



**Cambridge**  
**EMPLOYABILITY**



**EMPLOYABILITY SKILLS**

10345, 10346, 10347, 10348, 10349, 10350

**ENTRY LEVEL 3**

**UNIT 6 - UNDERSTANDING HEALTH AND  
SAFETY IN THE WORKPLACE**

**DELIVERY GUIDE**

Version 1

**OCR** 

# INTRODUCTION

<b>Introduction</b>	3
<b>Unit 6 - Understanding health and safety in the workplace</b>	4
<b>Learning Outcome 1</b> - Know the impact of health and safety legislation and regulations on workplaces	6
<b>Learning Outcome 2</b> - Know health and safety practices and procedures in the workplace	8
<b>Learning Outcome 3</b> - Understand how to minimise health and safety hazards in the workplace	9
<b>Learning Outcome 4</b> - Understand how health and safety support and information can help in the workplace	10

To give us feedback on, or ideas about the OCR resources you have used, email [resourcesfeedback@ocr.org.uk](mailto:resourcesfeedback@ocr.org.uk)

#### **OCR Resources:** *the small print*

OCR's resources are provided to support the teaching of OCR specifications, but in no way constitute an endorsed teaching method that is required by the Board and the decision to use them lies with the individual teacher. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources.

© OCR 2013 - This resource may be freely copied and distributed, as long as the OCR logo and this message remain intact and OCR is acknowledged as the originator of this work.

OCR acknowledges the use of the following content:

Maths, English and Work Experience icons: AirOne/Shutterstock.com

## INTRODUCTION

This Delivery Guide and Plan has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the specification.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email [resourcesfeedback@ocr.org.uk](mailto:resourcesfeedback@ocr.org.uk).

## PLEASE NOTE

The activities suggested in this Delivery Guide and Lesson Element **MUST NOT** be used for assessment purposes.

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from [www.ocr.org.uk](http://www.ocr.org.uk).

The latest version of this Delivery Guide can be downloaded from the OCR website.

## KEY



English



Maths



Work experience

# UNIT 6 - UNDERSTANDING HEALTH AND SAFETY IN THE WORKPLACE

Guided learning hours : 25

Credit value: 3

## PURPOSE OF THE UNIT

The unit will provide learners with knowledge of the responsibilities of individuals and employers under health and safety legislation and regulation, how it affects workplace activities and the consequences of failing to follow it. Learners will gain knowledge of safe working practices and procedures, including how to deal with emergency situations. Learners will understand how to identify and minimise hazards in different workplaces, the internal and external sources of information and support on health and safety in the workplace.


Learning Outcome The learner will:	Assessment Criteria The learner can:	Teaching Content ie – must be covered eg – suggestions for coverage
1 Know the impact of health and safety legislation and regulations on workplaces	1.1 Identify what health and safety in the workplace means to an individual	<p>The meaning to an individual, ie:</p> <ul style="list-style-type: none"> <li>• ways it aims to keep a person safe</li> <li>• the purpose of a health and safety policy</li> <li>• knowing when to report incidents</li> <li>• knowing who to report to</li> </ul> <p>Legal responsibilities of an employer and employee as specified in the Health and Safety at Work (etc.) Act 1974 or current equivalent legislation.</p>
	1.2 Identify legal responsibilities under the Health and Safety at Work Act of:	<p>Regulations, ie:</p> <ul style="list-style-type: none"> <li>• Manual Handling Operations Regulations</li> <li>• Control of Substances Hazardous to Health (COSHH) Regulations</li> <li>• Food Safety Act or Food Hygiene Regulations</li> <li>• Health and safety (Display Screen Equipment) Regulations</li> </ul>
	1.3 Outline how regulations affect different workplaces and activities, to include:	<p>The effect on workplace activities, eg:</p> <ul style="list-style-type: none"> <li>• in a garage, Manual Handling Operations regulations require the use of safe lifting techniques and equipment</li> <li>• in a hairdressing salon, COSHH regulations require the safe mixing and storage of hair dyes</li> <li>• in a café, Food Hygiene Regulations require regular temperature checks on chilled food cabinets</li> <li>• in a car showroom, Display Screen Equipment regulations require the administrator to take regular breaks</li> </ul>
	1.4 State the consequences of failing to follow health and safety legislation and regulations to:	<p>Consequences to the employer, eg:</p> <ul style="list-style-type: none"> <li>• closure of the premises</li> <li>• restrictions on use of equipment</li> <li>• fine and/or imprisonment</li> <li>• civil action</li> </ul> <p>Consequences to the employee, eg:</p> <ul style="list-style-type: none"> <li>• loss of job</li> <li>• fine and/or imprisonment</li> <li>• civil action</li> </ul>

