OTHM LEVEL 6 CERTIFICATE IN OCCUPATIONAL HEALTH AND SAFETY

Qualification Ref. No.: 603/5218/8

OTHM LEVEL 6 DIPLOMA IN OCCUPATIONAL HEALTH AND SAFETY

Qualification Ref. No.: 603/5002/7 Specification

| October 2021

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QUALIFICATION OBJECTIVES

The OTHM Level 6 qualifications in Occupational Health and Safety are developed to provide learners who have, or are looking to develop into, a senior role in an organisation with responsibilities for managing health and safety policy and practice.

The qualification gives learners the opportunity to advance their understanding of Occupational Health and Safety management. Learners will gain the skills and knowledge to understand the legal and regulatory background to occupational health and safety policy, to be able to assess policies, as well as to recommend and implement policy changes.

Learners will develop knowledge and skills relevant to putting policy into practice, utilising management systems, resources, risk and incident management, leadership, management and skills development.

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 eligible Level 3-7 qualifications to be considered for advanced entry into corresponding degree year/top-up and Master's/top-up programmes.

IOSH has approved the OTHM Level 6 Diploma in Occupational Health and Safety qualification for accreditation.

Learners successfully completing the OTHM Level 6 Diploma in Occupational Health and Safety qualification, will be eligible to apply for Certified level of membership CertIOSH (subject to meeting experiential criteria)

REGULATORY INFORMATION

The Qualification Number (QN) should be used by centres when they wish to register their learners. Each unit within a qualification will also have a unique reference number (Unit code). The qualification title and reference numbers will appear on learners' final certification documentation. Learners need to be made aware of this when they are recruited by the centre and registered.

OTHM Level 6 Certificate in Occupational Health and Safety

Qualification Number	603/5218/8
Regulation Start Date	17-Oct-2019
Operational Start Date	18-Oct-2019
Overall Grading Type	Pass / Fail
Assessment Methods	Assignment, Portfolio of evidence
Language of Assessment	English

OTHM Level 6 Diploma in Occupational Health and Safety

Qualification Number	603/5002/7
Regulation Start Date	07-Nov-2019
Operational Start Date	07-Nov-2019
Overall Grading Type	Pass / Fail
Assessment Methods	Assignment, Portfolio of evidence
Language of Assessment	English

EQUIVALENCES

OTHM qualifications at RQF Level 6 represent practical knowledge, skills, capabilities and competences that are assessed in academic terms as being equivalent level to Bachelor's Degrees with Honours, Bachelor's Degrees, Professional Graduate Certificate in Education (PGCE), Graduate Diplomas and Graduate Certificates.

QUALIFICATION STRUCTURE

OTHM Level 6 Certificate in Occupational Health and Safety

The Level 6 Certificate in Occupational Health and Safety consists of 4 mandatory units for a combined total of 32 credits, 320 hours Total Qualification Time (TQT) and 120 Guided Learning Hours (GLH) for the completed qualification.

Unit Ref. No.	Unit title	Credit	GLH	TQT
H/617/7539	Health and Safety Management Principles and Policy	8	30	80
Y/617/8526	Health and Safety Management Practice	10	40	100
Y/617/7540	Risk and Incident Management	8	30	80
Y/617/8543	Promoting a Positive Health and Safety Culture	6	20	60

OTHM Level 6 Diploma in Occupational Health and Safety

The OTHM Level 6 Diploma in Occupational Health and Safety consists of 7 mandatory units for a combined total of 60 credits, 600 hours Total Qualification Time (TQT) and 220 Guided Learning Hours (GLH) for the completed qualification.

Unit Ref. No.	Unit title	Credit	GLH	TQT
H/617/7539	Health and Safety Management Principles and Policy	8	30	80
Y/617/8526	Health and Safety Management Practice	10	40	100
Y/617/7540	Risk and Incident Management	8	30	80
Y/617/8543	Promoting a Positive Health and Safety Culture	6	20	60
R/617/9092	Maintaining a Safe Workplace Environment	12	40	120
H/617/7542	Health and Safety Law, Regulation and Influence	8	35	80
K/617/7543	Development of the Health and Safety Practitioner	8	25	80

DEFINITIONS

Total Qualification Time (TQT) is the number of notional hours which represents an estimate 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

For entry onto the OTHM Level 6 Diploma in Occupational Health and Safety qualification, learners must possess:

- Relevant NQF/QCF/RQF certificate or diploma or equivalent recognised qualification that covers the following basic concepts within Occupational Health & Safety:
  - Science and Technology
  - Legal and regulatory systems
  - Workplace safety and health
  - Definitions of risk and risk management principles
  - Principles and theories of safety and health management
  - Occupational health and hygiene
  - Occupational psychology
  - Information technology, literacy and numeracy

Qualifications that fulfil this requirement include:
- British Safety Council Level 3 Certificate in Occupational Safety and Health
- British Safety Council International Certificate in Occupational Safety and Health
- NCFE IOSH Level 3 Certificate in Safety and Health for Business
- NCRQ Level 6 Certificate in Applied Health and Safety
- NEBOSH National General Certificate in Occupational Health and Safety

- Mature learners (over 21) with practical experience at least 2 years may also be considered.
- The learner must be 18 years or older at the beginning of the course

English requirements: If a learner is not from a majority English-speaking country, they must provide evidence of English language competency. For more information visit the English Language Expectations page on the OTHM website www.othm.org.uk.

PROGRESSION

Successful completion of Level 6 Occupational Health and Safety qualification provides learners with the knowledge, understanding and skills to be competent in a range of Occupational Health and Safety roles.

As this qualification is approved and regulated by Ofqual (Office of the Qualifications and Examinations Regulation), learners are eligible to progress to the OTHM Level 7 Diploma in Occupational Health and Safety Management or gain direct entry into relevant master's degree programmes. For more information visit the OTHM University Progressions page.

CERTIFIED IOSH

Individuals who achieve the qualification will be eligible to apply for Certified level of membership CertIOSH.

Those eligible for Certified membership can then undertake a period of Initial Professional Development which will require students to provide evidence of their practice skills in a skills development portfolio (IPD). At the end of this period there will be a professional review interview. After successful completion of this IPD process students will then be eligible for Chartered membership of IOSH (CMIOSH).

DELIVERY OF OTHM QUALIFICATIONS

OTHM does 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.

CENTRE RESOURCE REQUIREMENTS

Trainer / Assessor Requirements

- Trainers must be appropriately qualified and occupationally competent in the areas in which they are training.
- They must hold a Level 6 qualification in occupational health and safety
- They should hold or be working towards a Level 3 qualification in Assessing Vocationally Related Achievement such as OTHM level 3 award in assessing vocationally related achievement
- Ideally, they should have a minimum membership level of IOSH at GradIOSH level or equivalent.

Internal Verifier Requirements

- Internal quality assurers or verifiers must be appropriately qualified and occupationally competent in the areas in which they are moderating.
- They must hold or be working towards a Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice and/or Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice such as OTHM level 4 award internal quality assurance
- They must demonstrate that they have undertaken Continued Professional Development (CPD) activities relating to occupational health and safety or auditing quality assurance to maintain and update their skills and knowledge within the last year.

OTHM will request to see copies of relevant qualifications from assessors and verifiers.

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.

