



QUALIFI

SUCCESS THROUGH LEARNING
RECOGNISED WORLDWIDE

Level 6 Diploma in Health and Safety Management

Qualification Specification

April 2023

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Contents

About QUALIFI	4
Why Choose QUALIFI Qualifications?	4
Employer Support for the Qualification Development	4
Equality and Diversity	4
Qualification Title and Accreditation Number.....	5
Qualification Aims and Learning Outcomes	5
Aims of the QUALIFI Level 6 Diploma in Health and Safety Management	5
Learning Outcomes of the QUALIFI Level 6 Diploma in Health and Safety Management.....	6
Delivering the Qualification.....	6
External Quality Assurance Arrangements	6
Learner Induction and Registration	7
Entry Criteria.....	7
Recognition of Prior Learning	8
Data Protection.....	8
Learner Voice	8
Professional Development and Training for Centres	9
Progression and Links to other QUALIFI Programmes.....	9
Qualification Structure and Requirements.....	9
Credits and Total Qualification Time (TQT).....	9
Rules of Combination.....	10
Achievement Requirements	10
Awarding Classification/Grading.....	10
Assessment Strategy and Guidance	11
Unit Specifications	13
Unit DHSM601: Health and Safety Management Principles and Policy	13
Unit DHSM602: Risk and Incident Management	15
Unit DHSM603: Promoting a Positive Health and Safety Culture	17
Unit DHSM604: Maintaining a Safe Working Environment	20
Unit DHSM605: Health and Safety Law, Regulation and Influence	25

Unit DHSM606: Development of the Health and Safety Practitioner.....	28
Contact Details	31

About QUALIFI

QUALIFI is recognised and regulated by Ofqual (Office of Qualifications and Examinations Regulator). Our Ofqual reference number is RN5160. Ofqual regulates qualifications, examinations, and assessments in England.

As an Ofqual recognised Awarding Organisation, QUALIFI is required to carry out external quality assurance to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications meet the required standards.

Why Choose QUALIFI Qualifications?

QUALIFI qualifications aim to support learners to develop the necessary knowledge, skills and understanding to support their professional development within their chosen career and or to provide opportunities for progression to further study.

Our qualifications provide opportunities for learners to:

- apply analytical and evaluative thinking skills
- develop and encourage problem solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for decisions and actions
- develop the ability to recognise and reflect on personal learning and improve their personal, social, and other transferable skills.

Employer Support for the Qualification Development

During the development of this qualification QUALIFI consults a range of employers, providers, and existing centres (where applicable) to ensure rigour, validity and demand for the qualification and to ensure that the development considers the potential learner audience for the qualification and assessment methods.

Equality and Diversity

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

Learners with any specific learning need should discuss this in the first instance with their approved centre who will refer to QUALIFI's Reasonable Adjustment and Special Consideration Policy.

Qualification Title and Accreditation Number

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

QUALIFI Level 6 Diploma in Health and Safety Management-610/2498/3

Qualification Aims and Learning Outcomes

Aims of the QUALIFI Level 6 Diploma in Health and Safety Management

The aim of the qualification is to provide learners who have or are looking to develop into a senior role in an organisation with responsibilities for managing health and safety policy and practice.

The qualification gives learners the opportunity to advance their understanding of Occupational Health and Safety management. Learners will gain the skills and knowledge to understand the legal and regulatory background to occupational health and safety policy, to be able to assess policies, as well as to recommend and implement policy changes. Learners will develop knowledge and skills relevant to putting policy into practice, utilising management systems, resources, risk and incident management, leadership, management and skills development.

Aims for the qualification include allow learners to:

- apply risk management principles to anticipate, identify, evaluate and control physical, chemical, biological and psychosocial hazards;
- collect, manage and interpret information and data to identify trends and issues in the workplace;
- design, support, and evaluate health and safety programmes and implement procedures using project management principles and processes appropriate to the task;
- effect/manage change by advancing OH&S principles within management systems, cultures, practices and priorities;

- apply basic adult learning and assessment principles in the design, development and delivery of training and information for different levels within the workplace.

Learning Outcomes of the QUALIFI Level 6 Diploma in Health and Safety Management.

The overall learning outcomes of the qualification are for learners to:

- gain an understanding of the key principles of health and safety policy, the internal, external and change factors that influence practice;
- gain an understanding and skills to translate organisational policy into an effective occupational health and safety management operation;
- address and manage risk and incidents in relation to their roles as health and safety practitioners, including understanding strategies to assess and evaluate risk;
- understand a range of factors that influence health and safety behaviours, performance and culture in the workplace, including the impact of human and organisational factors, leadership styles, organisational structure and consultation arrangements.

