

# **Pearson BTEC Level 2 Award in Health and Safety in the Workplace**

## **Specification**

BTEC Specialist qualification

First teaching August 2014

Issue 2

## **Edexcel, BTEC and LCCI qualifications**

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at [qualifications.pearson.com](http://qualifications.pearson.com). Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contactus](http://qualifications.pearson.com/contactus)

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](http://qualifications.pearson.com).

This qualification was previously known as:

Pearson BTEC Level 2 award in Health and Safety in the Workplace (QCF)

The QN remains the same.

*References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

*All information in this specification is correct at time of publication.*

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## Summary of Pearson BTEC Level 2 Award in Health and Safety in the Workplace specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page/section number
All references to QCF have been removed throughout the specification	
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	Section 2
TQT value added	Section 2
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	Section 2
Reference to credit transfer within the QCF removed	Section 5
QCF references removed from unit titles and unit levels in all units	Section 12
Guided learning definition updated	Section 12

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html).



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# Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.





# 1 Introducing Pearson BTEC Specialist qualifications

## What are Pearson BTEC Specialist qualifications?

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BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

## Sizes of Specialist qualifications

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For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve teachers and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by teachers or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

## 2 Qualification summary and key information

Qualification title	Pearson BTEC Level 2 Award in Health and Safety in the Workplace
Qualification Number (QN)	601/1241/4
Regulation start date	10/09/2013
Operational start date	01/08/2014
Approved age ranges	16-18 19+
Credit value	1
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	10
Guided learning hours	10
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment Policy (see <i>Section 10, Access and recruitment</i> ).

### Qualification Number and qualification title

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding. Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a unit reference number (URN).

The qualification title, unit titles and QN will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual*, available on our website at: [qualifications.pearson.com](http://qualifications.pearson.com)

### Objective of the qualification

The Pearson BTEC Level 2 Award in Health and Safety in the Workplace is for anyone at work, whether full-time, part-time or voluntary, or for an individual undertaking vocational training which includes work placement or is associated with a workplace. The qualification could form part of a workplace induction programme. It aims to provide learners with knowledge and understanding of health and safety issues. It therefore supports the development of health and safety competence, and promotes a health and safety culture. It is relevant to and intended for a wide range of vocational areas.

It gives learners the opportunity to:

- develop knowledge related to maintaining health and safety in the workplace, controlling risks and responding to accidents and incidents
- achieve a nationally-recognised Level 2 qualification

- develop their own personal growth and engagement in learning.

## **Relationship with previous qualifications**

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This qualification is a replacement for the Pearson EDI Level 2 Award in Health and Safety in the Workplace. The single unit in this qualification is the same as the single unit in the predecessor qualification.

## **Progression opportunities through Pearson qualifications**

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Health and safety in the workplace is a transferable skill applicable to many areas of employment. Learners who have achieved the Pearson BTEC Level 2 Award in Health and Safety in the Workplace may wish to broaden their health and safety portfolio by achieving emergency first aid or moving and handling, or can progress to a wide range of Pearson qualifications in sectors such as facilities management, manufacturing or construction. These include BTEC Specialist qualifications at Level 2 and 3, such as the Pearson BTEC Level 2 Certificate in Facilities Services Principles or the Pearson BTEC Level 3 Certificate in Facilities Management, and Pearson BTEC Nationals or Higher Nationals in Manufacturing Engineering. Learners can also progress to employment.

## **Industry support and recognition**

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This qualification is supported by Proskills UK, the SSC for the materials, production and supply industries.

## **Relationship with National Occupational Standards**

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This qualification relates to the National Occupational Standards in Health and Safety.

### 3 Qualification structure

#### Pearson BTEC Level 2 Award in Health and Safety in the Workplace

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The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	1
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Unit	Unit reference number	Mandatory unit	Level	Credit	Guided learning hours
1	H/601/9699	Health and Safety in the Workplace	2	1	10

## 4 Assessment

The table below gives a summary of the assessment methods used in the qualification.

<b>Units</b>	<b>Assessment method</b>
All units	Centre-devised assessment

### **Centre-devised assessment (internal assessment)**

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the learning outcomes. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for learners to show what evidence is required. Assignment briefs should indicate clearly which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must meet any additional requirements in the *Information for tutors* section of the unit.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example, performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to give learners realistic scenarios and maximise the use of practical activities in delivery and assessment.

To avoid over-assessment centres are encouraged to link delivery and assessment across units.

There is more guidance about internal assessment on our website. See *Section 13, Further information and useful publications*.

## 5 Recognising prior learning and achievement

### Recognition of Prior Learning

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Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner 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.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, 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. If 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 sufficient, reliable and valid.