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 the learning 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 Management Principles and Policy

Unit Reference Number	H/617/7539
Unit Title	Health and Safety Management Principles and Policy
Unit Level	6
Number of Credits	8
Total Qualification Time (TQT)	80 hours
Guided Learning Hours (GLH)	30 hours
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to provide learners with an understanding of the key principles of health and safety policy, the internal, external and change factors that influence practice, and how these are operationalised in an organisation's health and safety systems. Learners will also develop the knowledge and skills to undertake a critical review of an organisation's health and safety policy.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes- The learner will:	Assessment Criteria- The learner can:	Indicative Content
1. Understand the principles of health and safety management and its organisational systems.	1.1 Explain the role of performance objectives and targets in effective health and safety management. 1.2 Explain in detail the key aspects of effective health and safety systems. 1.3 Evaluate the use of recording and communication systems to identify, manage, and distribute relevant health and safety information. 1.4 Critically evaluate an organisation's health and safety management system including its integration with other management systems (e.g. quality, human resources, etc), and recommend future developments.	• SMART objectives and targets for health and safety management, their importance. • The key aspects of a health and safety management system, e.g. ILO-OSH-2001 Guidelines on Occupational Health and Safety Management Systems. ILO, 2001; ISO 45001:2018 (Occupational Health and Safety Management Systems). • The roles of a management system: communicate and manage information at the right time to the right people, recording activities for various roles and

		responsibilities, managing. inputs and outputs of information • Advantages/limitations of integration of H&S management system with other organisational • systems, e.g. quality management system, etc
2. Understand the principles of health and safety policy.	2.1 Justify the moral, le.g.al and financial need for health and safety policies in an organisation. 2.2 Articulate the key impacts of an organisation's health and safety policies on a range of stakeholders in the organisation. 2.3 Explain the information and consultation required for the purpose of health and safety policy development at all organisational levels. 2.4 Outline the objectives of a health and safety policy document. 2.5 Explain how a health and safety policy document drives a health and safety management system in an organisation.	• Moral justification for H&S policy: the concept of reasonable care, cultural attitudes. Le.g.al justification for H&S policy: preventative, punitive, the compensatory effects of law, self-regulation. Financial justification for H&S policy: the costs of accidents, incidents and ill-health, insurance, financial benefits of good management. • Key stakeholders in the organisation (internal and external) and impact of policy on these: communications, timeliness of communications, systems. • Information sources (professional bodies, etc) Consultation of staff and stakeholders in policy development • Key objectives and structure of a health and safety policy document. • How organisational policy drives the set-up and configuration of management systems.
3. Be able to conduct a critical review of a health and safety policy in an organisation.	3.1 Conduct a critical review of a health and safety policy in an organisation.	• N/A
4. Be able to assess internal and external factors that influence health and safety practices.	4.1 Assess the internal and external factors, including change factors, that affect occupational health and safety policies and practice. 4.2 Recommend actions for organisational practice that takes account of the internal and external influencing factors.	• Internal factors affecting health and safety policy in an organisation: Organisation size and type, finance, production targets, trade unions/employee collectives, organisational goals and culture, job role, etc. • External factors affecting health and

		safety policy in an organisation: legislation, enforcement, le.g.al tribunals, contracts, customers, contractors, trade unions, insurance companies, • Cultural/societal attitudes.

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. Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All 1 to 4	All ACs under LO 1 to 4	Coursework	4500 words

Indicative reading list

Almond, P. and Esbester, M. (2016) '*The changing legitimacy of health and safety, 1960– 2015: understanding the past, preparing for the future', Policy and Practice in Health and Safety,* 14(1), pp. 81–96. doi: 10.1080/14773996.2016.1231868

Bornstein, S. and Hart, S. (2010) '*Evaluating Occupational Safety and Health Management Systems: A Collaborative Approach', Policy and Practice in Health and Safety,* 8(1), pp. 61–76. doi: 10.1080/14774003.2010.11667742.

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

Ferrett, e., & Hughes, p. (2016). *International health and safety at work.*

Hasle, P. (2011) *'When health and safety interventions meet real-life challenges', Policy and Practice in Health and Safety,* 9(1), pp. 3–16. doi: 10.1080/14774003.2011.11667753.

Leka, S. et al. (2016) *'Future challenges of occupational safety and health policy-making in the UK', Policy and Practice in Health and Safety*, 14(1), pp. 65–80. doi: 10.1080/14773996.2016.1231871.

Pinder, J. et al. (2016) '*Occupational safety and health and smaller organisations: research challenges and opportunities', Policy and Practice in Health and Safety,* 14(1), pp. 34– 49. doi: 10.1080/14773996.2016.1239357.

Wadsworth, E. and Walters, D. (2014) '*The Determinants of Workplace Health and Safety Practice in the UK', Policy and Practice in Health and Safety,* 12(2), pp. 3–22. doi: 10.1080/14774003.2014.11667801.

Walters, D. (2003) '*Policy and Practice in Health and Safety: a new journal', Policy and Practice in Health and Safety*, 1(1), pp. 1–7. doi: 10.1080/14774003.2003.11667627.

Waterson, P. (2016*) 'Bridging the gap between research, policy and practice in health and safety', Policy and Practice in Health and Safety,* 14(2), pp. 97–98. doi: 10.1080/14773996.2016.1261814.

Waterson, P. and Dingwall, R. (2016) '*Health and safety in a changing world', Policy and Practice in Health and Safety*, 14(1), pp. 1–6. doi: 10.1080/14773996.2016.1238065.

Health and Safety Management Practice

Unit Reference Number	Y/617/8526
Unit Title	Health and Safety Management Practice
Unit Level	6
Number of Credits	10
Total Qualification Time (TQT)	100 hours
Guided Learning Hours (GLH)	40 hours
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to provide learners with the knowledge, understanding and skills to translate organisational policy into an effective occupational health and safety management operation, including the planning, organising, controlling, reviewing and auditing of health and safety management performance and operations, the application of corporate social responsibility and ethical codes of conduct on management, and the critical factors in managing the occupational health and well-being of workers.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes- The learner will:	Assessment Criteria- The learner can:	Indicative Content
1. Understand the process of planning and organising occupational health and safety practices in the workplace.	1.1 Explain the role of the board and/or senior management in the planning and organising of health and safety practices in the workplace. 1.2 Explain the importance of the planning process to ensure changing policies, regulations and le.g.al requirements are met. 1.3 Assess the resources and skills required to plan health and safety practices in the workplace.	• Governance of change to health and safety practice, policy, statutory and le.g.al requirements. • Planning: ensure continued le.g.al compliance, update procedures for dealing with emergency situations, control risks, react to changing demands, sustain positive health and safety attitudes and behaviours. • Plan. Do. Check. Act. • Communication systems, H&S management systems. • Policy review, monitoring and auditing practice.

