information. 4.2 Explain aspects to be considered when delivering health and safety information. 4.3 Support others to use coaching and mentoring in maintaining a healthy and safe work environment.	• Communication: o Verbal – Meetings, presentations, lectures, toolbox talks, workshops and informal/formal conversations (face-to-face, phone/video conference). o Electronic – Emails, social media, conference calls, skype. o Printed – Procedures, policy, risk assessments, manufacturer or supplier information, instructions, leaflets, handbooks. o Pictorial – Diagrams, charts, displays, photographs, drawings, safety videos, safety signs. o Social – Informal discussions • Considerations: the use of terminology; priority/essential information; medium used; avoid negative terms; constructive feedback on practice; active listening; body language; congruence. • Coaching and mentoring: communication and development approaches based on the use of one-to-one conversations to enhance work performance. o Mentor: a relationship in which a more experienced colleague shares their knowledge in health and safety to support the development of a member of staff - role models; peer mentoring, providing a support mechanism, advice, observation of practice, learn organisation values, ensure best practice o Coach: aims to produce optimal performance and improvement at work. It focuses on specific skills, goals and training to enhance health and safety knowledge -

		implementation of safe practice; establishing ground rules; correct ways of working, helping others
5. Understand the importance of working with others to maintain a healthy and safe work environment.	5.1 Analyse your own role in relation to working with others to achieve a healthy and safe work environment. 5.2 Explain the impact of personal performance when working with others. 5.3 Explain the benefits of a commercial approach to a healthy and safe work environment.	• Own role: advocating safe practice; inspiring others; empowering others to take responsibility; transparency; ethical responsibility; building trust and confidence; providing feedback; professional integrity. • Personal performance: responsibilities; accountabilities; working to legislatory guidelines; self-awareness; goals; ambitions; motivational factors; currency/consistency of knowledge and practice; self-discipline; commitment to personal and professional development. • Commercial approach: formalised approach; business decision-making; using commercial information to inform practice; application of business acumen; the use of negotiation in conflict situations.

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment
All 1 to 5	All AC under LO 1 to 5	Short Answer Questions (SAQ)

Indicative Reading list

Ferrett E and Hughes P (2015) Introduction to Health and Safety at Work.

Health and Safety Executive (2006) Essentials of Health and Safety at Work.

Health and Safety Executive (2013) Management of Health and Safety at Work.

Henmans Freeth LLP (2012) Health & Safety at Work Essentials.

Website Links

www.hse.gov.uk
Health and Safety Executive

www.britsafe.org
British Safety Council

www.iosh.com
Institution of Occupational Safety and Health (IOSH)

Principles of Risk and Incident Management in the Working Environment

Unit Reference Number	Y/618/6934
Unit Title	Principles of Risk and Incident Management in the Working Environment
Unit Level	3
Number of Credits	10
Total Qualification Time (TQT)	100
Guided Learning Hours (GLH)	40
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	1.3 Health and social care
Unit Grading Structure	Pass / Refer

Unit Aims

This unit provides learners with the knowledge and understanding needed to identify hazards and risks in the workplace, learners will also understand the processes and procedures that must be followed to carry out and document a risk assessment.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:	Indicative contents
1. Understand the principles of risk assessment.	1.1 Explain the benefits of assessing and controlling risks in a working environment. 1.2 Describe the types of risk assessment that can be used in a working environment. 1.3 Identify where specific risk assessments may be necessary. 1.4 Describe the steps to be taken to complete a risk assessment.	• The benefits of assessing and controlling risks: identifies hazards; raises awareness; applies control measures; protect employees and others; highest risks for action first; information; instruction; training; proactive/reactive strategies. • Types of risk assessments: • Qualitative - most common form of risk assessment in workplaces. It is based on the personal judgement and expertise of the assessor. They will often use their own experience, but will also consult with others

		carrying out the activity and best practice guidance to reach their decisions. The H& S assessor will categorise risk into levels, high, medium or low.
		• Quantitative: used to measure risk by assigning a numerical value. This type of risk assessment will more likely be used with major hazards, like aircraft design, complex chemical or nuclear plants.
		• Dynamic: a process of assessing risk in an on the spot situation. This type of risk assessment is often used to cope with unknown risks and handling uncertainty. It might be used by the emergency services, or care workers for example, who need to deal with developing and changing situations
		• Generic: cover common hazards for a task or activity. The idea behind generic risk assessment is to cut down on duplication of effort and paperwork. This type of risk assessment will consider the hazards for an activity in a single assessment, where that activity may be carried out across different areas of the workplace or different sites.
		• Specific: Specific risk assessments. The risk assessment process should be used to identify hazards in your work activity and to evaluate the control measures that you have in place to manage these risks. The aim is to ensure that your activities are carried out without risks to the health and safety of your employees and others.
		• Where specific risk assessments may be necessary: Control of Substances Hazardous to Health (COSHH); manual handling; fire; display screen equipment, Covid 19, general risk

		assessment; return to work after illness/injury; new employee training, legal requirements of job role ie carer, nurse, beautician, cook etc.
		• Groups: lone workers, shift workers, pregnant workers, young workers, ageing and migrant workers.
		• The steps to be taken to complete a risk assessment: employee engagement; consultation; risk evaluation methods.
		• The 5-step process for risk assessment;
		o Identifying workplace hazards
		o Determining who may be harmed and assessing the risk
		o Evaluating and controlling the risk
		o Recording your findings
		o Reviewing your findings