The learning outcomes and assessment criteria for each unit are outlined in the unit specifications.

Delivering the Qualification

External Quality Assurance Arrangements

All centres are required to complete an approval process to be recognised as an approved centre. Centres must have the ability to support learners. Centres must commit to working with QUALIFI and its team of External Quality Assurers (EQAs). Approved centres are required to have in place qualified and experienced tutors. All tutors are required to undertake regular continued professional development (CPD).

Approved centres will be monitored by QUALIFI External Quality Assurers (EQAs) to ensure compliance with QUALIFI requirements and to ensure that learners are provided with appropriate learning opportunities, guidance and formative assessment.

QUALIFI's guidance relating to invigilation, preventing plagiarism and collusion will apply to centres.

Unless otherwise agreed, QUALIFI:

- sets all assessments;
- moderate's assessments prior to certification;
- awards the final mark and issues certificates.

Learner Induction and Registration

Approved centres should ensure all learners receive a full induction to their study programme and the requirements of the qualification and its assessment.

All learners should expect to be issued with the course handbook and a timetable and meet their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they are able to meet the requirements qualification and that, if applicable, appropriate pathways or optional units are selected to meet the learner's progression requirements.

Centres should check the qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice and guidance to support them in making the necessary qualification and unit choices. During recruitment, approved centres need to provide learners with accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within the deadlines outlined in the QUALIFI Registration, Results and Certification Policy and Procedure.

Entry Criteria

Approved centres are responsible for reviewing and making decisions as to an applicant's ability to complete the learning programme successfully and meet the demands of the qualification. The initial assessment by the centre will need to consider the support that is readily available or can be made available to meet individual learner needs as appropriate.

The qualification has been designed to be accessible without artificial barriers that restrict access. For this qualification, applicants must be aged 19 years or over.

Learners are expected to hold the following:

- Level 5 qualification or:
- appropriate work experience in the business sector and demonstrate ambition with clear career goals.

In the case of applicants whose first language is not English, then IELTS 6 (or equivalent) is required. International qualifications will be checked for appropriate enrolment to UK higher education postgraduate programmes where applicable. The applicants are normally

required to produce two supporting references, at least one of which should preferably be academic.

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

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

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

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to QUALIFI's *Recognition of Prior Learning Policy*.

Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes and may be made available to our regulators. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email support@QUALIFI-international.com

Learner Voice

Learners can play an important part in improving the quality through the feedback they give. In addition to the on-going discussion with the course team throughout the year, centres will have a range of mechanisms for learners to feed back about their experience of teaching and learning.

Professional Development and Training for Centres

QUALIFI supports its approved centres with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

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

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

Please contact us for further information.

Progression and Links to other QUALIFI Programmes

Completing the **QUALIFI Level 6 Diploma in Health and Safety Management** will enable learners to progress to:

- QUALIFI Level 7 Diploma.
- employment in an associated profession.

Qualification Structure and Requirements

Credits and Total Qualification Time (TQT)

The QUALIFI level 6 Diploma in Health and Safety Management is made up of 120 credits which equates to hours 1,200 of TQT.

Total Qualification Time (TQT): is an estimate of the total amount of time that could reasonably be expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Examples of activities that can contribute to Total Qualification Time includes guided learning, independent and unsupervised research/learning, unsupervised compilation of a portfolio of work experience, unsupervised e-learning, unsupervised e-assessment, unsupervised coursework, watching a prerecorded podcast or webinar, unsupervised work-based learning.

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

Rules of Combination

Learners must complete 8 units to achieve a minimum of 120 credits total.

Unit Reference	Mandatory Units	Level	TQT	Credits	GLH
L/650/6691	Health and Safety Management Principles and Policy	6	200	20	100
M/650/6692	Risk and Incident Management	6	200	20	100
R/650/6693	Promoting a Positive Health and Safety Culture	6	200	20	100
T/650/6694	Maintaining a Safe Workplace Environment	6	200	20	100
Y/650/6695	Health and Safety Law, Regulation and Influence	6	200	20	100
A/650/6696	Development of the Health and Safety Practitioner	6	200	20	100
Total			1200	120	600

Achievement Requirements

Learners must demonstrate they have met all learning outcomes and assessment criteria for all the required units to achieve this qualification. QUALIFI will issue certificates to all successful learners via their registered centres.

Awarding Classification/Grading

This qualification grading is **Pass/Fail**. All units will be assessed internally through written assignment, marked internally by the QUALIFI approved centre and subject to external quality assurance by QUALIFI.