		• Ensure relevant human resources, skills and experience.
2. Understand the process of leading and controlling health and safety practices in the workplace.	2.1 Explain the role of the board and/or senior management in the leading and controlling of health and safety practices in the workplace. 2.2 Evaluate the use of goals and targets in health and safety management practices in the workplace. 2.3 Assess the resources and skills required to lead and control health and safety practices in the workplace.	• Governance of health and safety practice. Maintenance of standards, systems, resources, skills. Importance of goals, targets, objectives. Assessment and regular review of resources and skills requirements.
3. Understand the process of reviewing the performance of health and safety practices in the workplace.	3.1 Explain the role of the board and/or senior management in reviewing the performance of health and safety practices in the workplace. 3.2 Assess the resources and skills required to review health and safety practices in the workplace. 3.3 Explain and justify the use of results and outputs from a performance review. 3.4 Assess the advantages and disadvantages of proactive and reactive performance indicators.	• Formal and informal performance reviews and review systems. Data used in a review process, e.g. health and safety objectives, proactive performance indicators, reactive performance indicators, organisational procedures, change agents, standards, expectations. Review outputs, e.g. actions plans, stakeholder communication plans, senior management reports, objectives.
4. Understand the process of monitoring and auditing health and safety practices in the workplace.	4.1 Explain the role of the board and/or senior management in monitoring and auditing of health and safety practices in the workplace. 4.2 Explain a range of health and safety monitoring techniques. 4.3 Assess the resources and skills required to carry out health and safety audits. 4.4 Explain the importance and use of audit outputs.	• Monitoring techniques, including collection of workplace health and sickness data, legislative and regulatory compliance checks, accidents, incidents and loss events. • Types of audits, internal, external, certification, regulation, workplace inspections, safety sampling, safety surveys, etc. • Comparison outputs against industry benchmarks/ standards and national/ international performance data.
5. Understand corporate social responsibilities and ethical codes of conduct and their impact on health	5.1 Explain the importance of having a corporate social responsibility objective on health and safety management. 5.2 Outline how ethical codes of conduct are	N/A

and safety management.	applied to health and safety management.	
6. Understand the critical factors in the management of occupational health and well-being in the workplace.	6.1 Explain the key principles of occupational health. 6.2 Outline the features of vocational rehabilitation including the role of outside support agencies. 6.3 Articulate the key aspects of the management of occupational health including le.g.al considerations. 6.4 Explain the causes, effects, identification and control of common types of mental ill-health in the workplace. 6.5 Explain the causes, effects, identification and control of work-related violence or aggression.	• The definition of occupational health (International Labour Organisation) • The meaning of well-being (Economic and Social Research Council (ESRC)) • Occupational health hazards – chemical, physical, biological, psychosocial, ergonomic. • The prevalence of work-related sickness and ill-health. • Relationship between occupational health and general/public health, including management of epidemics. • The bio-psychosocial model and how it relates to individual health • Fitness to work and fitness to work standards • Managing long-term and short-term sickness absence/incapacity for work • Benefits of vocational rehabilitation for the employee/employer, and barriers to effective rehabilitation • Risk assessments prior to return to work, liaison with other disciplines in assessing and managing fitness for work (existing health problems, fitness to work standards, discrimination) • Agencies that can support employers and employees. • The role, function and benefits of occupational health services • Managing occupational health (the structure of an occupational health service and the competency of practitioners (physician, nurse, adviser, technician) • Services offered (health promotion, e.g., advice on work-related health, lifestyle, health assessment, e.g., fitness for work, pre-placement/employment,

		return to work, job-related medical screening, pregnant workers, advice to management, e.g., input to risk assessments, no-smoking policy, absence management etc, treatment services, e.g., first aid, counselling, physiotherapy, other rehabilitation services, medical and health surveillance) • Importance of health needs assessment during planning of services. • Importance of auditing against standards in occupational health provision (SEQOHS). • The characteristics and causes of common types of mental ill-health observed within the workplace and their effects on an individual's health and behaviour (depression, anxiety) • Definition of work-related stress. • The causes of work-related mental ill-health relating to organisation, job and individual (working hours, long hours, shift work, unpredictable hours, changes in working hours, workplace culture: communication, organisational structure, resources, support, working environment: space, noise, temperature, lighting, etc, - job content: work load, time pressures, boredom, etc, job role: clarity, conflict of interests, lack of control, etc, relationships: bullying and harassment, verbal/physical abuse, home-work interface: travel to/from work, childcare issues, relocation, etc. • Common mental health problems discovered in the workplace generally known to be a combination of stressors. • Supporting individuals with mental health problems to continue work. • Assessment of work-related mental ill-health at individual and organisational level (e.g.,

		discussions, absence data, interviews, surveys, questionnaires, etc) ● Control measures to reduce and manage work-related stress (counselling and return to work policies) ● UK HSE's stress management standards and their role in assessing and managing work-related stress (demand, control, support, relationships, role, change). ● The definition of work-related violence/aggression (Workplace Violence in Services Sectors and Measures to Combat This Phenomenon, ILO Code of Practice and section 1.3 of ILO (and others) International Framework Guidelines for Addressing Workplace Violence in the Health Sector) ● The physical and psychological effects of violence and aggression ● The risk factors of work-related violence (people working with the public, the caring/teaching professions, working with psychiatric clients or alcohol/drug, impaired people, working alone, home visiting, handling money/valuables, inspection and enforcement duties, retail, licensed and ille.g.al alcohol trade, cultural, ethnic and tribal issues). ● Risk assessment of work-related violence/aggression (ie, use of staff surveys, incident reporting and risk assessment) ● Control measures to reduce and manage work-related violence/aggression including using physical, organisational and behavioural controls: ○ cash free systems, the layout of public areas and the design of fixtures and fittings ○ the layout of public areas and design of

		fixtures and fittings ○ the use of cameras, protective screens, and security-coded doors ○ communication systems, passing on information on risks from individual clients (violent marker flags), recording of staff whereabouts and recognition when staff are overdue, the use of mobile communications equipment phones, radios, GPS ● Staff training: recognition of situations where violence could result, interpersonal skills to defuse aggression, the use of language and body language, guidance to staff on dealing with an incident, support for staff post-incident including training in counselling for managers.

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. Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All 1 - 4	All ACs under LO 1 to 4	Management plan Performance review Audit report	2000 words
All 5	All ACs under LO 5	Essay	1000 words
All 6	All ACs under LO 6	Report	1000 words

Indicative reading list

Asbury, S. and Ball, R. (eds) (2016) *The practical guide to corporate social responsibility: do the right thing.* London: New York, NY: Routledge, Taylor & Francis Group.

Ferrett, E., & Hughes, P. (2016). *International health and safety at work.*

Hasle, P. (2011) '*When health and safety interventions meet real-life challenges', Policy and Practice in Health and Safety*, 9(1), pp. 3–16. doi: 10.1080/14774003.2011.11667753.

HSE (2013) *Managing for health and safety.*

Hughes, P. and Ferrett, E. (2016*) International health and safety at work: for the NEBOSH international general certificate in occupational health and safety*. Third edition. Abingdon, Oxon; New York, NY: Routledge

Pinder, J. et al. (2016) *'Occupational safety and health and smaller organisations: research challenges and opportunities', Policy and Practice in Health and Safety,* 14(1), pp. 34– 49. doi: 10.1080/14773996.2016.1239357.

REESE, C. D. (2016). *Occupational health and safety management: a practical approach.*

Tolley (2019) Tolley's *Health & Safety At Work Handbook 2020*. S.l.: LEXISNEXIS UK.

Walters, D. (2003) *'Policy and Practice in Health and Safety: a new journal', Policy and Practice in Health and Safety,* 1(1), pp. 1–7. doi: 10.1080/14774003.2003.11667627.

Walters, D. (2005) '*The Challenge of Change for Strategies on Health and Safety at Work in the 21st Century', Policy and Practice in Health and Safety,* 3(2), pp. 3–19. doi: 10.1080/14774003.2005.11667659.

Waterson, P. and Dingwall, R. (2016) *'Health and safety in a changing world', Policy and Practice in Health and Safety,* 14(1), pp. 1–6. doi: 10.1080/14773996.2016.1238065.