Learning Outcome The learner will:	Assessment Criteria The learner can:	Teaching Content ie – must be covered eg – suggestions for coverage
2 Know health and safety practices and procedures in the workplace	2.1 Identify United Kingdom (UK) safety signs used in different workplaces to include: <ul style="list-style-type: none"> <li>• type</li> <li>• colour</li> <li>• shape</li> </ul>	<p>The colour and meaning of UK safety signs, eg: blue = mandatory requiring the wearing of ear defenders</p> <p>Safe methods should be as stated in HSE guidance such as Manual Handling at Work: A Brief Guide or current equivalent guidance</p> <p>Actions must be in the correct order.</p> <p>Actions, eg:</p> <ul style="list-style-type: none"> <li>• raising the alarm</li> <li>• informing a colleague or manager</li> <li>• following evacuation procedures</li> <li>• calling a first aider</li> <li>• following first aid procedures</li> </ul>
	2.2 Identify safe methods of lifting and handling, to include: <ul style="list-style-type: none"> <li>• on your own</li> <li>• with a colleague</li> <li>• use of equipment</li> </ul>	
	2.3 Identify the correct order of actions an individual should take in emergency situations, to include: <ul style="list-style-type: none"> <li>• fire</li> <li>• accident</li> </ul>	
3 Understand how to minimise health and safety hazards in the workplace	3.1 State what is meant in health and safety by: <ul style="list-style-type: none"> <li>• a hazard</li> <li>• a risk</li> </ul>	<p>Definition of a hazard: something likely to cause harm, injury or damage</p> <p>Definition of a risk: the likelihood of the hazard causing actual harm, injury or damage.</p> <p>Hazards and actions, eg:</p> <ul style="list-style-type: none"> <li>• a broken chair - isolate the hazard by removing</li> <li>• a spillage on a floor - place a warning sign</li> <li>• trailing wires – reduce by putting into conduit</li> <li>• broken machinery - report to a senior colleague or manager</li> </ul>
	3.2 Identify hazards in different workplace activities	
	3.3 Describe actions needed to minimise hazards in different workplace activities	
4 Understand how health and safety support and information can help in the workplace	4.1 Identify sources of support and information for employees on health and safety, to include: <ul style="list-style-type: none"> <li>• internal</li> <li>• external</li> </ul>	<p>Internal sources, eg:</p> <ul style="list-style-type: none"> <li>• supervisor/line manager</li> <li>• human resource manager</li> </ul> <p>External sources, eg:</p> <ul style="list-style-type: none"> <li>• Health and Safety Executive (HSE)</li> <li>• Trade Unions</li> <li>• Environmental Health officer</li> <li>• Advisory, Conciliation and Arbitration Service (ACAS)</li> </ul> <p>Support and information from different sources, eg:</p> <ul style="list-style-type: none"> <li>• providing an induction at the start of employment</li> <li>• advising on personal health and safety checks such as hearing tests, eye tests</li> <li>• demonstrating safety practices such as use of computers</li> </ul>
	4.2 Outline how the sources of support and information could help an individual	

# LEARNING OUTCOME 1 - KNOW THE IMPACT OF HEALTH AND SAFETY LEGISLATION AND REGULATIONS ON WORKPLACES



Learning Outcome The learner will:	Assessment Criteria The learner can:
1 Know the impact of health and safety legislation and regulations on workplaces	1.1 Identify what health and safety in the workplace means to an individual
	1.2 Identify legal responsibilities under the Health and Safety at Work Act of: <ul style="list-style-type: none"> <li>• an employer</li> <li>• an employee</li> </ul>
	1.3 Outline how regulations affect different workplaces and activities, to include: <ul style="list-style-type: none"> <li>• manual handling operations</li> <li>• use of hazardous substances</li> <li>• food hygiene and safety</li> <li>• use of display screen equipment</li> </ul>
	1.4 State the consequences of failing to follow health and safety legislation and regulations to: <ul style="list-style-type: none"> <li>• the employer</li> <li>• the employee</li> </ul>

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Are there any health and safety issues in this room?	Learners could be given the opportunity to write down individually the health and safety hazards that they can identify in the room where they are currently based. It could be trailing wires, exposed wires or a fire exit being blocked etc. This will aid a discussion and introduce the topic of Health and Safety in the workplace to them. Alternatively, teachers could set up a room containing a variety of safety hazards for learners to identify. Teachers could use a variety of different Health and Safety statistics from the following useful website: <a href="http://www.hse.gov.uk/statistics/index.htm">www.hse.gov.uk/statistics/index.htm</a> .	20 mins	
2 Employer or Employee?	Learners could be asked to identify the main differences between an employer and employee and the expectations of both from a business organisation. Learners could write down five main differences between employer responsibilities and employee responsibilities with regard to Health and Safety in the work place. This activity enables learners to focus on both sides of the business and the importance of responsibility. See Lesson Element 'Health and Safety'.	1 hour	1.1

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
3 Acts  	<p>Learners could be provided with the main example points of the Health and Safety at Work Act, Manual Handling Operations Regulations, COSHH, Food Safety Act, Food Hygiene Act and Health and Safety (Display Screen Equipment) Regulations by accessing the following web site: <a href="http://www.hse.gov.uk">www.hse.gov.uk</a> Learners should then in groups create a presentation based on one or two of the acts (ensuring that all the acts are covered) to present to the rest of the group, explaining the main points of the acts, the consequences for the business from both employers and employees, as well as relevant examples being given, where the acts have been put into place eg the college canteen has installed chilled cabinets for food that has to be kept at a cool temperature. See Lesson Element 'Health and Safety'.</p>	2 hours	1.2 1.3 1.4