Further guidance is available in the policy document *Recognition of Prior Learning Policy and Process*, which is on our website at: [qualifications.pearson.com](http://qualifications.pearson.com)

## 6 Centre resource requirements

As part of the approval process, centres must make sure that the resources requirements below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 10, Access and recruitment* and *Section 11, Access to qualifications for learners with disabilities or specific needs*. For full details on the Equality Act 2010, please go to [www.legislation.gov.uk](http://www.legislation.gov.uk)

## 7 Centre recognition and approval

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson BTEC qualifications is available at [qualifications.pearson.com](http://qualifications.pearson.com).

### Approvals agreement

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All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations.

Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.



## 8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses Pearson BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC apprenticeship ('single click' registration):
  - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions
- 2 Delivery of the qualification outside the apprenticeship:
  - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
  - Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will annually allocate annually a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details, go to the *UK Vocational Quality Assurance Handbook* on our website.

## 9 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Centres must make sure that any legislation taught is up to date.

## 10 Access and recruitment

Pearson's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to Pearson BTEC Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11, Access to qualifications for learners with disabilities or specific needs*.

# 11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Further details on how to make adjustments for learners with protected characteristics are given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

Both documents are available on our website at:

<http://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html>

## 12 Units

Units have the following sections.

### Unit title

This is the formal title of the unit that will appear on the learner's certificate.

### Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

### Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.

### Credit value

When a learner achieves a unit, they gain the specified number of credits.

### Guided Learning Hours (GLH)

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

### Unit aim

This gives a summary of what the unit aims to do.

### Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

### Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

## Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

## Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

## Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

# **Unit 1: Health and Safety in the Workplace**

**Unit reference number: H/601/9699**

**Level: 2**

**Credit value: 1**

**Guided learning hours: 10**

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## **Unit aim**

The aim of this unit is for learners to develop an understanding of how employers and employees must comply with health and safety legislation and be aware of other regulations applicable to their working environment.

Learners will need to demonstrate that they can identify hazards and risks associated with the workplace and understand the processes and procedures that must be followed to document a risk assessment.

## **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand roles and responsibilities for health, safety and welfare in the workplace	1.1	Outline employers' and employees' duties relating to health, safety and welfare at work	<ul style="list-style-type: none"> <li>□ Employers' duties, e.g. duty of care, management, policies and procedures, risk assessment, guidance notes, record keeping, subcontractors, public, suppliers, customers, visitors, provision of personal protective equipment, organising training sessions, reporting procedures, conducting regular inspections, safeguarding, provision and maintenance of equipment, welfare requirements, avoidance of manual handling where possible.</li> <li>□ Employees' duties, e.g. responsible behaviour, personal awareness, attending training sessions, reporting faults/concerns, continuous professional development, following risk assessments, safety of others, reporting injuries, informing employer if something happens that might affect ability to work.</li> </ul>
		1.2	Outline the consequences for non-compliance with health and safety legislation	<ul style="list-style-type: none"> <li>□ Consequences, e.g. injuries, loss of life, issues with recruitment/retention, complaints to HSE, inspections, prohibition notice, notice to improve, closure, prosecution, imprisonment, fines, loss of business, loss of integrity, loss of customer confidence, poor reputation, financial implications.</li> </ul>
		1.3	Outline the requirements for training and competence in the workplace	<ul style="list-style-type: none"> <li>□ Duty to provide training under PUWER (regulation 9), Health and Safety at Work Act 1974 (section 2); guidance on competence from HSE.</li> </ul>
		1.4	Outline the ways in which health and safety information can be communicated	<ul style="list-style-type: none"> <li>□ Policies, procedures, safety/warning signs, noticeboards, staff meetings, manufacturer's instructions/operating manuals, workshops, training, letter/memo/email/distribution list.</li> </ul>



