



# QUALIFI

SUCCESS THROUGH LEARNING  
RECOGNISED WORLDWIDE

## Qualifi Level 6 Diploma in Occupational Health and Safety Management

### Specification (For Centres) October 2019

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## About QUALIFI

QUALIFI provides academic and vocational qualifications that are globally recognised. QUALIFI's commitment to the creation and awarding of respected qualifications has a rigorous focus on high standards and consistency, beginning with recognition as an Awarding Organisation (AO) in the UK. QUALIFI is approved and regulated by Ofqual (in full). Our Ofqual reference number is RN5160.

Ofqual is responsible for maintaining standards and confidence in a wide range of vocational qualifications. QUALIFI is also a signatory to BIS international commitments of quality.

As an Ofqual recognised Awarding Organisation, QUALIFI has a duty of care to implement quality assurance processes. This is to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications and awards meet the required standards. This also safeguards the outcome of assessments and meets national regulatory requirements.

QUALIFI's qualifications are developed to be accessible to all learners in that they are available to anyone who is capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure learners are free from any barriers that may restrict access and progression.

QUALIFI's policy document for learners with specific requirements or who need special consideration is available for centre reference. Centres are responsible for reviewing the applicant's ability to complete the training programme successfully and ultimately achieve a qualification. The initial assessment by the centre, will need to consider the support that is readily available or can be made available to meet individual needs as appropriate. The centre must also consider prior learning and qualifications and they must be in a position to make a judgement on the learner's entry requirements.

### Supporting Diversity

QUALIFI and its partners recognise and value individual difference and have a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age.

### Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for learners to feed back about their experience of teaching and learning. This can include questionnaires and surveys to allow both centres and QUALIFI to understand how we can improve the learner experience.

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# 1. Introduction

## 1.1 Why Choose QUALIFI Qualifications?

QUALIFI qualifications look to provide a realistic and broad opportunity for learners seeking career and professional development. They will support learners in realising their potential and provide clear objectives.

These objectives are to:

- provide career path support to learners who wish to develop their management skills, enterprise capabilities and opportunities in their chosen sector;
- improve learner understanding of any given business environments and organisations and how they are managed and developed;
- develop skills and abilities in learners to support their professional development.

Our qualifications provide a rich mix of disciplines and skills development opportunities. Learners will gain insight into the functioning, objectives and processes of organisations, appreciating their diversity and the influences and impact of external forces on them. The fast-changing and complex business environment and different organisational ability to stay resilient and respond positively to change and opportunities will be explored.

Our qualifications will develop a learner's ability to:

- apply analytical and evaluative techniques and to enhance those skills;
- investigate issues and opportunities;
- develop their awareness and appreciation of managerial, organisational and environmental issues;
- use management techniques and practices in imaginative ways;
- make use of relevant information from different sources;
- develop and encourage problem solving and creativity to tackle problems and challenges;
- exercise judgement and take responsibility for decisions and actions;
- develop the ability to recognise and reflect on personal learning and improve their personal, social and other transferable skills.

## 1.2 Employer Support for the Qualification Development

The development of this qualification has been initiated and guided by discussions and idea sharing with a range of employers, providers and existing centres demonstrating the rigour, validity and demand for the qualification.

Discussions and feedback have been taken throughout the development of the qualification on content, the potential learner audience for the qualification and assessment methods, ensuring a valuable experience and a recognised set of skills, knowledge and understanding is realised.

## 1.3 Qualification Titles and Codes

The qualification has been accredited to the Regulated Qualification Framework (RQF) and each qualification unit has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit with the qualification has its own RQF code. The QAN for this qualification is as follows:

Qualifi Level 6 Diploma in Occupational Health and Safety Management - 603/5226/7

## 1.4 Awarding Organisation

QUALIFI LTD

# 2 Qualification Purpose and Rationale

## 2.1 Purpose for the Qualification

The level 6 Diploma in Occupational Health and Safety is a qualification for aspiring health and safety professionals. It is aimed at learners who are responsible for developing and applying health and safety procedures day-to-day in an organisation. They are likely to be managers looking to improve their knowledge and skills. The Diploma is designed to provide learners with the expertise required to undertake a career as a health and safety practitioner and it also provides a sound basis for progression to postgraduate study.