Assessment Strategy and Guidance

QUALIFI will provide all assessments for each unit of this qualification. These tasks will address all learning outcomes and related assessment criteria, all of which must be demonstrated/passed in order to achieve the qualification.

The tasks will enable learners to draw on work-related information and/or examples wherever possible. Some assessment tasks will contain a practical assignment which will require observation by an assessor (see Assessment Guidance for further information).

The assessment tasks will require learners to draw on real organisational information or case studies to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they include case studies of relevant organisations and, wherever possible, encourage learners to draw on work-place opportunities to undertake research and investigation to support their learning.

QUALIFI provides a Candidate Workbook for each unit that learners should use to record their answers and/or cross-reference any supporting evidence relating to a practical task. Approved centres should request a copy of the assessment workbook.

Learner assessments will be marked internally by the approved centre and will be subject to external moderation by QUALIFI prior to certification.

All learning outcomes and related assessment criteria must be demonstrated/passed in order to achieve the qualification. To achieve a 'pass' for each of the units, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Qualifi will provide a combination of assessment that cover the learning outcomes and assessment criteria. These may be as follows.

1: Formative Assessment

Formative assessment is an integral part of the assessment process, involving both the Tutor/Assessor and the learner about their progress during the course of study. Formative assessment takes place prior to summative assessment and focuses on helping the learner to reflect on their learning and improve their performance and does not confirm achievement of grades at this stage.

The main function of formative assessment is to provide feedback to enable the learner to make improvements to their work. This feedback should be prompt so it has meaning and context for the learner and time must be given following the feedback for actions to be complete. Feedback on formative assessment must be constructive and provide clear guidance and actions for improvement. All records should be available for auditing purposes, as we may choose to check records of formative assessment as part of our

ongoing quality assurance. Formative assessments will not contribute to the overall mark of the units.

2: Summative Assessment

Summative assessment is used to evaluate learner competence and progression at the end of a unit or component. Summative assessment should take place when the assessor deems that the learner is at a stage where competence can be demonstrated.

Learners should be made aware that summative assessment outcomes are subject to confirmation by the Internal Verifier and External Quality Assurer (EQA) and thus is provisional and can be overridden. Assessors should annotate on the learner work where the evidence supports their decisions against the assessment criteria. Learners will need to be familiar with the assessment and grading criteria so that they can understand the quality of what is required.

Formative Assessment	Summative Assessment
used during the learning process	used at the end of the learning process
provides feedback on learning-in-process	evaluates achievement against learning outcomes and assessment criteria
dialogue-based, ungraded	graded Pass / Refer

Evidence of both formative and summative assessment **MUST** be made available at the time of external quality assurance – EQA.

Unit Specifications

Unit DHSM601: Health and Safety Management Principles and Policy

Unit code: L/650/6691

RQF level: 6

Aim

The aim of this unit is to provide learners with an understanding of the key principles of health and safety policy, the internal, external and change factors that influence practice and how these are operationalised in an organisation's health and safety systems. Learners will also develop the knowledge and skills to undertake a critical review of an organisation's health and safety policy.

Learning Outcomes and Assessment Criteria

Learning Outcomes. When awarded credit for this unit, a learner will:	Assessment Criteria. Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the principles of health and safety management and its organisational systems.	1.1 Analyse the role of performance objectives and targets in effective health and safety management.
	1.2 Analyse the characteristics of effective health and safety systems including the use of recording and communication systems to identify, manage, and distribute relevant health and safety information
	1.3 Evaluate an organisation's health and safety management system including its integration with other management systems (e.g., quality, human resources, etc.) and recommend future developments.
2 Understand the principles of health and safety policy.	2.1 Justify the moral, legal and financial need for health and safety policies in an organisation.
	2.2 Articulate the impacts of an organisation's health and safety policies on a range of stakeholders within an organisation.

	2.3 Analyse the information and consultation required for the purpose of health and safety policy development at all organisational levels.
	2.4 Analyse the ways in which a health and safety policy document drives a health and safety management system in an organisation.
3 Be able to conduct a critical review of a health and safety policy in an organisation.	3.1 Assess the internal and external factors, including change factors, that affect occupational health and safety policies and practice.
	3.2 Conduct a critical review in accordance with the plan and organizational standards and procedures
	3.3 Recommend actions for organisational practice that takes account of the internal and external influencing factors.