Learning outcomes		Assessment criteria		Unit amplification
2	Understand how risk assessments contribute to health and safety	2.1	Define the terms 'hazard' and 'risk'	<ul style="list-style-type: none"> <li>□ Definition of hazard.</li> <li>□ Definition of risk.</li> </ul>
		2.2	Outline the process for carrying out a risk assessment	<ul style="list-style-type: none"> <li>□ HSE 5 Steps to Risk Assessment.</li> </ul>
		2.3	Describe how risk assessment can be used to reduce accidents and ill health at work	<ul style="list-style-type: none"> <li>□ By identifying hazards and risks, ensuring all staff/visitors are aware of risks, taking precautionary action to limit risks, reducing the likelihood of accidents/ill health, monitoring.</li> </ul>
3	Understand how to identify and control the risks from common workplace hazards	3.1	Describe the hazards that may be found in a range of workplaces	<ul style="list-style-type: none"> <li>□ Hazards, e.g. faulty machinery, slippery/uneven surfaces, hazardous substances, equipment, activities, gas leaks, fires, flooding, electrical equipment, overexposure to substances/fumes/bright lights, untrained staff, lack of supervision, poor lighting, lack of signage, cables, volatile customers, trips, falls.</li> <li>□ Range of workplaces, e.g. domestic, commercial, industrial.</li> </ul>
		3.2	Describe how hazards can cause harm or damage to people, work processes, the workplace and the environment	<ul style="list-style-type: none"> <li>□ Harm or damage, e.g. loss of life, injuries, diseases/illnesses, pollution, equipment malfunction/breakdown, costs incurred through repairs/inspections, reduced productivity/business, damage to reputation, fines/prosecutions, loss of business, closure of sites, contamination.</li> </ul>
		3.3	Describe the principle of the risk control hierarchy	<ul style="list-style-type: none"> <li>□ Elimination, substitution, isolation, engineering, administration, personal protective equipment.</li> </ul>
		3.4	List examples of risk controls for common workplace hazards	<ul style="list-style-type: none"> <li>□ Risk controls, e.g. inspections of work premises, regular maintenance of factory machinery, personal protective equipment on building sites, health and safety guidance included in employee induction.</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
4	Know the procedures for responding to accidents and incidents in the workplace	4.1	State the common causes of workplace accidents and ill health	<ul style="list-style-type: none"> <li>□ Common causes, e.g. slips, trips and falls, human error, negligence, lack of training, inadequate supervision, faults, unclear lines of responsibility/authority; damaged equipment, poor lighting/space/ventilation, poor maintenance/cleaning.</li> </ul>
		4.2	Identify the actions that might need to be taken following an incident in the workplace	<ul style="list-style-type: none"> <li>□ Actions to be taken, e.g. Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR) and Amendments 2013, accident book, policies/procedures to deal with near misses/dangerous occurrences, evacuation, isolation, first aid, emergency services, reporting.</li> </ul>
		4.3	List the arrangements that should be in place in a workplace for emergencies and first aid	<ul style="list-style-type: none"> <li>□ Arrangements for emergencies, e.g. roles and responsibilities, policies and procedures, fire detection, alarm systems, emergency exits, assembly points, fire-fighting equipment, first-aid facilities, fire marshals, first-aiders, accident books, reporting systems, agreed ways of working.</li> </ul>
		4.4	Outline why it is important to record all incidents, accidents and ill health	<ul style="list-style-type: none"> <li>□ Definition of incident: an event or chain of events that has or could cause an injury or illness.</li> <li>□ Definition of accident: an event which results in injury or damage.</li> <li>□ Recording of incidents, accidents and ill health, e.g. legal requirement in accordance with RIDDOR; to avoid recurrence of accidents, to record and address near misses, updating training, completion of accident books, evidence, consistency, continuity.</li> </ul>

## Information for tutors

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### Delivery

This unit develops learners' knowledge and understanding, within the context of health and safety in the workplace, of roles and responsibilities, the contribution of risk assessments, of how to identify and control risks from common hazards and the procedures for responding to accidents and incidents. Tutors should ensure that all aspects of the unit amplification are covered during delivery of the unit.

This unit should be delivered by a well-qualified and experienced tutor. Learners will benefit from input by professionals who have knowledge of the various areas of health and safety, for example risk assessment and procedures for responding to accidents and incidents in the workplace.

### Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments.
<b>Learning outcome 1: Understand roles and responsibilities for health, safety and welfare in the workplace</b>
Taught session on health and safety roles and responsibilities. Learners to take notes.
Taught session on the consequences of non-compliance. Learners to take notes.
Taught session on the requirements for health and safety training and competence. Class discussion.
Taught session on the ways health and safety information can be communicated.
Guest speaker on the responsibilities of employers and employees for health, safety and welfare.
Assignment 1: health and safety responsibilities Produce an information pack that identifies key health and safety policies and procedures, and identifies and explains the responsibilities of all relevant personnel.
<b>Learning outcome 2: Understand how risk assessments contribute to health and safety</b>
Groupwork: learners identifying risks and hazards in a work environment. Plenary. Taught session on risk assessments, the purpose and importance.
Taught session on risk assessments; the five steps. Learners using scenarios to implement the five steps. Groups give feedback to the class.
Taught session on use of risk assessments and promoting health and safety.

## Topic and suggested assignments/activities and/assessment

### Assignment 2: risk assessments

Produce a booklet for staff who are returning to work after a long period of leave. It should give all the relevant information about risk assessments, their importance and the steps to be taken. It should also explain the use of risk assessments to address any dilemmas and the use of risk assessment in promoting health and safety in the setting.

### **Learning outcome 3: Understand how to identify and control the risks from common workplace hazards**

Taught session on the common hazards found in a range of workplaces. Learners to make notes.

Taught session on the harm hazards can cause to people, work processes, the workplace and the environment. Groups working with scenarios to apply learning. Groups feed back to the class.

Taught session on the principle of the risk control hierarchy. Learners to take notes.