We hope that centres and learners take the opportunity to learn a great deal from this programme that will provide relevant new skills and knowledge. It is envisaged that this programme will encourage both academic and professional development so that learners move forward to realise not just their own potential but also that of organisations across the industry.

## 2.2 Rationale for the Qualification

The rationale of the programme is to provide a career path for learners who wish to develop their practice capabilities within the health and safety sector. The expected outcome of the Diploma, which is the achievement of a recognised UK qualification, is for learners to develop the skills required by organisations and the industry globally.

This qualification will:

- prepare learners for employment; and
- support a range of roles in the workplace.

This qualification is suitable for part-time learners in the workplace but is equally appropriate for full-time learners who can also participate in formal work placements or part-time employment. Learners can progress into or within employment in the health and safety sector.

## 3. Delivering the Qualification

### 3.1 Quality Assurance Arrangements

All centres go through an approval process to be recognised as an approved centre. Centres must have in place qualified and experienced tutors and assessors. The experience of tutors and assessors and their ability to support learners will be important. Centres must commit to working with QUALIFI and its team of Quality Reviewers/External Verifiers. Continuing professional development (CPD) for tutors is also recommended.

Approved centres will be monitored by QUALIFI External Quality Assessors (EQA's) to ensure that learners are provided with appropriate learning opportunities and guidance. EQA's will ask to see and discuss a centre's assessment plans. The suitability of these plans will be agreed with the centre.

QUALIFI's guidance on invigilation, preventing plagiarism and collusion will apply to centres. QUALIFI Quality Reviewers/External Verifiers will monitor centre compliance. For the delivery of this qualification it is suggested that the following requirements be in place for centres:

#### Trainer Requirements

- Trainers must be appropriately qualified and occupationally competent in the areas in which they are training. They must have a minimum of 4 years' experience in occupational health and safety for which they will be training and supervising
- They must hold a Level 6 qualification in occupational health and safety
- They must hold a Level 3 Award in Education and Training or equivalent
- They must hold minimum membership level of IOSH at GradIOSH level

#### Assessor/Examiner Requirements

- Assessors must be appropriately qualified and occupationally competent in the areas in which they are assessing. They must have a minimum of 5 years' experience in occupational health and safety for which they will be assessing
- They must hold a Level 6 qualification in occupational health and safety
- They must hold a Level 3 Award in Education and Training or equivalent
- They must hold minimum membership level of IOSH at GradIOSH level

#### Internal Verifier/Moderator Requirements

- Internal Verifiers must be appropriately qualified and occupationally competent in the areas in which they are moderating. They must have a minimum of 4 years' experience in occupational health and safety for which they will be verifying internally
- 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
- 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

## 3.2 Access to Study

All learners should be invited to an induction event to be introduced to the programme in detail through presentations and discussions with tutors and the centre support team.

All learners should be issued with the Diploma handbook, a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they take the right qualification and the right pathways or optional units, to allow them to progress to the next stage.

Centres should check the qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice and guidance in order to support them in making the necessary qualification and units. When learners are recruited, centres need to give them accurate information on the title and focus of the qualification for which they are studying. All learners must be registered with QUALIFI within 30 days of centre registration.

## 3.3 Entry Criteria

The qualification has been designed to be accessible without artificial barriers that restrict access and progression. Entry to the qualifications will be through centre interview and learners will be expected to hold the following:

- A minimum of a Level 5 qualification in a related sector or;
- A minimum of 3 years' work experience which demonstrates current and relevant industry knowledge.

In certain circumstances, students with considerable experience but no formal Qualifications may be considered, subject to interview and being able to demonstrate their ability to cope with the demands of the programme.

# 4 Structure of the Qualification

## 4.1 Units, Credits and Total Qualification Time (TQT)

The QUALIFI Diploma in Occupational Health and Safety is a Level 6 qualification with 4 mandatory units, 45 credits and 450 TQT.

All units have been designed from a learning time perspective and are expressed in terms of Total Qualification Time (TQT). TQT is an estimate of the total amount of time that could reasonably be expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a Qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment.

Examples of activities which can contribute to Total Qualification Time include:

- guided learning;
- independent and unsupervised research/learning;

- unsupervised compilation of a portfolio of work experience;
- unsupervised e-learning;
- unsupervised e-assessment;
- unsupervised coursework;
- watching a pre-recorded podcast or webinar;
- unsupervised work-based learning.

