



EMPLOYABILITY SKILLS

10399, 10400, 10401, 10402, 10403, 10404

ENTRY LEVEL 3

UNIT 6 – KNOW ABOUT HEALTH AND SAFETY
IN THE WORKPLACE

DELIVERY GUIDE

April 2015

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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 resources.feedback@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.

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

LINKS TO CAMBRIDGE PROGRESSION UNIT(S)

Learning Outcome	Activity Title	Links to Assessment Criteria in this unit	Mapped to Cambridge Progression English Entry Level 3 units
1 Know how health and safety legislation and regulation impact on the workplace	1 - Are there any health and safety issues in this room?	1.1, 1.2, 1.3	5448 - Contribute to discussions 5445 - Speak to communicate information, ideas and opinions 5723 - Listen and respond to specific information
	2 - Employer or Employee?	1.1	5440 - Plan and sequence texts 5437 - Construct compound sentences
	3 - Acts	1.1, 1.2, 1.3	5440 - Plan and sequence texts 5437 - Construct compound sentences 5427 - Read for purpose and meaning in straightforward continuous texts 5448 - Contribute to discussions 5445 - Speak to communicate information, ideas and opinions 5723 - Listen and respond to specific information
2 Know about health and safety practices and procedures in the workplace	1 - What is the sign?	2.1	5723 - Listen and respond to specific information
	2 - Bend it like	2.2	5448 - Contribute to discussions 5445 - Speak to communicate information, ideas and opinions 5723 - Listen and respond to specific information 5427 - Read for purpose and meaning in straightforward continuous texts
	3 - Fire, Fire, Fire!	2.3	5448 - Contribute to discussions 5445 - Speak to communicate information, ideas and opinions 5723 - Listen and respond to specific information

LINKS TO CAMBRIDGE PROGRESSION UNIT(S)

Learning Outcome	Activity Title	Links to Assessment Criteria in this unit	Mapped to Cambridge Progression English Entry Level 3 units
3 Know how to minimise health and safety hazards in the workplace	1 - Risk or Hazard?	3.1, 3.2	5448 - Contribute to discussions 5445 - Speak to communicate information, ideas and opinions 5723 - Listen and respond to specific information 5427 - Read for purpose and meaning in straightforward continuous texts
	2 - Risk, what risk?	3.3	5448 - Contribute to discussions 5445 - Speak to communicate information, ideas and opinions
4 Know where to find health and safety support and information in the workplace	1 - Support and information	4.1	5427 - Read for purpose and meaning in straightforward continuous texts 5445 - Speak to communicate information, ideas and opinions 5440 - Plan and sequence texts 5437 - Construct compound sentences
	2 - United we stand, safely!	4.1	5448 - Contribute to discussions 5445 - Speak to communicate information, ideas and opinions 5723 - Listen and respond to specific information

UNIT 6 – KNOW ABOUT HEALTH AND SAFETY IN THE WORKPLACE

Guided learning hours : 25

Credit value: 3

PURPOSE OF THE UNIT

The unit will provide learners with awareness of the responsibilities of individuals and employers under health and safety legislation and regulation. Learners will be aware of how health and safety legislation affects the workplace and the consequences of not following these regulations.

Learners will gain knowledge of safe working practices and procedures, including how to deal with emergency situations. Learners will know how to identify and minimise hazards in different workplaces and 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 how health and safety legislation and regulation impact on the workplace	1.1 Identify some of the legal health and safety responsibilities of an employer and an employee	Legal responsibilities of employers and employees as specified in Health and Safety at Work Act 1974, eg <ul style="list-style-type: none"> • employer must write a health and safety policy and provide health and safety training for employees and contractors in the workplace. • employer must also provide appropriate facilities and ventilation. • employee must read and follow the health and safety policy and cooperate with the employer to minimize hazards and risks (such as removing loose jewellery and tying back long hair). • employee must take appropriate training and report accidents (and illness or medication, if operating machinery). Details can be found on www.hse.gov.uk
	1.2 Identify how health and safety regulations affect different workplace activities	Health and safety regulations, these can be sector specific, eg <ul style="list-style-type: none"> • Manual Handling • COSHH • Food Safety Act Health and safety (DSE) Regulations eg <ul style="list-style-type: none"> • using a computer screen in an office • temperature checks on chilled food cabinets in a café • food preparation in a café • lifting and carrying on a building site • the mixing and storage of hair dyes in a salon.
	1.3 Identify how failing to follow health and safety legislation could affect an employee	eg loss of job for an employee, possible accidents.