Indicative Content

- SMART objective targets
- Key aspects of health and safety management
- Occupational Health and safety management systems
- The roles of management
- Advantages
- Stakeholders
- Information sources
- Internal factors affecting health and safety policy
- External factors affecting health and safety policy in an organisation
- Cultural/societal attitudes

Suggested Resources

- Almond, P. and Esbester, M. (2016) 'The changing legitimacy of health and safety, 1960– 2015: understanding the past, preparing for the future', *Policy and Practice in Health and Safety*, 14(1), pp. 81–96. doi: 10.1080/14773996.2016.1231868
- Bornstein, S. and Hart, S. (2010) 'Evaluating Occupational Safety and Health Management Systems: A Collaborative Approach', *Policy and Practice in Health and Safety*, 8(1), pp. 61–76. doi: 10.1080/14774003.2010.11667742.
- British Standards Institution (2018) *Occupational health and safety management systems: requirements with guidance for use*.
- Ferrett, e., & Hughes, p. (2016). *International health and safety at work*.
- Hasle, P. (2011) 'When health and safety interventions meet real-life challenges', *Policy and Practice in Health and Safety*, 9(1), pp. 3–16. doi: 10.1080/14774003.2011.11667753.
- Leka, S. et al. (2016) 'Future challenges of occupational safety and health policy-making in the UK', *Policy and Practice in Health and Safety*, 14(1), pp. 65–80. doi: 10.1080/14773996.2016.1231871.

Unit DHSM602: Risk and Incident Management

Unit code: M/650/6692

RQF level: 6

Aim

The aim of this unit is to provide learners with the knowledge, understanding and skills to translate organisational policy into an effective occupational health and safety management operation, including the planning, organising, controlling, reviewing and auditing of health and safety management performance and operations, the application of corporate social responsibility and ethical codes of conduct on management and the critical factors in managing the occupational health and well-being of workers.

Learning Outcomes and Assessment Criteria

Learning Outcomes.	Assessment Criteria.
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the process of planning and organising occupational health and safety practices in the workplace.	1.1 Analyse the role of the board and senior management in the planning and organising of health and safety practices in the workplace.
	1.2 Assess the role and importance of the planning process to ensure changing policies, regulations and legal requirements are met.
	1.3 Assess the resources and skills required to plan health and safety practices in the workplace.
2. Understand the strategies and techniques of risk control.	2.1 Evaluate the use of common risk management strategies.
	2.2 Justify when to use risk avoidance, risk reduction, risk transfer, risk analysis, risk evaluation and risk review strategies.
	2.3 Assess the development and characteristics of safe systems of work and safe operating procedures.

3. Understand the models of loss causation, the analysis of loss data and the importance of incident investigation.	3.1 Analyse the features of a range of loss causation theories and techniques and justify the use of quantitative methods in analysing loss data.
	3.2. Assess the needs and impacts of reporting of loss events.
	3.3. Analyse the importance and impact of incident investigations
4. Understand processes and strategies to manage health and safety incidents in an organisation.	4.1 Outline the critical stages for managing incidents in the organisation and the organisational policies for identifying, investigating, reporting and recording incidents.
	4.2 Evaluate an organisational process for managing health and safety incidents including the maintenance of incident records to meet regulatory and statutory requirements.

Indicative Content

- Sources of information to identify hazards and assess risk
- Risk assessment methodologies and their limitations
- Risk assessment process
- Loss causation theories and techniques
- Bird’s domino and multi-causality theories
- Quantitative methods of calculating loss rates from raw data:
- Reporting practices:
- Importance of investigating incidents
- ‘Investigating accidents and incidents

Suggested Resources

- Boyle, T. (2019) Health and safety: risk management.
- British Standards Institution (2018) Risk management – guidelines.
- Burke, R. J., Clarke, S., & Cooper, C. L. (2011). Occupational health and safety. Farnham, England
- HOPKIN, P. (2018). Fundamentals of risk management: understanding, evaluating and implementing effective risk management.
- HSE (ed.) (2007) Reducing error and influencing behaviour. 2. ed., reprinted. Sudbury: <http://www.hse.gov.uk/pubns/priced/hsg48.pdf> HSE (ed.) (2007) Reducing error and influencing behaviour. 2. ed., reprinted. Sudbury: HSE Books (HSG, 48).
- Kelloway, E. K., Francis, L. D., Gatien, B., Montgomery, J., & Montgomery, J. (2017). Management of occupational health and safety.

Unit DHSM603: Promoting a Positive Health and Safety Culture

Unit code: R/650/6693

RQF level: 6

Aim

The aim of this unit is to provide learners with an understanding of a range of factors that influence health and safety behaviours, performance and culture in the workplace, including the impact of human and organisational factors, leadership styles, organisational structure and consultation arrangements. Learners will develop the skills to evaluate the health and safety culture and performance within an organisation, and to develop a coherent strategy to improve these.