Guided Learning Hours (GLH) are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Some examples of activities which can contribute to Guided Learning include:

- classroom-based learning supervised by a tutor;
- work-based learning supervised by a tutor;
- live webinar or telephone tutorial with a tutor in real time;
- e-learning supervised by a tutor in real time;
- all forms of assessment which take place under the immediate guidance or supervision of a tutor or training, including where the assessment is competence-based and may be turned into a learning opportunity.

## 4.2 Qualification Structure

The **Qualifi Level 6 Diploma in Occupational Health and Safety Management** comprises four units in total. All units are mandatory, and all units cover a number of topics relating to learning outcomes.

Unit Reference	Units	Level	TQT	Credits	GLH
OHS601	Principles of Occupational Health, Safety and Environmental Management and Regulation	6	100	10	44
OHS602	Occupational Health and Safety in Organisations	6	100	10	44
OHS603	Risk Management and Control in Occupational Health and Safety	6	100	10	44
OHS604	Working with Hazards and Emergencies in Occupational Health and Safety	6	150	15	58



## 4.3 Progression and links to other QUALIFI programmes

Learners completing the QUALIFI Level 5 Certificate in Aesthetics Practice can progress to:

- a QUALIFI Level 7 Diploma,
- directly into employment in an associated profession,

## 4.4 Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) 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 so do not need to develop through a course of learning.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to QUALIFI's policy document on RPL.

## 5. Guidance to Teaching and Learning

To ensure consistency and quality of delivery amongst centres, QUALIFI has outlined a number of policies and procedures required to ensure the very best standards are available to learners. These include:

- expertise of staff;
- learning and teaching methods;
- study skills;
- learning resources;
- personal development planning;
- career opportunities.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

## 6. Learner Support

Centres should continue to support learners and encourage appropriate behaviour. To ensure consistency and quality of delivery amongst centres QUALIFI has outlined a number of policies and procedures to ensure the very best standards are available to learners. These include:

- learners with disabilities;
- health and safety;
- conduct;
- progression;
- weekly timetable/attendance requirements.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

### 6.1 Data Protection

All personal information obtained from learners and other sources in connection with studies, will be held securely and will be used during the course and after they leave the course for a variety of purposes. These should be all explained during the enrolment process at the commencement of learner studies. More information about data protection can be found on QUALIFI's website: <https://www.qualifi.net/privacy-policy>

If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email: [support@QUALIFI-international.com](mailto:support@QUALIFI-international.com)

## 7. Assessment

This qualification is vocational as can support a learner's career progression. To meet QUALIFI's aim to provide an appropriate assessment method, each unit will be assessed through tasks that will be written in a way to make them realistic 'work-related' tasks wherever possible. Learners will need to demonstrate their knowledge, understanding, original thought, problem-solving and recommendations on actions will also be asked for where appropriate. Intellectual rigour will be expected that is appropriate to the level of the qualification.

Assignments will contain a question strand for each of the given unit's learning outcomes. The assignment tasks will address the LO (learning outcome) and AC (assessment criteria) requirements. Within assignments, there will always be requirements for learners to engage with important and relevant theory that underpins the subject area.

The assignment questions will require learners to draw on real organisations to illustrate their answers. Mature and part-time learners will ideally be able to draw on their personal work experience too.

Sample assessments and marking schemes are available on request as part of the Qualification Specification supplied to centres.

## 8. Course Regulations

### 8.1 Course Requirements

Learners must complete all units and pass the appropriate mark to receive the full Certificate in Aesthetic Practice. QUALIFI will issue certificates to all successful learners through the registered centres.

### 8.2 Classification of Awards

Decisions about the overall classification of awards are made by QUALIFI through the application of the academic and relevant course regulations. It is based on the Average Percentage Mark (APM) or, at the discretion of QUALIFI, on the basis of your overall profile and performance subject to the minimum requirements.

### 8.3. Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there is a range of mechanisms for learners to feed back about their experience of teaching and learning.

### 8.4 Complaints

QUALIFI recognises that there may be occasions when learners and centres have cause for complaint about the service received. When this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system that ensures as an effective, prompt and appropriate response as possible.