Web Resources

Planning for implementation (hse.gov.uk)

Risk and Incident Management

Unit Reference Number	Y/617/7540
Unit Title	Risk and Incident Management
Unit Level	6
Number of Credits	8
Total Qualification Time (TQT)	80 hours
Guided Learning Hours (GLH)	30 hours
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to enable learners to identify, address and manage risk and incidents in relation to their roles as health and safety practitioners, including understanding strategies to assess and evaluate risk, strategies and techniques to control risk, cause of loss events and analysis of loss data, and managing incidents.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes- The learner will:	Assessment Criteria- The learner can:	Indicative Content
1. Understand the processes and strategies for identifying hazards and evaluating risk levels when carrying out risk assessments in an organisation.	1.1 Outline sources of information to identify hazards and assess risks. 1.2 Explain techniques to identify hazards. 1.3 Explain how to implement a risk assessment system and to evaluate risk. 1.4 Explain how to measure, monitor and report hazards. 1.5 Explain how to maintain records of risk assessment to meet regulatory and statutory requirements. 1.6 Explain how to use calculations in the analysis and improvement of systems reliability and failure tracing.	• Sources of information to identify hazards and assess risk, external information sources: governmental agencies (OSHA/HSE), European Safety Agency, International Labour Organisation (ILO), World Health Organisation (WHO), professional and trade bodies, internal information sources: damage, injury and sickness data, near-miss information and maintenance records. The validity and usefulness of using external and internal information sources. Use of observation,

		task analysis and failure tracing, e.g. hazard and operability studies, engagement of employees. ● ISO Risk Management Framework 31000, ISO Risk Control Measures- ISO 45001, Risk assessment methodologies and their limitations, types of health and safety incidents, techniques and methodologies to address incidents, statutory and regulatory requirements to address risks and incidents, record management
2. Understand the strategies and techniques of risk control.	2.1 Evaluate the use of common risk management strategies. 2.2 Justify when to use risk avoidance, risk reduction, risk transfer, risk analysis, risk evaluation and risk review strategies. 2.3 Explain the development and characteristics of safe systems of work and safe operating procedures.	● Risk assessment process: identify risks/hazards, identify those at risk, evaluate likelihood and severity, identify risk control standards, create action plan, prioritise actions, record assessment. Generic, specific and dynamic risk assessments, when to use, when not to, consideration of long-term hazards to health. Differences between qualitative, semi-quantitative and quantitative assessments, implementation of effective risk assessment system: procedures, recording protocols, training, skills, responsibilities, authorisation, monitoring actions, review, characteristics of safe systems of work and safe operating procedures, when to use a variety of risk strategies: avoidance, reduction, transfer, analysis, evaluation and review.
3. Understand the models of loss causation, analysis of loss data and the	3.1 Outline a range of loss causation theories and techniques. 3.2 Justify the use of quantitative methods in	Loss causation theories and techniques: ○ Benefits/limitations of accident/incident ratio studies

importance of incident investigation.	analysing loss data. 3.3 Assess the needs and impacts of reporting of loss events. 3.4 Explain the importance and impact of incident investigations.	○ Birds domino and multi-causality theories (immediate, underlying and root causes) ○ Reason's model of accident causation (swiss Cheese Model), fault tree, event tree and the Bowtie model ○ Behavioural root cause analysis. Quantitative methods of calculating loss rates from raw data: ○ Accident/incident frequency rate, accident incidence rate, accident ○ severity rate, ill-health prevalence rate ○ Interpretation of loss event data in graphical and numerical format, e.g. histograms, pie charts and line graphs ○ Statistical variability, validity and the use of distributions (ie, importance of representative samples, sampling a population, data errors).
4. Understand processes and strategies to manage health and safety incidents in an organisation.	4.1 Outline the critical stages for managing incidents in the organisation. 4.2 Outline organisational policies to identify, investigate, report and record incidents. 4.3 Explain how to maintain records of incidents to meet regulatory and statutory requirements. 4.4 Evaluate an organisational process for managing health and safety incidents.	● Reporting practices: the ILO Code of Practice, Recording and Notification of Occupational Accidents and Diseases (1996), critical importance of internal reporting and recording systems. ● Importance of investigating incidents: le.g.al requirements, data gathering, root cause analysis, prevention of recurrence, staff morale ● 'Investigating accidents and incidents – a workbook for employers, unions, safety representatives and safety professionals (HSG245)' stages: preserve the scene, note people and equipment involved, report event, decide if further investigation needed, gather information, analyse information, identify control measures, produce and

		implement an action plan, share information and lessons learned to prevent recurrence.

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.

Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All 1	All ACs under LO 1	Essay	1000 words
All 2	All ACs under LO 2	Report	1000 words
All 3	All ACs under LO 3	Essay	1000 words
All 4	All ACs under LO 4	Report	1000 words

Indicative reading list

Boyle, T. (2019) *Health and safety: risk management.*

British Standards Institution (2018) *Risk management – guidelines.*

Burke, R. J., Clarke, S., & Cooper, C. L. (2011). *Occupational health and safety. Farnham, England*

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

HSE (ed.) (2007) *Reducing error and influencing behaviour*. 2. ed., reprinted. Sudbury: http://www.hse.gov.uk/pubns/priced/hsg48.pdf

HSE (ed.) (2007) *Reducing error and influencing behaviour.* 2. ed., reprinted. Sudbury: HSE Books (HSG, 48).

Kelloway, E. K., Francis, L. D., Gatien, B., Montgomery, J., & Montgomery, J. (2017). *Management of occupational health and safety.*

PARKER, D. (2016). *Hazard management and emergency planning: perspectives in Britain.*

SCHNEPP, R., VIDAL, R., & HAWLEY, C. (2017). *Incident management for operations.*

Tolley (2019) *TOLLEY'S HEALTH & SAFETY AT WORK HANDBOOK 2020.* S.l.: LEXISNEXIS UK.

Promoting a Positive Health and Safety Culture

Unit Reference Number	Y/617/8543
Unit Title	Promoting a Positive Health and Safety Culture
Unit Level	6
Number of Credits	6
Total Qualification Time (TQT)	60 hours
Guided Learning Hours (GLH)	20 hours
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to provide learners with an understanding of a range of factors that influence health and safety behaviours, performance and culture in the workplace, including the impact of human and organisational factors, leadership styles, organisational structure and consultation arrangements. Learners will develop the skills to evaluate the health and safety culture and performance within an organisation, and to develop a coherent strategy to improve these.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes- The learner will:	Assessment Criteria- The learner can:	Indicative Content
1. Understand key organisational. factors that influence the health and safety culture in the workplace.	1.1 Assess the importance of health and safety culture within an organisation. 1.2 Evaluate the promoting factors and potential barriers to health and safety culture in an organisation. 1.3 Explain how to communicate and engage with staff to promote positive health and safety awareness and behaviour. 1.4 Produce a plan to promote a positive health and safety culture.	• Promoting factors e.g., management buy-in, leadership, health and safety agenda, access to information, consultation, training, staff empowerment, goals and objectives. • Potential barriers e.g., organisational change/ uncertainty, criticism of organisational strategy, incoherent/non-consultative decision making, inconsistent internal communications, low staff morale, low levels of trust in management. • Importance of communication plan at all organisational levels/ job roles/ departments,