# LEARNING OUTCOME 2 - KNOW HEALTH AND SAFETY PRACTICES AND PROCEDURES IN THE WORKPLACE

Learning Outcome The learner will:	Assessment Criteria The learner can:
2 Know health and safety practices and procedures in the workplace	2.1 Identify United Kingdom (UK) safety signs used in different workplaces to include: <ul style="list-style-type: none"> <li>• type</li> <li>• colour</li> <li>• shape</li> </ul>
	2.2 Identify safe methods of lifting and handling, to include: <ul style="list-style-type: none"> <li>• on your own</li> <li>• with a colleague</li> <li>• use of equipment</li> </ul>
	2.3 Identify the correct order of actions an individual should take in emergency situations, to include: <ul style="list-style-type: none"> <li>• fire</li> <li>• accident</li> </ul>

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 What is the sign?	Learners could be shown a variety of common health and safety signs that are used in the work place, in which the learner has to identify them and explain their meaning. A useful pdf can be found here: <a href="http://www.hse.gov.uk/pubns/ priced/l64.pdf">www.hse.gov.uk/pubns/ priced/l64.pdf</a> which has many different current signs which learners could identify. This could be adapted by the teacher. Once identified, as a group, the signs could be split into different categories, for example, colour, shape and meaning. See Lesson Element 'Health and Safety'.	1 hour	2.1
2 Should I be lifting that? 	Learners could be given the task of writing a Skills Guide for office workers on the safe methods of lifting and handling items in an office situation, using guidance that they have investigated or been taught. It could include relevant diagrams or pictures as well as state the implications for both the employer (the loss of a member of staff as they may not be able to work because of an injury) and employee (loss of earning due to sickness depending on the severity of the injury).	3 hours	2.2
3 Fire, Fire, Fire! 	A discussion could take place on the learners' fire evacuation procedure when they are completing the Employability course. Are they aware of the procedure? What is the fire procedure for the building? Where is the information published? If they do not know, why is this? Why is it important that all staff are aware of the procedure?	30 mins	2.3





## LEARNING OUTCOME 3 - UNDERSTAND HOW TO MINIMISE HEALTH AND SAFETY HAZARDS IN THE WORKPLACE

Learning Outcome The learner will:	Assessment Criteria The learner can:
3 Understand how to minimise health and safety hazards in the workplace	3.1 State what is meant in health and safety by: <ul style="list-style-type: none"> <li>• a hazard</li> <li>• a risk</li> </ul>
	3.2 Identify hazards in different workplace activities
	3.3 Describe actions needed to minimise hazards in different workplace activities

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Risk or Hazard?	Learners could be given a picture that has a variety of different hazards and potential risks that could harm other staff. The learner will be required to identify them, categorise them and explain if they consider them to be either a risk or hazard. This will enable learners to discuss them with others and gain an understanding of the main differences of a hazard and risk. Web sites such as tes connect <a href="http://www.tes.co.uk/teaching-resources/">http://www.tes.co.uk/teaching-resources/</a> may have suitable examples, or business text books. Learners could create their own picture which has risks or hazards that could potentially harm others in the workplace.	1 hour	3.1
2 Hazard, what hazard?	Learners could discuss what actions retail businesses such as supermarkets do in order to reduce potential hazards to the public.	30 mins	3.3

# LEARNING OUTCOME 4 - UNDERSTAND HOW HEALTH AND SAFETY CAN SUPPORT AND INFORMATION CAN HELP IN THE WORKPLACE

Learning Outcome The learner will:	Assessment Criteria The learner can:
4 Understand how health and safety support and information can help in the workplace	4.1 Identify sources of support and information for employees on health and safety, to include: <ul style="list-style-type: none"> <li>• internal</li> <li>• external</li> </ul>
	4.2 Outline how the sources of support and information could help an individual

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Agencies 	Learners could investigate the extra help and support from agencies such as Health and Safety Executive or from Environmental Health Officers that is available to all businesses to ensure that all staff are safe. This could be presented in a booklet to be given out to new local businesses to ensure that they are fully aware of the help that they can access.	2 hours	4.1
2 How to look after yourself in work 	Learners could produce an induction presentation to be given to new employees about how to look after themselves in the workplace, to ensure that they are healthy and aware of the responsibilities they have for themselves and their colleagues. It could focus on VDU usage, RSI injuries, access to free eye tests, how to report accidents, and the fire procedures etc. This presentation will enable learners to summarise all of their learning for this unit and show the importance of being aware of Health and Safety.	3 hours	4.2



Cambridge  
EMPLOYABILITY

[www.ocr.org.uk](http://www.ocr.org.uk)



@ocrexams



[linkedin.com/  
company/ocr](https://www.linkedin.com/company/ocr)

## Contact us

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

Telephone: 02476 851509

Email: [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)