For more information on our formal complaints procedure please contact: [support@QUALIFI-international.com](mailto:support@QUALIFI-international.com)

## 9. Equality and Diversity

QUALIFI recognises that discrimination and victimisation are unacceptable and that it is in the interests of QUALIFI employees to utilise the skills of the total workforce. It is our aim to ensure that no employee or other representative of QUALIFI receives less favourable facilities or treatment (either directly or indirectly) in recruitment or employment on grounds of age, disability, gender/gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, or sexual orientation (protected characteristics).

Our aim is that our workforce will be truly representative of all sections of society and each employee feels respected and able to give their best. We oppose all forms of unlawful and unfair discrimination or victimisation. To that end the purpose of this policy is to provide equality and fairness for all.

Our staff will not discriminate directly or indirectly, or harass customers or clients because of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation in the provision of QUALIFI's goods or services.

This policy and the associated arrangements shall operate in accordance with statutory requirements, particularly the Equality Act 2010 <https://www.gov.uk/equality-act-2010-guidance>. In addition, full account will be taken of any guidance or codes of practice issued by the Equality and Human Rights Commission, any government departments, and any other statutory bodies.

The policy document will be monitored and reviewed annually and can be downloaded from our website or by making contact with QUALIFI.

## 10. Further Professional Development and Training

QUALIFI supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your registered centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme;
- planning for assessment and grading;
- developing effective assignments;
- building your team and teamwork skills;
- developing learner-centred learning and teaching approaches;
- building in effective and efficient quality assurance systems.

You can request customised training through your registered Centre in the first instance. If you need to contact QUALIFI directly:

Our customer service number: +44 (0) 115 888 2323

Or email: [support@QUALIFI-international.com](mailto:support@QUALIFI-international.com)

Website: [www.qualifi.net](http://www.qualifi.net) [www.qualifi-international.com](http://www.qualifi-international.com)

# Appendix 1: Unit Descriptors

## Unit OHS601: Principles of Occupational Health, Safety and Environmental Management and Regulation

Unit code: A/617/8566

RQF Level: 6

### Unit Aims

This unit aims to provide learners with knowledge of the structure and components of a health and safety management system and the way in which health and safety management systems can ensure that businesses are compliant with relevant legislation. They will also understand the monitoring and measurement of health and safety performance and environmental management.

### Learning Outcomes and Assessment Criteria

Learning Outcomes: When awarded credit for this unit, a learner will:	Assessment Criteria: Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the principles of occupational health and safety.	1.1. Evaluate the components and functioning of an occupational health and safety system. 1.2. Analyse ways in which weaknesses that may result in inadequate or inefficient risk control of an occupational health and safety system can be identified. 1.3. Analyse ways in which health, safety and environmental goals, targets, objectives, plans and procedures can be developed that support occupational health and safety strategic initiatives and meet policy objectives. 1.4. Analyse cost-effective actions that will improve a safety management system.
2. Understand the regulation of occupational health and safety.	2.1 Analyse the requirements of legislation and the enforcement regime. 2.2 Evaluate the extent to which an organisation complies with regulatory requirements, organisational requirements and industry best practice.
3. Understand health and safety monitoring and performance measurement.	3.1 Analyse the advantages and disadvantages of proactive and reactive performance indicators that track progress in achieving health and safety objectives. 3.2 Analyse the characteristics of effective health and safety performance indicators.

	<p>3.3 Evaluate techniques for correcting gaps in compliance with a health and safety management system.</p> <p>3.4 Evaluate the adequacy of an organisation's health and safety management system for short- and long-term strategic safety planning and development.</p>
<p>4. Understand Environmental Management Systems (EMS) including waste management.</p>	<p>4.1 Evaluate the effectiveness of an Environmental Management System.</p> <p>4.2 Quantify the nature and potential impact of strengths and weaknesses in an Environmental Management System.</p> <p>4.3 Analyse the characteristics of plans and procedures that meet environmental policy objectives and targets.</p> <p>4.4 Analyse ways in which cost-effective recommendations can be made that are capable of improving an Environmental Management System.</p>