		ongoing consultation and ownership.
2. Understand key human factors that influence health and safety performance and behaviour in the workplace.	2.1 Outline the human factors that contribute to individual behaviour. 2.2 Explain human perception of risk and the classification of human failure. 2.3 Assess the impact of job factors and organisational factors on human reliability. 2.4 Outline methods of improving individual human reliability. 2.5 Evaluate the optimum conditions of behavioural change and behaviour change courses and programmes.	• Impact of attitude, aptitude and motivation on human behaviour. Impact of individual social class/background, education. Theories of human motivation. • Human sensory receptors, sensory defects, process of perception of danger, perceptual expectancy, perceptual distortion, causes of perceptual errors, filtering and selectivity in perception. Classifications of human failure. • Organisational negative and positive factors impacting on human reliability e.g. poor standards, inadequate/adequate communication of policy, clear/unclear job roles/ responsibilities, good/poor planning, sensible or lack of organisational groups, poor/ good communication systems. • Focused line management to improve reliability, e.g. focus on health, well-being, life balance, motivation, incentives, appraisals, job satisfaction, training, task allocation, etc. • Behaviour change courses and programmes to suit individual, organisation, targeted behaviour.
3. Understand the impact of leadership, structure and consultation on the health and safety culture of an organisation.	3.1 Assess the impact of different leadership types on health and safety performance. 3.2 Outline the structure and function of a range of organisation types and the benefits and limitations of each. 3.3 Explain the challenges of third party management in regard to maintenance of health and safety. 3.4 Explain the nature and importance of formal and informal consultation with workers.	• Leadership styles and their impact on performance: coaching, visionary, servant, autocratic, laissez-faire, democratic, pace- setter, transformational. Relationship of leadership with staff engagement. Leadership implications for health and safety senior managers. • Relationship between organisation types and structures with leading a positive health and safety culture. Using leadership to align the needs and objectives of the individual with the needs of the organisation.

		• Managing third party stakeholders and contractors to ensure adherence to health and safety policy, sources plans, specific challenges. • Responsibilities for, and influences of formal and informal consultation: Worker representatives, safety boards/committees/groups, formal consultation, team meetings, intranet, the health and safety practitioner.
4. Be able to develop a strategy to improve the health and safety culture of an organisation.	4.1 Outline techniques and assessment criteria used to assess the health and safety culture of an organisation. 4.2 Critically evaluate the current health and safety culture of an organisation by analysing assessment data. 4.3 Recommend measures to improve health and safety culture of an organisation. 4.4 Develop a strategy to implement recommended measures for improving the health and safety culture of an organisation. 4.5 Produce a business case to support the improvement strategy.	• Assessment methodologies, e.g. climate survey, questionnaires, interviews. • Qualitative and quantitative analysis. Reporting against assessment criteria/ measures of a positive culture. Identifying areas for improvement in culture, priorities against organisation needs and objectives, recommendations against cost, resource, priority. Strategic planning, communications, timelines, expectations, resource allocation, roles and responsibility, governance, budget.

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.

Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All 1	All AC under LO 1	Report and Plan	2000 words
All 2 to 4	All AC under LO 2 to 4	Health and Safety Policy Review and Plan	2000 words

Indicative reading list

European Agency for Safety and Health at Work (2012) Leadership and occupational safety and health (OSH): an expert analysis. Luxembourg: Publications Office of the European Union.

Ferrett, E. (2016). *Health and safety at work revision guide: for the NEBOSH National General Certificate in occupational health and safety.* http://www.hse.gov.uk/construction/lwit/assets/downloads/good-health-safety-leadership.pdf

Kelloway, E. K., Francis, L. D., Gatien, B., Montgomery, J., & Montgomery, J. (2017). *Management of occupational health and safety.*

Wadsworth, E. and Smith, A. (2009) '*Safety Culture, Advice and Performance', Policy and Practice in Health and Safety,* 7(1), pp. 5–31. doi: 10.1080/14774003.2009.11667726.

Maintaining a Safe Working Environment

Unit Reference Number	R/617/9092
Unit Title	Maintaining a Safe Working Environment
Unit Level	6
Number of Credits	12
Total Qualification Time (TQT)	120 hours
Guided Learning Hours (GLH)	40 hours
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to provide learners with the critical technical knowledge that underpins the maintenance of safe working environments. This covers a wide range of aspects of the work environment and factors that must be considered by health and safety managers and those responsible for the health, safety and welfare of the workforce. The unit takes the learner on a journey through the immediate work environment, risk analysis and control for a range of workplace contexts that may be encountered, fire safety and protection against explosion, management of hazardous substances and materials, and management of workplace equipment and machinery. The unit intends to build upon the learners previous grounding in occupational health and safety, and covers the technical knowledge required by a learner/practitioner who wishes to develop in a range of managerial roles.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes- The learner will:	Assessment Criteria- The learner can:	Indicative Content
1. Understand the range of factors to consider to maintain a safe work environment.	1.1 Outline the critical factors when maintaining the working environment, ie temperature, light, space, ergonomics, lifts, access. 1.2 Justify the full range of welfare facilities that must be available in a workplace. 1.3 Explain the hazards and risks posed by electrics in an organisation 1.4 Review and evaluate control measures for	• Providing and maintaining safe places of work and safe means of access and egress; safety signs in right areas, slip-free surfaces, Coefficient of Friction (CoF), footwear, cleaning floors, good housekeeping, temperature, light, well-being facilities and first aid. • Damage to buildings from adverse weather, overloading of structures, hot and corrosive

	electrics in relation to current legislation. 1.5 Assess the hazards and risks associated with the structural integrity of buildings. 1.6 Review and evaluate control measures for structural integrity in relation to current legislation.	atmospheres, vibration, alteration to structural members, subsidence, structural failures due to poor design, substandard workmanship. • Electric shock and effects on the body, voltage, frequency, duration, impedance/resistance, current path, direct and indirect shock, causes of electric fires: overloading of conductors, overheating, ignition of flammable vapour, ignition of combustible material, breakdown of insulation, molten metal splash and radiation, static electricity and its controls. • Electrical risks from portable appliances, e.g., portable generators, arc/MiG/tig welding. • Control measures, including portable appliance inspection and testing, height of cables, etc.
2. Understand the hazards, risks and controls applicable to a range of workplace contexts.	2.1 Evaluate the control measures in place within your organisation to control the following risks: ○ temporary works ○ workplace transport ○ working in confined spaces ○ working at height ○ lone working ○ manual handling. 2.2 Outline the types of noise and vibration, the effects of being exposed to these, and their control measures. 2.3 Explain the measurement, assessment and methods to control exposure to noise and vibration. 2.4 Describe effects of being exposed to the different types of radiation. 2.5 Explain the measurement, assessment and methods to control exposure to different types of radiation.	Assessing risks: • Confined spaces: access, atmosphere, the task, materials and equipment, persons at risk, reliability of safeguards and PPE • Working at height: alternatives to working at height, control measures including rescue, equipment to prevent falls (including MEWPS), minimise the distance and impact of a fall, training. • Lone working: medical conditions, training, supervision, emergency procedures, more than one person needed to operate controls or transport, safe working procedures for lone working, emergency devices and personal communications. • Transport: factors for risk assessment (including factors associated with shared workplaces), providing information to employees and visitors, controlling risks according to HSG136 (A guide to workplace transport safety), safe site, traffic

		route, activity, safe vehicle, safe driver. • Handling and poor posture: load, environment, equipment, skills in risk assessment of repetitive physical activities, manual handling and poor posture, risk assessment methods for repetitive physical activities, manual handling tasks and poor posture, using the HSE Manual • Handling Assessment Tool (MAC), the HSE Assessment tool for repetitive tasks of the upper limbs (ART), the HSE Variable Manual Handling Assessment chart (V-MAC), the VDU checklist from HSE guidance (L26, Appendix 5), the NIOSH Manual Material Handling (MMH) Checklist, the Rapid Upper Limb Assessment (RULA), control measures to avoid or minimise risk, ergonomic design of tools/equipment/workstations and workplaces, work routines, shifts, job sharing and job rotation. • Effects of different noise types on the individual; health surveillance (ref: section 9.4 of ILO CoP, 'Ambient Factors in the Workplace') and when this may be needed, effects on health of whole body vibration (WBV) and hand-arm vibration (HAV) • Noise risk assessment (ref section 9.2, ILO CoP, 'Ambient Factors in the Workplace'), comparison with le.g.al limits to make control decisions. Use of audiometry to measure hearing loss; interpretation of audiograms, the effectiveness of audiometry. • Vibration risk assessment (ref section 10.2, ILO CoP, 'Ambient Factors in the Workplace'), comparison with le.g.al limits to make control decisions. • The hierarchy of noise control: eliminate/control