Learning Outcome The learner will:	Assessment Criteria The learner can:	Teaching Content ie – must be covered eg – suggestions for coverage
2 Know about health and safety practices and procedures in the workplace	2.1 Identify types of UK safety signs	ie prohibition, mandatory, safe conditions and access and warning signs, eg type, colour, shape and meaning of different UK safety signs.
	2.2 Identify manual handling practices	ie Safe methods of lifting and carrying (as stated in HSE guidance such as Manual Handling at Work: A Brief Guide) eg on your own, with a colleague and using equipment ie <ul style="list-style-type: none"> • stand close to the object • bend the legs, keeping the back straight • hold the object close to the body, gripping opposite corners.
	2.3 Identify fire alarm procedures	ie <ul style="list-style-type: none"> • stop work (switch off machinery). • leave calmly by the nearest safe exit. • gather at the designated assembly point for roll call. • re-enter the building only when told it is safe to do so.
3 Know how to minimise health and safety hazards in the workplace	3.1 Identify a health and safety hazard	ie Examples of a hazard, eg spillages, breakages, loud noise etc.
	3.2 Identify a health and safety risk	ie Examples of risk – the likelihood of a hazard causing harm, injury or damage. eg risks, <ul style="list-style-type: none"> • for spillage, the possibility of a slip and fall • for breakages, the possibility of a trip or cut • for loud noise, the possibility of ear damage.
	3.3 Identify actions that can be taken to minimise a risk	ie Actions to be taken, eg <ul style="list-style-type: none"> • in the case of a spillage or breakage, put up a warning sign and block the hazard area, then clean up. • in the case of loud noise, wear ear protectors.

Learning Outcome The learner will:	Assessment Criteria The learner can:	Teaching Content ie – must be covered eg – suggestions for coverage
4 Know where to find health and safety support and information in the workplace	4.1 Identify sources of health and safety support for employees in the workplace	Sources of health and safety support, eg <ul style="list-style-type: none"> • fire warden • first aider • supervisor/ line manager • Health and Safety Executive.

LEARNING OUTCOME 1 – KNOW HOW HEALTH AND SAFETY LEGISLATION AND REGULATION IMPACT ON THE WORKPLACE

Learning Outcome The learner will:	Assessment Criteria The learner can:
1 Know how health and safety legislation and regulation impact on the workplace	1.1 Identify some of the legal health and safety responsibilities of an employer and an employee
	1.2 Identify how health and safety regulations affect different workplace activities
	1.3 Identify how failing to follow health and safety legislation could affect an employee

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Entry Level 3 units
1 Are there any health and safety issues in this room?	<p>Learners could be given the opportunity to write down individually the health and safety hazards that they can identify in the room eg: 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.</p> <p>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: www.hse.gov.uk/statistics/index.htm.</p> <p>Learners could then suggest what actions should be taken to minimise the risks.</p>	30 minutes	1.1, 1.2, 1.3	<p>5448 - Contribute to discussions</p> <p>5445 - Speak to communicate information, ideas and opinions</p> <p>5723 - Listen and respond to specific information</p>

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Entry Level 3 units
2. Employer or Employee?	Learners could be asked to identify the main differences between employer and employee health and safety responsibilities in the workplace. Learners could write down five main differences between employer responsibilities and employee responsibilities. 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	5440 - Plan and sequence texts 5437 - Construct compound sentences
3. Acts	Learners could be provided with the main 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: www.hse.gov.uk . 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. They could explain the main points of the acts, the consequences for the business of not following these procedures, 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. Learners could also cover how failing to follow the health and safety regulations could affect an employee. See Lesson Element 'Health and Safety.'	2 hours	1.1, 1.2, 1.3	5440 - Plan and sequence texts 5437 - Construct compound sentences 5427 - Read for purpose and meaning in straightforward continuous texts 5448 - Contribute to discussions 5445 - Speak to communicate information, ideas and opinions 5723 - Listen and respond to specific information