### Indicative Content

- Components: plan, do, check, act; policy; roles and responsibilities of H&S personnel; the business case for health and safety (H&S) management; H&S business models; occupational safety and health (OSH) management in high risk workplace environments (LO1)
- H&S legislation and regulation; criminal and common law and their implications for H&S; role and powers of regulatory bodies; typical organizational requirements; industry best practice, codes of practice and industry guidance; interface with regulatory bodies; purpose of liaison with internal and external business partners (LO2)
- H&S monitoring; performance measurement; proactive and reactive monitoring; trend analysis; Key Performance Indicators (KPIs); internal and external auditing and management review, workplace inspections; links to long-term strategic safety planning and development (LO3)
- Environmental Management Systems (EMS): Environmental legislation; hierarchy of management controls; aspects and impact register; pollution controls; waste management hierarchy (LO4)

### Recommended Texts

*Managing for Health and Safety* (HSG 65), Health and Safety Executive - <http://www.hse.gov.uk/pUbns/priced/hsg65.pdf>, HSE Books, ISBN: 978-0-7176-6456-6

*ISO 45001:2018 Occupational Health and Safety Management Systems*, ISO, ISBN: 978-0-580-86393-6

*Plan, Do, Check, Act, an introduction to managing for health and safety*, [INDG275](#), HSE Books

*Guidelines for auditing management systems*, BS EN ISO 19011:2011, ISBN: 978-0-5807-7524-6

*When a health and safety inspector calls, what to expect when we visit your premises*, [HSC14](#), HSE Books

*Criminal Law Act 1967, section 3 (reasonable force), HSE Books*

*Equality Act 2010, [www.legislation.gov.uk](http://www.legislation.gov.uk)*

*Health and Safety at Work etc, Act 1974, HSE Books*

*Management of Health and Safety at Work Regulations 1999 (as amended), HSE Books*

*REACH Enforcement Regulations 2008 (as amended), HSE Books*

*Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013, HSE Books*

*COSHH Essentials, HSE Books*

*Environmental Management Systems (ISO 14001), [www.iso.org](http://www.iso.org)*

## Unit OHS602: Occupational Health and Safety in Organisations

Unit code: F/617/8567

RQF Level: 6

### Unit Aims

This unit aims to provide learners with knowledge of the role, nature and importance of health and safety culture leadership and training in organizations and the principles of ergonomics and musculoskeletal disorders.

### Learning Outcomes and Assessment Criteria

<b>Learning Outcomes: When awarded credit for this unit, a learner will:</b>	<b>Assessment Criteria: Assessment of this learning outcome will require a learner to demonstrate that they can:</b>
<p>1. Understand occupational health and safety culture in an organisation.</p>	<p>1.1. Evaluate the role and nature of health and safety culture.</p> <p>1.2. Analyse indicators of a poor safety culture.</p> <p>1.3. Analyse the features of an effective organisational health and safety culture.</p> <p>1.4. Analyse ways in which a positive culture-promoting campaigns can be developed that deliver an organisation’s health and safety culture objectives.</p> <p>1.5. Evaluate the ways in which human and organisational factors affect individual performance and safety culture.</p> <p>1.6. Evaluate the characteristics of an effective training programme in health and safety.</p> <p>1.7. Analyse ways in which the currency of their skills and knowledge may be maintained.</p> <p>1.8. Evaluate the role of IT in promoting health and safety.</p>
<p>2. Understand the principles of ergonomics and musculoskeletal disorders.</p>	<p>2.1 Analyse the characteristics of an effective ergonomics programme that reduces or eliminates the risk of injury.</p> <p>2.2 Analyse ways in which ergonomic risk reduction measures can be integrated into daily operations.</p> <p>2.3 Analyse ways in which the business case for including ergonomic considerations can be built into strategic plans.</p> <p>2.4 Analyse ways in which site ergonomics can be aligned with the programme.</p>



## Indicative Content

- Health and safety culture: behaviours-based safety; human error; indicators and factors causing positive and negative safety culture; how to develop and maintain positive health and safety culture; clearly defined roles and responsibilities; clarity of communication; individual and organizational factors affecting individual health and safety culture and achieving organizational targets and objectives; reviewing goals for site management; activity-based goals for leadership teams, functional managers & front-line supervisors to drive HSE culture, compliance and results; management of change requests from HSE and their implications; team development techniques (organizational structure, skills, technical knowledge, prioritization of work); methods of maintaining currency (technical and scientific publications, participation in professional organizations); role of IT in promoting health and safety; training: in health and safety legislation; carrying out audits; emergency preparedness; hazard categories: biological, chemical, physical, safety, ergonomic, psychosocial; skills currency: CPD, qualifications, training, professional membership, other resources (LO1)
- Identification and modification of work practices and workstation design to improve ergonomics; alignment of ergonomics programme with strategic plans; ergonomic investigations (LO2)

