

<b>Unit Title:</b>	<b>Develop and implement reactive monitoring systems for health and safety</b>
OCR unit number	7
Unit accreditation number	J/602/2241
Level:	5
Credit value:	15
Guided learning hours:	69
Unit expiry date:	31/12/2013

## Unit purpose and aim

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This unit is for people with a role which involves:

- developing and implementing health and safety reactive performance (loss event) monitoring systems
- developing and implementing loss event investigation systems and procedures
- investigating loss events
- reviewing and responding to health and safety reactive performance monitoring outcomes.

Learning Outcomes	Assessment Criteria	Exemplification
<p><b>The Learner will:</b></p> <p>1 be able to develop a health and safety loss event reporting and recording system.</p>	<p><b>The Learner can:</b></p> <p>1.1 identify health and safety loss events.</p> <p>1.2 devise health and safety loss event reporting forms.</p> <p>1.3 develop the health and safety loss event reporting and recording procedure.</p> <p>1.4 plan the implementation of the health and safety loss event reporting and recording procedure.</p> <p>1.5 maintain records of the health and safety loss events.</p> <p>1.6 develop a system to report health and safety loss events to the regulatory authorities.</p>	<p>Events could be lost time accidents, damage to plant and equipment or the work environment.</p> <p>Loss report forms could show what happened, to what or who, where, when, witnesses.</p> <p>Procedure could be step-by-step guide, roles and responsibilities, links to emergency services, regulatory body reporting.</p> <p>Records could be paper-based or electronic, could have photographs, testimonies, floor plans.</p>

Learning Outcomes	Assessment Criteria	Exemplification
<p>2 be able to implement health and safety loss event investigation systems and procedures.</p>	<p>2.1 identify which health and safety loss events require a formal investigation.</p> <p>2.2 plan the implementation of health and safety loss event investigation systems and procedures.</p> <p>2.3 implement health and safety loss event investigation systems and procedures.</p> <p>2.4 investigate health and safety loss events.</p> <p>2.5 identify directors, senior, line, functional and technical managers, employee representatives and employees in order to:</p> <ul style="list-style-type: none"> <li>• advise them about the risk assessments that need to be reviewed in the light of health and safety loss event investigations</li> <li>• advise them of the possible breaches of statutory and common law requirements following health and safety loss event investigations.</li> </ul> <p>2.6 manage the implementation of recommendations arising from health and safety loss event investigations.</p> <p>2.7 keep records of health and safety investigations.</p>	<p>Could be related to RIDDOR requirements, could be fire, escape of toxic fumes, falls from height, loss of consciousness, 3 day injury.</p> <p>Plans might include roles and responsibilities, access to PPE, access to video camera or photographic equipment, recording documents, time scales, reporting procedures.</p> <p>Investigation could include interviewing witnesses, taking samples, examining records (maintenance records, training records), testing equipment, consultation with line managers, senior management. Access to health and safety professionals, technical experts for guidance and advice etc. Breaches could relate to HASAW Act, Management of Health and Safety Regulations, RIDDOR, PUWER, Workplace Regulations or other regulations specific to own organisation.</p> <p>Implementation could include roles and responsibilities, timescales, monitoring progress, meetings and reviews.</p>
<p>3 be able to conduct statistical and epidemiological analyses.</p>	<p>3.1 produce statistical and epidemiological analyses of the health and safety loss event data in the organisation in order to:</p> <ul style="list-style-type: none"> <li>• present it in numerical and graphical format</li> <li>• interpret statistical and epidemiological analyses</li> <li>• present to directors, senior, line, functional and technical</li> </ul>	<p>Analysis could be numerical, graphical, charts, spreadsheets, images and could be drawn from health and safety records, results of sampling, results of investigations.</p> <p>Presentation could include graphs, images, notes and records. Records could be paper-based or electronic.</p>