Groupwork: learners identifying examples of risk control measures for commonly found workplace hazards.

### Assignment 3: managing risks and hazards

Produce an information pack describing the types of hazards that can be found in workplaces, explaining the damage and harm they can do. You should also include an explanation of the principle of risk control hierarchy and provide examples of risk controls for hazards commonly found in the workplace.

### **Learning outcome 4: Know the procedures for responding to accidents and incidents in the workplace**

Taught session on common causes of workplace accidents and ill health. Learners to take notes.

Taught session on the actions that might need to be taken following an incident in the workplace. Class discussion.

Taught session on the arrangements that should be in place in a workplace for emergencies and first aid. Learners to take notes.

Taught session on the importance recording all incidents, accidents and ill health in the workplace. Learners to take notes and practise completing records.

### Assignment 4: dealing with accidents and emergencies

Produce an information pack describing the types of accidents and illness that could occur in the workplace; explaining the relevant procedures to follow. Use exemplar records to illustrate the importance of recording of all incidents, accidents and ill health.

## Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Assessment can be designed in a variety of forms and the suggested programme can be adapted to meet local needs or the needs of particular groups of learners.

Tutors should ensure that all of the assessment criteria are fully met for each learning outcome and that learners demonstrate full understanding of each topic at a standard acceptable for level 2. Tutors should ensure, when writing assignments, that the correct operative verbs are included, for example 'outline' and 'explain'.

As a minimum to meet the requirements of the assessment criteria, coverage of the unit amplification in learners' assessment evidence should be as follows:

For 1.1, learners should include outlines of both the employers' and employees' duties.

For 1.2, learners should outline at least **four** consequences of non-compliance with health and safety legislation.

For 1.3, learners should include outlines of training and the requirements for competence.

For 1.4, learners should outline at least **four** different ways to communicate information.

For 2.1, learners should include a definition of both *risk* and *hazard*.

For 2.2, learners should outline the HSE 5 Steps to Risk Assessment.

For 2.3, learners should provide a description of how a risk assessment can be used to reduce accidents and ill health at work.

For 3.1, learners should provide a description of **two** hazards in **two** workplaces.

For 3.2, learners should describe **one** hazard for harm and **one** hazard for workplace or environment.

For 3.3, learners should include in their description a minimum of **six** control measures.

For 3.4, learners should list at least **four** risk controls.

For 4.1, learners should state at least **six** common causes of workplace accidents and ill health.

For 4.2, learners should include an identification of actions to be taken following a reportable incident.

For 4.3, learners should provide a list of arrangements for both emergencies and first aid.

For 4.4, learners should provide an outline of the reasons for recording all incidents, accidents and ill health.

## Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 1.3, 1.4	Assignment 1: health and safety responsibilities	Produce an information pack that identifies key health and safety policies and procedures, and identifies and explains the responsibilities of all relevant personnel.  You will be producing an information pack on the roles and responsibilities for the latest members of your staff team.	Information pack
2.1, 2.2, 2.3	Assignment 2: risk assessments	Produce a booklet for staff who are returning to work after a long period of leave. This should give all the relevant information about risk assessments, their importance and the steps to be taken. It should also explain the use of risk assessments to address dilemmas that might arise and their use in promoting health and safety in the setting.	Booklet
3.1, 3.2, 3.3, 3.4	Assignment 3: managing risks and hazards	Produce an information pack that describes the types of hazards that can be found in workplaces, explaining the damage and harm they can do. You should also include an explanation of the principle of risk control hierarchy and provide examples of risk controls for hazards commonly found in the workplace.	Information pack
4.1, 4.2, 4.3, 4.4	Assignment 4: dealing with accidents and emergencies	Produce an information pack that describes the types of accidents and illness that could occur in the workplace, explaining the relevant procedures to follow. Use exemplar records to illustrate the importance of recording of all incidents, accidents and ill health.	Information pack

## Suggested resources

### Books

Ferrett E and Hughes P – *Introduction to Health and Safety at Work* (Butterworth-Heinemann, 2011) ISBN 9780080970707

Health and Safety Executive – *Essentials of Health and Safety at Work* (HSE Books, 2006) ISBN 9780717661794

Health and Safety Executive – *Management of Health and Safety at Work* (HSE Books, 2000) ISBN 9780717624881

Henmans Freeth LLP – *Health & Safety at Work Essentials* (7th edition, Lawpack, 2012) ISBN 9781907765421

### Websites

British Safety Council                      [www.britsafe.org](http://www.britsafe.org)

Health and Safety Executive              [www.hse.gov.uk](http://www.hse.gov.uk)

## 13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges: [www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

### **Additional resources**

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.



## 14 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- 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.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

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**Regional support:** our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website.

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Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)

## Contact us

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**Telephone:** 0844 576 0045

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