## Recommended Texts

*Reducing error and influencing behaviour* (HSG48), HSE Books, ISBN: 978-0-7176-2452-2

*Involving your workforce in health and safety*, [HSG263](#), HSE Books, ISBN: 978-0-7176-6227-2

*Ergonomics and human factors at work*, [INDG90](#), HSE Books

## Unit OHS603: Risk Management and Control in Occupational Health and Safety

Unit code: J/617/8568

RQF Level: 6

### Unit Aims

This unit aims to provide learners with knowledge of the health and safety risk assessment process, the principles of health and safety risk control and the management of accidents and near misses.

### Learning Outcomes and Assessment Criteria

<b>Learning Outcomes: When awarded credit for this unit, a learner will:</b>	<b>Assessment Criteria: Assessment of this learning outcome will require a learner to demonstrate that they can:</b>
1. Understand the occupational health and safety risk assessment process.	1.1. Evaluate an organisation's risk profile and risk management strategies 1.2. Evaluate the effectiveness of an organisation's risk assessment procedures and their implementation 1.3. Analyse ways in which cost-effective recommendations can be made for improvements to an organization's risk assessment procedures
2. Understand the principles of occupational health and safety risk control.	2.1 Evaluate the characteristics and application of different risk control hierarchies. 2.2 Evaluate the suitability of different methods of controlling risk in different circumstances. 2.3 Evaluate the effectiveness of Safe Systems of Work (SSoW), method statements and Permits to Work (PTW). 2.4 Analyse the legal requirements of the implementation of risk assessment and the management of risk.
3. Understand the management of accidents and near misses in a work environment.	3.1 Evaluate the concepts of a near miss and an accident and their significance. 3.2 Analyse ways in which cost-effective accident prevention and loss control systems and programmes can be integrated into operational policies. 3.3 Analyse ways in which accident and near miss investigation processes can be implemented such that they are likely to reduce the frequency and/or severity of accidents. 3.4 Analyse the effectiveness of accident and near miss reporting regimes.

	<p>3.5 Analyse ways in which health and safety plans can be developed for the prevention of injuries, accidents and near misses that meet operational goals.</p> <p>3.6 Quantify the levels of compliance with legal requirements on accident and near miss reporting and investigation.</p>
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### Indicative Content

- Risk management processes: function & compilation of a risk profile; risk assessments; hazard identification; steps in the risk assessment process; risk management processes and procedures; legal and Safety Management System (SMS) requirements; ways of controlling hazards (LO1)
- Control of risks: hierarchy of control; risk management in high risk environments e.g. construction sites, manufacturing, offshore, engineering etc; methods of controlling risk e.g. eliminate, reduce, engineering controls, management controls (SSoW, PTWs etc), PPE etc (LO2)
- Accident and near miss investigation processes; cause analysis inc. methods and techniques; identification of corrective action plans; achievement of annual targets for accident frequency, severity and cost reductions; Reporting of Incidences, Diseases and Dangerous Occurrences Regulation (RIDDOR), powers of enforcement officers, Police and Criminal Evidence Act (PACE), role of Trades Unions in health and safety; Heinrich's/Bird's Safety Pyramid (LO3)

### Recommended Texts

*Guidance on permit-to-work systems. A guide for the petroleum, chemical and allied industries*, [HSG250](#), HSE Books, ISBN: 978-0-7176-2943-5

*HSE's The Health and Safety Toolbox: how to control risks at work*, HSE Books

*Investigating accidents and incidents – a workbook for employers, unions, safety representatives and safety professionals*, [HSG245](#), HSE Books

*Reducing risks, protecting people*, [R2P2](#), HSE books, ISBN: 978-0-7176-2151-0

*Reporting accidents and incidents at work*, [INDG453](#), HSE Books

*Risk assessment, A brief guide to controlling risks in the workplace*, [INDG163](#), HSE Books

*Regulation (EU) 2016/425 on personal protective equipment at work*, European Regulation