2. Understand the risks and control methods for workplace hazards.	2.1 Identify different types of hazards.
	2.2 Detail how workplace hazards can result in injuries and damage.
	2.3 Detail risk control measures using the principles of the hierarchy of control.
		• Common hazards in a working environment:
		  o Occupational hazards: Workstation ergonomics, prolonged sitting and standing, use of equipment and machinery, hazardous substances, cleanliness, manual handling.
		  o Environmental hazards: Ventilation, temperature and humidity, radiation,

		noise and vibration, air quality (i.e. dust and smoke), pollution, electrical hazards, cleanliness, workspace and gangways.
		o Human hazards: Infections and viruses, human error, bullying, abuse and harassment, size, age and gender, lack of safety awareness, poor attitude, skylarking, poor training.
		o Organisational hazards: Stress from job insecurity and job dissatisfaction, reduced level of supervision, overload, fatigue from long work hours, required speed of work, shift work, work design, poor housekeeping.
		o Injuries and ill health caused by exposure to common workplace hazards:
		o Injuries – cuts, sprains and strains, head and spinal injuries, repetitive strain, broken bones, electric shock and burns.
		o Illnesses – asbestosis, stress, depression and anxiety, occupational asthma.
		• How workplace hazards can result in injuries and damage: slips, trips and falls; working at height; noise; machinery; fire; electricity, harmful substances; stress; violence; heating; ventilation; lighting; ergonomics.
		• Risk control measures
		o Total elimination or avoidance of the risk (do not do it or use it)
		o Reduction of the risk at its source ie substituting harmful substances
		o Control of the risk by enclosure of some kind ie guards on machinery, barriers, fencing
		o Remove the employee from the risk
		o Reduce the employees' exposure to the

		risk
		o Produce a safe system of work, which is known and understood by the employees
		o Adequate supervision
		o Train employees in safe techniques
		o Make safety rules, or issue instructions
		o Issue use of Personal Protective Equipment (PPE);
		o Safety signage; training; housekeeping,
		o Alarms; safety devices; fire detection/prevention;
		o Maintenance; safe access
		o Safe storage
		o Use of technology and surveillance equipment
3. Understand how to manage the effects of accidents, incidents and near misses.	3.1 Identify common causes of workplace accidents and incidents. 3.2 Explain the difference between an accident and a near miss. 3.3 Describe the actions that need to be taken following an accident or incident in the workplace. 3.4 Explain the importance of identifying the causes of accidents, incidents and near misses. 3.5 Explain the importance of reporting accidents, incidents and near misses.	• Common causes: slips; trips and falls; human error; negligence; lack of training; inadequate supervision; faults; unclear lines of responsibility/authority; damaged equipment; poor lighting/space/ventilation; poor maintenance/cleaning; poor housekeeping. • Accident: an unplanned, unpremeditated event caused by unsafe acts, omissions or conditions resulting in injury. Near miss: an unplanned event with the potential to cause injury or loss. • The actions that need to be taken following an accident or incident in the workplace: reporting of accidents/incidents/near misses; recording in the accident book/log; legal requirement to investigate an accident; evaluation of processes. • Reporting of Injuries, Diseases and Dangerous Occurrences Regulations RIDDOR) requirements. • Identify causes: accident triangle; sequence ofevents/conditions; what happened and why. • Importance of reporting: improvements in

		training; the need for supervision; reveal hazards that can be immediately controlled, eliminates/reduces risk of recurrence, implement a timeline for corrective action if necessary, improves health and safety, evidence for subsequent investigations and legal claims/cases.
4. Be able to monitor risk and incident management.	4.1 Apply risk, accident and incident reporting procedures. 4.2 Explain who is responsible for completing and monitoring risk, accident and incident reports. 4.3 Recommend changes or improvements resulting from monitoring activities. 4.4 Explain how the outcomes of ongoing monitoring and recording can improve health and safety.	• Reporting procedures: include internal company processes; policies/procedures, incident/accident book/form; stakeholder involvement; • Reporting of Injuries, Diseases andDangerous Occurrences Regulations (RIDDOR)2013; the Health and Safety Executive (HSE). • Responsibility for reporting: supervisors, senior managers, health and safety officers, health and safety committee. • Improvements: improvements in training for operatives, supervision, additional instructions, changes in health and safety policy, changes to practice, replacement of equipment. • Changes / Improvements to health and safety: increased confidence in work place; decrease in worry/anxiety about unsafe practice; safer environment; changes to practice/job roles; increased productivity due to new ways of working.

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet thestandards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment
All 1 to 4	All AC under LO 1 to 4	Assignment Tasks / Short Answer Questions (SAQ)

Indicative Reading list

British Standards Institution (2018) Risk management – guidelines.

Ferrett E and Hughes P (2015) Introduction to Health and Safety at Work

Henmans Freeth LLP (2012) Health & Safety at Work Essentials.

Hopkin, P. (2018). Fundamentals of risk management: understanding, evaluating and implementing effective risk management.

Website Links

Risk Assessments
British Safety Council

Managing risks and risk assessment at work
Health and Safety Executive

www.iosh.com
Institution of Occupational Safety and Health (IOSH)

IMPORTANT NOTE

Whilst we make every effort to keep the information contained in programme specification up to date, some changes to procedures, regulations, fees matter, timetables, etc may occur during the course of your studies. You should, therefore, recognise that this booklet serves only as a useful guide to your learning experience.
For updated information please visit our website www.othm.org.uk.