LEARNING OUTCOME 2 – KNOW ABOUT HEALTH AND SAFETY PRACTICES AND PROCEDURES IN THE WORKPLACE

Learning Outcome The learner will:	Assessment Criteria The learner can:
2 Know about health and safety practices and procedures in the workplace	2.1 Identify types of UK safety signs
	2.2 Identify manual handling practices
	2.3 Identify fire alarm procedures

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Entry Level 3 units
1 What is the sign?	Learners could be shown a variety of common health and safety signs that are used in the workplace. The learner could identify them and explain their meaning. A useful pdf can be found here: www.hse.gov.uk/pubns/ priced/l64.pdf . This resource has many different current signs which learners could identify. This may 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	5723 - Listen and respond to specific information

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Entry Level 3 units
2 Bend it like...	Learners could be shown videos from the HSE website on lifting; alone, in pairs or using equipment. The teacher could amplify the risks, using Q & A to elicit understanding. Using empty boxes of various sizes, in small groups the students could practise and demonstrate the lifting techniques they had seen, with formative assessment by the teacher. As a written part of the activity, the individual students could be given texts with missing key words to fill in such as: "When lifting from the floor, always ____ the knees" and "When lifting from the floor, try to keep the back ____". If there were time, the teacher could deal with scenarios such as being asked to lift an unreasonable load or object and how to handle such a request.	1 hour	2.2	5448 - Contribute to discussions 5445 - Speak to communicate information, ideas and opinions 5723 - Listen and respond to specific information 5427 - Read for purpose and meaning in straightforward continuous texts
3 Fire, Fire, Fire!	A discussion could take place on the centre's fire evacuation procedure. 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 minutes	2.3	5448 - Contribute to discussions 5445 - Speak to communicate information, ideas and opinions 5723 - Listen and respond to specific information

LEARNING OUTCOME 3 – KNOW HOW TO MINIMISE HEALTH AND SAFETY HAZARDS IN THE WORKPLACE

Learning Outcome The learner will:	Assessment Criteria The learner can:
3 Know how to minimise health and safety hazards in the workplace	3.1 Identify a health and safety hazard
	3.2 Identify a health and safety risk
	3.3 Identify actions that can be taken to minimise a risk

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Entry Level 3 units
1 Risk or Hazard?	Learners could be given a picture depicting hazards and potential risks that could harm people. 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. Websites such as TES connect http://www.tes.co.uk/teaching-resources/ may have suitable examples. Learners could create their own picture identifying risks or hazards that could potentially harm people in the workplace.	1 hour	3.1, 3.2	5448 - Contribute to discussions 5445 - Speak to communicate information, ideas and opinions 5723 - Listen and respond to specific information 5427 - Read for purpose and meaning in straightforward continuous texts
2 Risk, what risk?	Learners could discuss what actions retail businesses such as supermarkets do in order to minimise risks to the public.	30 minutes	3.3	5448 - Contribute to discussions 5445 - Speak to communicate information, ideas and opinions

LEARNING OUTCOME 4 – KNOW WHERE TO FIND HEALTH AND SAFETY SUPPORT AND INFORMATION IN THE WORKPLACE

Learning Outcome The learner will:	Assessment Criteria The learner can:
4 Know where to find health and safety support and information in the workplace	4.1 Identify sources of health and safety support for employees in the workplace

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Entry Level 3 units
1 Support and information	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 or colourful pamphlet to be given to out to new local businesses to ensure that they are fully aware of the help that they can access.	2 hours	4.1	5427 - Read for purpose and meaning in straightforward continuous texts 5445 - Speak to communicate information, ideas and opinions 5440 - Plan and sequence texts 5437 - Construct compound sentences
2 United we stand, safely!	A visit could be arranged from a trade union representative or official to explain to the students the kind of advice support a union could provide in terms of health and safety. The visitor could be provided from within the establishment or from the TUC. The role of a health and safety union representative within a company could be explained. Scenarios could be discussed and students could be encouraged to ask questions.	1 hour	4.1	5448 - Contribute to discussions 5445 - Speak to communicate information, ideas and opinions 5723 - Listen and respond to specific information



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