*Health and Safety (First-Aid) Regulations 1981 (as amended)*, HSE Books

*Personal protective equipment at work, Guidance on Regulations*, [L25](#), HSE Books, ISBN: 978-0-7176-6597-6

*Personal protective equipment (PPE) at work; A brief guide*, [INDG174](#), HSE Books

*Health and Safety (Safety Signs and Signals) Regulations 1996*, HSE Books

## Unit OHS604: Working with Hazards and Emergencies in Occupational Health and Safety

Unit code: L/617/8569

RQF Level: 6

### Unit Aims

This unit aims to provide learners with knowledge of emergency preparedness, common workplace hazards and controls, the principles of fire and explosion safety, the management of hazardous substances, the management of noise, vibrations and radiation and Environmental Management Systems.

### Learning Outcomes and Assessment Criteria

Learning Outcomes: When awarded credit for this unit, a learner will:	Assessment Criteria: Assessment of this learning outcome will require a learner to demonstrate that they can:
<p>1. Understand emergency preparedness within the workplace.</p>	<p>1.1 Analyse ways in which cost-effective recommendations can be made that are capable of improving an Emergency Preparedness Plan, procedures and policies.</p> <p>1.2 Quantify the level of compliance with legal requirements relating to fire prevention, response and evacuation.</p> <p>1.3 Analyse ways in which a cost-effective business case can be made that meet financial, technical and operational objectives.</p> <p>1.4 Analyse the impact arising from revisions to emergency plans due to changes in the workplace and activities.</p>
<p>2. Understand the different types of workplace hazards and their controls.</p>	<p>2.1 Analyse the suitability of risk assessment and mitigation arrangements for common workplace hazards.</p> <p>2.2 Analyse ways in which cost-effective solutions to risk assessment and mitigation arrangements can be made in high risk work environments.</p> <p>2.3 Analyse ways in which noise curtailment strategies can be developed that meet legal requirements.</p> <p>2.4 Analyse in which cost-effective recommendations can be made for improvements to exposure to levels of vibration.</p> <p>2.5 Evaluate the characteristics of effective processes to investigate radiation-related incidents and management systems.</p>

<p>3. Understand the principles of fire and explosion safety management in the workplace.</p>	<p>3.1 Analyse the requirements of fire and explosion safety legislation and standards.  3.2 Evaluate the effectiveness of technical fire inspections, training, fire protection surveys and fire risk assessment.  3.3 Evaluate the effectiveness of the management of active and passive fire protection systems.</p>
<p>4. Understand the management of hazardous substances.</p>	<p>4.1 Analyse the effectiveness of the risk evaluation process for hazardous substances.  4.2 Evaluate the efficacy of techniques to monitor exposure to hazardous substances within workplace exposure limits.  4.3 Analyse ways in which cost-effective recommendations can be made for improvements to control measures for hazardous substances.  4.4 Evaluate the efficacy of spill response plans.  4.5 Evaluate the use of occupational health surveillance in monitoring workers' exposure to hazardous substances.</p>

### Indicative Content

- Emergency preparedness: legal requirements; COMAH; preparing plans (disaster recovery, event control, fire response and evacuation); First Aid needs analysis; provision of medical assistance and First Aid; testing; review and revision (LO1)
- Working at Height (WAH); confined spaces; storage and stacking; extreme temperatures; excavations; lone working; powered equipment; bullying and harassment; stress; slips, trips and falls; caught in hazards and struck by hazards; electricity; manual handling; Lifting Operations and Lifting Equipment Regulations (LOLER); Provision and Use of Working Equipment Regulations (PUWER); stress management; Noise; vibration; radiation and their control; effects of health from exposure; interface with other groups e.g. design & engineering to reduce the impact of noise; vibration monitoring; routine and non-routine vibration data; sources of vibration information; ionizing and non-ionizing radiation: investigating overexposures, accidents, losses, thefts, unauthorized receipts, misuses, other deviations from approved safety practice, radiation emergencies, radiation audits (LO2)
- Preparing fire plans; Responsible Person(s) for fire safety; Fire safety: fire safety engineering; fire hazards and risk assessments; ignition of solids, liquids and gases; explosions and explosive combustion; fire safety control measures; fire-fighting systems; fire protection drawings and arrangements in accordance with legislation, guidance and standards (LO3)
- Forms and classifications of hazardous substances and their health risks; routes of entry and related ill health; risk evaluation; sources of information and control measures including monitoring, emergency procedures, first aid arrangements, spill response, medical screening, transport; waste management; the communication of hazards; asbestos management; poly-chlorinated biphenyls; spill response plans for oil, acid and mercury; handling of toxic gases, infectious materials, hazardous chemicals and mixed waste; biological agents; occupational health surveillance for chronic and acute