		at source (substitution, damping, workplace layout (e.g., relocation of all noisy equipment), re-design of equipment/task, maintenance, purchasing policy), control along transmission path, sound reduction indices and absorption coefficients when choosing materials, damping, isolation, diffusion, barriers, acoustic enclosures, active noise cancellation, control exposure at the receiver (acoustic havens, hearing protection zones, and PPE, limiting exposure time, hearing protection (types), octave band analysis, Single Number Rating (SNR) and HML (high, medium, low) methods, issues with over-protection. • Automation, work method, improved/alternative equipment, purchasing policy, maintenance, job rotation, instruction/training, the use and limitations of PPE.
3. Understand the maintenance of fire safety and protection against explosion.	3.1 Outline the ways that common flammable and explosive materials can catch fire. 3.2 Describe the behaviour of buildings and building contents in the event of a fire. 3.3 Explain the hazards, risks, and control measures in an organisation (including detection systems, alarm systems and evacuation procedures currently in use) for prevention and protection against fire and explosion. 3.4 Outline the factors that must be considered to ensure safe and effective fire-fighting and egress in the event of different types of fire.	• The properties of solids, liquids and gases and influence on combustion (flash point, fire point, auto-ignition temperature, vapour density, limits of flammability, maximum explosion pressure, and rate of pressure rise), the fire triangle, ignition sources (e.g., naked flame, hot surfaces, arcing, sparking, smoking, electrostatic discharge), mechanisms of explosions and mechanisms of fire-spread including (induction, ignition, growth, steady state and decay, unconfined vapour cloud explosions, confined vapour cloud explosions and boiling liquid expanding vapour explosions), effects of atomisation/particle size and oxygen content on nature of fire, oxidisation and the effects of oxidising substances on fire and explosion, flammable atmospheres. • Control measures for entering flammable

		atmospheres, including purging to keep flammable atmospheres below Lower Explosion Limits (LEL), prevention and mitigation of vapour phase explosions; structural protection, plant design and process control, segregation and storage of materials, hazardous area zoning, inerting, explosion relief, control of amount of material, prevention of release, control of ignition sources, sensing of vapour between Lower Exposure Limit (LEL) and Upper Exposure Limit (UEL).
4. Understand safe storage, handling and management of hazardous substances, including biological agents.	4.1 Outline how hazardous substances are classified and the effects of their exposure to human health. 4.2 Explain the key standards for safe storage, handling and transport of hazardous substances in an organisation. 4.3 Outline the features of effective risk assessment and measures of control for exposure to hazardous substances in line with the hierarchy of control. 4.4 Describe the control measures for working with asbestos and lead. 4.5 Explain the factors to consider when choosing appropriate Personal Protective Equipment (PPE) and requirements for PPE in an organisation. 4.6 Explain the impact of hazardous work environments on the installation and use of electrical systems and equipment.	• Human anatomical systems: respiratory, digestive, circulatory, nervous system and the special sensory organs (skin, eyes and nose), routes of entry of hazardous substances (eyes, nose, mouth, skin) and methods (inhalation, ingestion, skin pervasion, injection, aspiration), the body's defensive responses (innate and adaptive) • Classification and health effects of hazardous substances: physical form (dust, fibre, fume, gas, mist, vapour, liquid) and properties (ie, solubility) on routes of entry, inhalable and respirable dust. • Purpose of classification and precautionary statements (Globally Harmonised System of Classification, Labelling of Chemicals (GHS) and the EC Regulation No 1272/2008 Classification, Labelling and Packaging of Substances and Mixtures (CLP)) • Purpose of the European Regulation Registration, Evaluation, Authorisation and restriction of Chemicals (REACH). • Health effects of Carbon Monoxide, Isocyanates, metal working fluids, used engine oil, Silica, wood dusts (hard and soft wood), asbestos, lead.

		● Global work to standardise classification and risk, e.g. Concise International Chemical Assessment Documents from the International Programme on Chemical Safety (IPCS) (WHO/ILO/UNEP). ● Storage methods (bulk storage, intermediate storage, drum storage, specific locations, segregation of storage of incompatible materials), containing leaks and spills. ● Storage and handling of dangerous substances (flow through pipelines, filling and emptying containers, dispensing, spraying and disposal of flammable liquids, managing electricity in hazardous areas). ● The transport of dangerous substances (loading and unloading tankers and tank containers, labelling of vehicles, packaging of substances, driver training). ● ILO CoP, 'Safety in the Use of Chemicals at Work' and 'Ambient Factors in the Workplace': ○ Elimination ○ Substitution ○ Alternative process ○ Control (design and installation: segregating the process from workers, modifying the process, local exhaust ventilation, work systems and practices, restricting access, reducing exposure duration; regular cleaning, maintenance of engineering controls, safe/secure storage, internal transport and disposal) ○ Personal protection (provide PPE, prohibit eating, drinking, smoking in contaminated areas, facilities for washing, changing, storage, laundering, signs and notices; emergency arrangements)

		○ Carcinogens and mutagens (total enclosure, prohibition of eating and drinking, cleaning contaminated areas and use of warning signs, closed and labelled containers). ● Types of asbestos and locations found, control measures for asbestos (preventative, design and installation, LEV, personal protection, cleaning of premises and plant, disposal of asbestos waste, specialist contractors for removal and disposal, control measures for working with lead. ● PPE choice and considerations: ○ Respiratory protective equipment (RPE) (how to use respirators and breathing apparatus and their limitations, selection of RPE) ○ Atmosphere/substance-related factors: consideration of likely oxygen deficiency (ie, BA vs respirator), level of protection (assigned protection factors), type of filter required for respirators ○ Task and work area related factors e.g., work rate, duration, extremes of temperature and/or humidity, criticality of clear vision, communications and mobility, space constraints. ○ Tools used, explosive atmospheres, factors related to individual e.g. fit/comfort/acceptability issues caused by beards, face-marking, spectacles, compatibility with other protective equipment or head coverings, medical conditions. ○ Quality factors: conformity with standards, testing. ○ Skin and eye protection (types of protection and their limitations, selection) ○ Substance-related factors e.g., chemical

		compatibility, level of protection required ○ Storage and maintenance of PPE ○ Training in the use of PPE. ● Factors of hazardous work environments that impact on installation and use of electrical systems (strength and capability of electrical equipment, insulation, protection and placing of conductors, reducing the risk of shock, excess current protection, cutting off supply and isolation, working space, access and lighting) ● Control measures for installation and use of electrical systems: ○ Selection and suitability of equipment, protective systems: fuses, reduced voltage systems, isolation, residual current, devices, double insulation, earth free zones ○ Inspection and maintenance (user checks, formal visual inspections, combined inspection and tests, records of maintenance and tests, frequency of inspection and ○ testing, competent persons) ○ Safe systems of work on installations made dead ○ Safe systems of work and criteria of acceptability for live working ○ Permits-to-work
5. Understand safe management of work equipment and machinery.	5.1 Explain the selection criteria for work equipment for specific tasks and processes in order to manage risk. 5.2 Explain the key safety characteristics, including protective devices, of general workplace machinery control systems. 5.3 Explain the features of effective risk assessment and control measures for work equipment and machinery, including the	● Suitability of equipment for task, process and environment, ie design, construction and adaptation of work equipment ● How all forms of energy used or produced and all substances used or produced can be supplied and/or removed in a safe manner. ● Ergonomic, anthropometric and human reliability considerations in use of work equipment (controls layout and operation, emergency