Learning Outcomes	Assessment Criteria	Exemplification
	<p>managers, employee representatives and employees in a meaningful way.</p> <p>3.2 keep records of health and safety loss event statistical and epidemiological analyses.</p>	
<p>4 be able to maintain communication with stakeholders of health and safety reactive performance monitoring outcomes.</p>	<p>4.1 inform directors, senior, line, functional and technical managers, employee representatives and employees of the outcomes of health and safety reactive performance monitoring.</p> <p>4.2 prepare written and verbal reports of the outcomes of health and safety reactive performance monitoring.</p> <p>4.3 interpret to a lay audience the outcomes of health and safety reactive performance monitoring.</p> <p>4.4 select appropriate recommendations based on the outcomes of reactive performance monitoring.</p> <p>4.5 comply with the requirements of the regulatory authorities in respect of the outcomes of health and safety reactive performance monitoring.</p>	<p>Outcomes could include causes, impact, equipment failure, human factors, environmental factors, task related factors.</p> <p>Report could contain brief overview, detailed and complex findings, graphs, charts, recommendations, costing, timescales, roles and responsibilities.</p> <p>Recommendations could include changes to working practice, changes to plant, equipment, personnel, changes to locations of activities, reviewing risk assessments, training and supervision.</p> <p>Compliance could relate to HASAW Act, Management of Health and Safety Regulations, RIDDOR, PUWER, Workplace Regulations or other regulations specific to own organisation, reporting and recording procedures, training and supervision.</p>
<p>5 understand how to develop and implement reactive monitoring systems for health and safety.</p>	<p>5.1 explain the nature and role of reactive health and safety monitoring systems within the organisation.</p> <p>5.2 explain health and safety loss events that require formal investigation in relation to:</p> <ul style="list-style-type: none"> <li>• types</li> <li>• causes</li> </ul>	<p>Reduction/elimination of accidents, safety of workforce, plant and premises, health and safety culture, early warning routine.</p> <p>Events could include fire, explosion, escape of fumes or gases, building collapse, equipment failure, loss of consciousness, loss of sight,</p>

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	<ul style="list-style-type: none"> <li>• impacts</li> <li>• systems and procedures.</li> </ul> <p>5.3 describe reporting and recording procedures for health and safety loss events.</p> <p>5.4 describe principles of:</p> <ul style="list-style-type: none"> <li>• fault-tree analysis</li> <li>• events and causal factors analysis</li> <li>• effective written and verbal communication</li> <li>• how to respond to the needs of others</li> <li>• statistical and epidemiological analyses of data, including the use of the normal and <i>Poisson</i> distribution</li> <li>• histograms, pie charts, cusum charts and line graphs.</li> </ul> <p>5.5 describe external factors influencing reactive health and safety monitoring systems and investigations.</p> <p>5.6 explain health and safety statutory and common law requirements regarding loss events.</p>	<p>fractures, multiple injuries.</p> <p>Reporting could include speed of reporting, methods of reporting (telephone, written reports), distribution of reports, use of formal documentation, storage of records and reports.</p> <p>Elimination/confirmation of causes, different factors (e.g. human, environmental), benefits of written communication (e.g. complex issues) and verbal communication (e.g. immediate feedback), showing understanding sympathy, empathy.</p> <p>Benefits of statistical data, evidence provided. Benefits of different visual images (e.g. speed and ease of understanding).</p> <p>External factors could include UK and EU legislation, requirements/expectations of professional bodies, customers and others who may be affected, materials used in production process, location, access to emergency services.</p> <p>Difference between common law, precedents, weight of evidence, torts, civil wrong, negligence and statute law, legislature, powers of regulatory authorities, penalties, court procedures.</p>

## Assessment

Learners must be assessed over a reasonable period of time using a variety of assessment methods. Observation of real work activities may be a good source of evidence. It is unlikely that only one observation will be sufficient to infer competence. At this level, products of real work completed by the learner will probably be the prime source of evidence.

The scope of knowledge and understanding should relate to the learner's workplace.

Simulation is not allowed in any part of this qualification.

## Evidence requirements

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Further evidence may include:

- Questioning of the learner
- Completed health and safety documentation
- Witness testimonies from senior managers, technical experts or colleagues
- Health and Safety procedures developed by the learner
- Activities in, and contributions to, professional bodies and organisations
- Safe systems of work/method statements developed by the learner
- Completed risk assessments
- Completed workplace inspection reports
- Completed investigation reports
- Records of training arranged or delivered for others
- Minutes of meetings
- Professional discussion
- Communications to and from regulatory authorities
- Communications to and from health and safety specialists or professionals
- Policies and procedures developed by the learner

This is an illustration of potential evidence; not a definitive list.

## Guidance on assessment and evidence requirements

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The learner should have an autonomous role in their organisation for managing health and safety policy and practice. They should report directly to the senior management team and have direct access to the responsible/accountable person. They should be in a position to influence others inside and outside of their own organisation. They should be responsible for developing and implementing policies and procedures to ensure the organisation is compliant with all current legislation in a workplace with complex risks.

They will need a full understanding of the Health and Safety at Work Act 74 and other underpinning legislation. They will need the ability to communicate effectively using a variety of communication methods with people at all levels in and outside the organisation to bring about attitudinal changes that will contribute to a positive health and safety culture.

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

## National Occupational Standards (NOS) mapping/signposting

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**NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at [www.ukstandards.co.uk](http://www.ukstandards.co.uk).**

Occupational standards	Unit number	Title
Health & Safety – Practitioners Units (ENTO)	HSP8	Develop and implement reactive monitoring systems for health and safety

## Resources

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There are no special requirements, however, learners will need access to a computer system capable of running spreadsheet software, word processing and business presentation software packages and internet access.

Learners will also require access to their own organisation's records and reports such as policies, procedures and Health and Safety and training records.

## Additional information

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