conditions; workplace exposure limits; safety data sheets; labelling; Registration, Evaluation, Authorization and Restriction of Chemicals (REACH) and equivalents (LO4)

### **Recommended Texts**

*Directive 2013/35/EU on the minimum health and safety requirements regarding the exposure of workers to the risks arising from physical agents (electromagnetic fields) (or equivalent regulations), European Directive*

*Regulation (EC) No 1907/2006 concerning the Registration, Evaluation, Authorisation and Restriction of Chemicals (REACH), 18 December 2006 and subsequent amendments, European Regulation*

*Regulation (EC) No 1272/2008 on classification, labelling and packaging of substances and mixtures, European Regulation*

*Control of Artificial Optical Radiation at Work Regulations 2010, HSE Books*

*Control of Artificial Optical Radiation at Work Regulations 2010, HSE Books*

*Control of Asbestos Regulations 2012, HSE Books*

*Control of Electromagnetic Fields at Work Regulations 2016, HSE Books*

*Control of Noise at Work Regulations 2005, HSE Books*

*Control of Substances Hazardous to Health Regulations 2002, HSE Books*

*Control of Vibration at Work Regulations 2005, HSE Books*

*Health and Safety (Display Screen Equipment) Regulations 1992 (as amended), HSE Books*

*Ionising Radiations Regulations 2017, HSE Books*

*Manual Handling Operations Regulations 1992 (as amended), HSE Books*

*Personal Protective Equipment at Work Regulations 1992, HSE Books*

*Personal Protective Equipment (Enforcement) Regulations 2018, HSE Books*

*Asbestos: The survey guide, HSG264, HSE Books, ISBN: 978-0-7176-6502-0*

*Electromagnetic fields at work, A guide to the Control of Electromagnetic Fields at Work Regulations, HSG281, HSE Books*

*First aid at work, Guidance on Regulations, third edition, L74 (amended 2018), HSE Books, ISBN: 978-0-7176-6560-0*

*Globally Harmonized System of Classification and Labelling of Chemicals (GHS), United Nations*

*Hand-arm vibration, Control of Vibration at Work Regulations 2005, Guidance on Regulations, L140*, HSE Books, ISBN: 978-0-7176-6125-1

*How to tackle work-related stress. A guide for employers on making the Management Standards work, INDG430*, HSE Books

*Work with display screen equipment: Health and Safety (Display Screen Equipment) Regulations 1992 as amended by the Health and Safety (Miscellaneous Amendments) Regulations 2002: Guidance on Regulations, L26*, HSE Books, ISBN: 978-0-7176-2582-6

*Working with ionising radiation, Approved Code of Practice and guidance, L121* (approved, no longer in draft), HSE Books, ISBN: 978-0-7176-6662-1

*Lifting Operations and Lifting Equipment Regulations 1998*, HSE Books

*Pressure Equipment (Safety) Regulations 2016*, HSE Books

*A guide to workplace transport safety, HSG136*, HSE Books

*Avoiding danger from overhead power lines, GS6*, HSE Books

*Avoiding danger from underground services, HSG47*, HSE Books

*Controlling fire and explosion risks in the workplace; A brief guide to the Dangerous substances and Explosive Atmospheres Regulations, INDG370*, HSE Books

*Control of Major Accident Hazards Regulations 2015, Guidance on Regulations, L111*, HSE Books, ISBN: 978-0-7176-6605-8

*Electricity at Work – Safe Working Practices, HSG85*, HSE Books, ISBN: 978-0-7176-2164-4

*Driving at Work – Managing Work-Related Road Safety, INDG382*, HSE Books

*Emergency procedures*, HSE website

*Fire Safety Risk Assessment series*, ISBN: 978-1-8511-2815-0

*Work at height, A Brief Guide, INDG401*, H