	skills, training and supervision to install, test, maintain and operate equipment. 5.4 Outline the main hazards and control measures associated with mobile work equipment. 5.5 Outline the main hazards and control measures associated with lifting equipment.	controls, reducing the need for access (automation, remote systems), size of openings, height of barriers, distance from danger. • The application of standards relating to machinery (C119 Guarding of Machinery Convention and International Standards EN ISO 12100 and ISO/TR 14121). • Principles of safety integration (machinery must be designed and constructed to be fit for purpose and to eliminate or reduce risks throughout the lifetime of the machinery including the phases of transport, assembly, dismantling, disabling and scrapping, eliminate or reduce risks as far as possible, take protective measures where risk cannot be eliminated, inform users of residual risks, use and foreseeable misuse to be considered in design and construction, operator constraints due to PPE, safe use and maintenance. • Factors for assessing risk: persons at risk, severity of possible injury, probability of injury, need for access, duration of exposure, reliability of safeguards, operating procedures and personnel, the use and limitation of the CE mark, selection and integration of work equipment in the workplace, conformity assessments, harmonised standards, the technical file and the declaration of conformity. • Mobile work equipment hazards (rollover, overturning, suitability for carrying passengers, unauthorised start-up, safe operating station/platform, excessive speed, failure to stop, contact with wheels and tracks, falls of objects, moving parts/drive shafts/power take-offs, over-heating), hazards of refuelling or charging

		(electrical, LPG, diesel) of mobile work equipment) ● Mobile work equipment control measures: ○ (self-propelled, owed, attached, pedestrian-controlled and remotely-controlled), ○ (counterbalance, reach, rough terrain, telescopic materials handlers, side loading trucks, pedestrian controlled trucks), ○ agricultural tractors and works vehicles, including safe layout of areas where mobile equipment is used and the protection of pedestrians and using lifting plans ○ using lift trucks to move people – conditions and equipment necessary, other attachments used on lift trucks ○ Roll-over protection, falling objects protection, speed control systems (stopping and emergency braking), guards, barriers and restraining systems, means of fire- fighting, vision aids (plane, angled and curved mirrors, Fresnel lenses, radar, CCTV) ○ Requirements for training lift truck operators (basic, specific job training and familiarisation). ● Lifting equipment hazards (cranes, lifting operations, hoists (gin wheel, construction site platform hoist), lifts (passenger and goods, scissor, vehicle inspection, MEWPs). ● Lifting equipment control measures (cranes: selection, siting, and stability, hoists and lifts: integrity of lifting equipment, competence of workers, maintenance, inspection, statutory examinations. ● Common machinery hazards in a range of general workplaces:

		○ drills (radial arm, pedestal), circular saws, guillotines, disc sanders, abrasive wheels, lathes, automatic doors and gates, mechanical and hydraulic presses, portable power tools, CNC machines, robotics ● Generic machinery hazards: ○ potential consequences from mechanical hazards (ISO 12100:2010, Table B.1): being run over, being thrown, crushing, cutting/severing, drawing-in/trapping, entanglement, friction/abrasion, impact, injection, shearing, slips/trips/falls, stabbing/puncture, suffocation. ○ non-mechanical hazards: noise, vibration, electricity, high/low temperature, radiation, hazardous substances, ergonomic, environment in which the machine is used. ● Key features of safeguarding devices (fixed enclosed guards, fixed distance guards, interlocked guards, automatic guards, trip devices, adjustable/self-adjusting guards, two- hand controls, mechanical restraints, jigs and push-sticks). ● Pressure systems: ○ types of inspection, frequencies and the statutory basis for examination of pressure systems ○ prevention and testing strategy (design and construction, repair and modification, information and marking, safe operating limits, written scheme of examination, maintenance and record keeping, competent persons).

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.

Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All LO1	All ACs under LO1	Report	1000 words
All LO2	All ACs under LO2	Report	500 words
All LO3	All ACs under LO 3	Evaluation of an organisation's risk assessments: fire and explosion	1000 words
All O4	All ACs under LO 4	Evaluation of an organisation's storage management: hazardous substances.	1000 words
All LO 5	All ACs under LO 5	Evaluation of an organisation's risk assessments: equipment and machinery	1000 words

Indicative reading list

Almond, P. and Esbester, M. (2016) '*The changing legitimacy of health and safety, 1960– 2015: understanding the past, preparing for the future', Policy and Practice in Health and Safety,* 14(1), pp. 81–96. doi: 10.1080/14773996.2016.1231868

Bornstein, S. and Hart, S. (2010) *'Evaluating Occupational Safety and Health Management Systems: A Collaborative Approach', Policy and Practice in Health and Safety*, 8(1), pp. 61–76. doi: 10.1080/14774003.2010.11667742.

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

FERRETT, E., & HUGHES, P. (2016). *International health and safety at work.*

Hasle, P. (2011) *'When health and safety interventions meet real-life challenges', Policy and Practice in Health and Safety,* 9(1), pp. 3–16. doi: 10.1080/14774003.2011.11667753.

Leka, S. et al. (2016) '*Future challenges of occupational safety and health policy-making in the UK', Policy and Practice in Health and Safety,* 14(1), pp. 65–80. doi: 10.1080/14773996.2016.1231871.

Pinder, J. et al. (2016) *'Occupational safety and health and smaller organisations: research challenges and opportunities', Policy and Practice in Health and Safety,* 14(1), pp. 34– 49. doi: 10.1080/14773996.2016.1239357.

Wadsworth, E. and Walters, D. (2014) '*The Determinants of Workplace Health and Safety Practice in the UK', Policy and Practice in Health and Safety,* 12(2), pp. 3–22. doi: 10.1080/14774003.2014.11667801.

Walters, D. (2003) '*Policy and Practice in Health and Safety: a new journal', Policy and Practice in Health and Safety,* 1(1), pp. 1–7. doi: 10.1080/14774003.2003.11667627.

Waterson, P. (2016) *'Bridging the gap between research, policy and practice in health and safety', Policy and Practice in Health and Safety,* 14(2), pp. 97–98. doi: 10.1080/14773996.2016.1261814.

Waterson, P. and Dingwall, R. (2016) '*Health and safety in a changing world', Policy and Practice in Health and Safety,* 14(1), pp. 1–6. doi: 10.1080/14773996.2016.1238065.

Health and Safety Law, Regulation and Influence

Unit Reference Number	H/617/7542
Unit Title	Health and Safety Law, Regulation and Influence
Unit Level	6
Number of Credits	8
Total Qualification Time (TQT)	80 hours
Guided Learning Hours (GLH)	35 hours
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to give learners an understanding of international frameworks for health and safety legislation and regulation, how these frameworks are set, and the subsequent obligations on organisations to comply. The learner will explore the role played by industry, professional bodies and media communities to influence the promotion of positive health and safety outcomes locally, nationally and globally.

Learning Outcome, Assessment Criteria and Indicative Content

Learning Outcomes- The learner will:	Assessment Criteria- The learner can:	Indicative Content
1. Understand international frameworks for legislation, regulation and enforcement.	1.1 Outline the role of the International Labour Organisation (ILO). 1.2 Explain how international conventions can be used to set H&S legislation and legislative frameworks. 1.3 Evaluate the benefits and limitations of national legislation in securing organisational health and safety standards. 1.4 Evaluate the effectiveness of a range of national and international health and safety bodies to secure health and safety standards. 1.5 Explain the purpose and principles of	• ILO history, background, history of international health and safety regulations, role of legislation and statute, legislative frameworks, relationship to health and safety policy, role of Health and Safety Executive in UK and UK local authorities, information sources for organisations, international benchmarking of standards, enforcement as a principle, role of auditing in securing

	enforcement on H&S legislation and regulation. 1.6 Review the effectiveness of a range of safety audit techniques against national and international standards.	standards.
2. Understand statutory and regulatory obligations for maintaining health and safety in an organisation.	2.1 Evaluate statutory and regulatory obligations applicable to an organisation. 2.2 Evaluate workplace health and safety requirements relating to input / output of products, services, contractors, visitors, employees, equipment, goods, materials and other activities of the organisation. 2.3 Describe in detail the unique organisational challenges to maintain compliance with health and safety regulations.	• Evaluation of unique organisational HS obligations. Role of QMS (Quality management systems) to underpin organisational HS obligations. Strategies to enforce and implement HS policy. Challenges to implement health and safety policy and maintain compliance. Compliance planning. Reviewing process.
3. Understand the industry and community roles in influencing and promoting local and national positive health and safety outcomes.	3.1 Outline the function of professional and employer bodies, trade associations, media and community groups and organisational partnerships in influencing and promoting positive health and safety outcomes. 3.2 Outline the ethical and social responsibilities of organisations to develop high standards of health and safety. 3.3 Assess the role of corporate governance and self-regulation in supporting continual improvement of organisational health and safety standards.	• Communities of influence, organisational engagement/influence in communities of influence, changing nature of communities, e.g. social media. Ethical and social responsibilities, industry role models, campaigns. Corporate governance, self- regulation, setting targets beyond current standards, continuing and continuous improvement models, sharing and supporting best practice within communities.

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. Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All 1 to 2	All ACs under LO1 to LO2	Report	2500 words
All 3	All ACs under LO3	Report	1500 words

Indicative reading list

Almond, P. and Esbester, M. (2016) *'The changing legitimacy of health and safety, 1960– 2015: understanding the past, preparing for the future', Policy and Practice in Health and Safety*, 14(1), pp. 81–96. doi: 10.1080/14773996.2016.1231868.

Hughes, P. and Ferrett, E. (2016) *International health and safety at work: for the NEBOSH international general certificate in occupational health and safety.* Third edition. Abingdon, Oxon; New York, NY: Routledge.

Johnstone, R. (2003) *'Safety, courts and crime: occupational safety and health prosecutions in the magistrates' courts', Policy and Practice in Health and Safety,* 1(1), pp. 105–127. doi: 10.1080/14774003.2003.11667632.

Lippel, K. and Bittle, S. (2013) *'What can we Learn from National and International Comparisons of Corporate Criminal Liability?', Policy and Practice in Health and Safety*, 11(2), pp. 91–98. doi: 10.1080/14774003.2013.11667792.

Underhill, E. and Quinlan, M. (2011) '*Beyond statutory enforcement — alternative approaches to improving OSH in the temporary agency sector', Policy and Practice in Health and Safety,* 9(2), pp. 109–131. doi: 10.1080/14774003.2011.11667764.

Waterson, P. and Dingwall, R. (2016) *'Health and safety in a changing world', Policy and Practice in Health and Safety,* 14(1), pp. 1–6. doi: 10.1080/14773996.2016.1238065.

Development of the Health and Safety Practitioner

Unit Reference Number	K/617/7543
Unit Title	Development of the Health and Safety Practitioner
Unit Level	6
Number of Credits	8
Total Qualification Time (TQT)	80 hours
Guided Learning Hours (GLH)	25 hours
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to provide learners with a deep understanding of the roles and responsibilities of health and safety practitioners, the challenges and conflicts facing them, how they support safe working environments, and the skills required to meet these challenges. Learners will develop the skills to assess organisational competence and skills requirements, recommending training and/or recruitment strategies to meet these. Learners will also enhance their own personal and professional development with particular reference to utilizing a reflective learning approach.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes- The learner will:	Assessment Criteria- The learner can:	Indicative Content
1. Understand roles and responsibilities of health and safety practitioners.	1.1 Explain the role and purpose of health and safety practitioners. 1.2 Evaluate the potential challenges and conflicts that face health and safety practitioners in the workplace. 1.3 Describe responsibilities and obligations of health and safety practitioners in relation to promoting a safe working environment in an organisation. 1.4 Outline the role professional bodies play in supporting organisations to maintain an	• Roles and responsibilities of health and safety practitioners, occupational competence requirements. • Common workplace challenges and conflicts facing practitioners. • Promoting positive HS culture, training others, membership of, and engagement with, professional bodies, communities of influence, communities of practice, organisation versus individual responsibilities.

	effective workforce of health and safety practitioners.	
2. Be able to assess organisational competence and skills requirements for health and safety practitioners.	2.1. Identify skills required to manage health and safety in the organisation. 2.2. Assess the application of different management and leadership styles to address a range of health and safety workplace situations. 2.3. Outline the range of communication skills required by a Health and safety professional. 2.4. Assess organisational skills and knowledge gaps. 2.5. Produce a health and safety training plan to meet the requirements of an organisation, legislation and industry best practice. 2.6. Outline how a health and safety training plan supports an organisation's le.g.al and moral obligations to health and safety best practices.	• Assessment of skills in teams to manage different aspects of HS/different HS functions and to fulfil HS plans. Impact of a range of management and leadership styles on common HS situations. Use of various communication skills to negotiate and influence within the organisation. Identification of skills and knowledge gaps. Skills development planning and training needs analysis.
3. Be able to produce a personal and professional development plan in own area of responsibility as a health and safety practitioner.	3.1. Explain the importance of continuous professional development and a reflective learning approach. 3.2. Assess the value of group discussion and shared personal reflections to support professional development within an organisation. 3.3. Evaluate own strength and weaknesses in relation to an organisational role. 3.4. Set and prioritise goals to improve own performance as a health and safety practitioner. 3.5. Produce and maintain a personal and professional development plan. 3.6. Outline own application of professional ethics in relation to health and safety in an	• Principles of CPD. Assessing own strengths and weaknesses as HS practitioners. Reflective learning principles and practice. Techniques and methods to develop teams and groups. Development planning. Establishing, setting and prioritising development goals. Professional development plan. Performing in accordance with values of equality, diversity, inclusivity, professionalism and codes of conduct.

	organisation. 3.7. Outline own performance in relation to the values of equality, diversity and inclusivity.	

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. Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Assessment parameters
All 1	All ACs under LO1	Report	See assignment brief.
All 2	All ACs under LO2	Skills Audit and Training plan	
All 3	All ACs under LO3	Portfolio of evidence to include: • Up to date CV • Reflective account on learner's development journey to date • Personal and Professional Development Plan	

Indicative reading list

Budworth, T. and Al Hashemi, W. S. G. (2015) *Reflective learning: an essential tool for the self-development of health and safety practitioners.* First edition. Milton Park, Abingdon, Oxon: Routledge.

Crowley, S. (2014) *Challenging professional learning.* Milton Park, Abingdon, Oxon: Routledge, Taylor & Francis Group.

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 document serves only as a useful guide to your learning experience. For updated information please visit our website www.othm.org.uk.