Learning Outcomes and Assessment Criteria

Learning Outcomes.	Assessment Criteria.
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand organisational factors that influence the health and safety culture in the workplace.	1.1 Assess the role and importance of health and safety culture within an organisation.
	1.2 Evaluate the potential barriers to achieving a positive health and safety culture in an organisation.
	1.3 Analyse the requirements of a plan to promote a positive health and safety culture
2. Understand the human factors that influence health and safety performance and behaviour in the workplace.	2.1 Analyse the human factors that contribute to individual behaviour and human perception of risk and the classification of human failure
	2.2 Assess the impact of job factors and organisational factors on human reliability and methods of improving individual human reliability
	2.3. Evaluate the optimum conditions of behavioural change and behaviour change courses and programmes

3. Understand the impact of leadership, structure and consultation on the health and safety culture of an organisation.	3.1 Assess the impact of different leadership styles on health and safety performance.
	3.2 Analyse the structure and function of a range of organisation types and the benefits and limitations of each.
	3.3 Analyse the challenges of third-party management regarding maintenance of health and safety.
	3.4 Evaluate the nature and importance of formal and informal consultation with workers.
4. Be able to develop a strategy that improves the health and safety culture of an organisation.	4.1 Evaluate the current health and safety culture of an organisation by analysing assessment data against agreed assessment criteria and make viable recommendations
	4.2 Develop a strategy to implement recommended measures for improving the health and safety culture of an organisation
	4.3 Produce a business case to support the improvement strategy in accordance with organizational procedures and standards

Indicative Content

- Promoting factors
- Potential barriers
- Importance of communication plan at all organisational levels
- Impact of attitude, aptitude and motivation on human behaviour.
- Human sensory receptors, sensory defects, process of perception of danger, perceptual expectancy, perceptual distortion, causes of perceptual errors, filtering and selectivity in perception.
- Organisational negative and positive factors
- Focused line management to improve reliability,
- Leadership styles and their impact on performance:
- Relationship between organisation types and structures
- Managing third party stakeholders
- Assessment methodologies
- Qualitative and quantitative analysis

Suggested Resources

- European Agency for Safety and Health at Work (2012) Leadership and occupational safety and health (OSH): an expert analysis. Luxembourg: Publications Office of the European Union.
- Ferrett, E. (2016). Health and safety at work revision guide: for the NEBOSH National General Certificate in occupational health and safety.
<http://www.hse.gov.uk/construction/lwit/assets/downloads/good-health-safety-leadership.pdf>
- Kelloway, E. K., Francis, L. D., Gatien, B., Montgomery, J., & Montgomery, J. (2017). Management of occupational health and safety.
- Wadsworth, E. and Smith, A. (2009) 'Safety Culture, Advice and Performance', Policy and Practice in Health and Safety, 7(1), pp. 5–31. doi: 10.1080/14774003.2009.11667726

Unit DHSM604: Maintaining a Safe Working Environment

Unit code: T/650/6694

RQF level: 6

Aim

The aim of this unit is to provide learners with the technical knowledge that underpins the maintenance of safe working environments. This covers a wide range of aspects of the work environment and factors that must be considered by health and safety managers and those responsible for the health, safety and welfare of the workforce.

The unit takes the learner on a journey through the immediate work environment, risk analysis and control for a range of workplace contexts that may be encountered, fire safety and protection against explosion, management of hazardous substances and materials and management of workplace equipment and machinery.

The unit intends to build upon the learners previous grounding in occupational health and safety, and covers the technical knowledge required by a learner/practitioner who wishes to develop in a range of managerial roles

Learning Outcomes and Assessment Criteria

Learning Outcomes. When awarded credit for this unit, a learner will:	Assessment Criteria. Assessment of this learning outcome will require a learner to demonstrate that they can:
1 Understand the requirements of maintaining a safe work environment.	1.1 Analyse the factors to be taken into account when maintaining the working environment, i.e., temperature, light, space, ergonomics, lifts and access.
	1.2 Justify the full range of welfare facilities that must be available in a workplace.
	1.3 Explain the hazards and risks posed by electrics in an organization and evaluate control measures for them in relation to current legislation

	1.4 Assess the hazards and risks associated with the structural integrity of building and the effectiveness of control measures for maintaining it
2. Understand the hazards, risks and controls applicable to a range of workplace contexts.	2.1 Evaluate the effectiveness of control measures in place within an organisation to control the following risks: <ul style="list-style-type: none"> • temporary works • workplace transport • working in confined spaces • working at height • lone working • manual handling.
	2.2 Analyse the measurement, assessment and methods of controlling exposure to noise and vibration.
	2.3 Analyse the effects of being exposed to the different types of radiation and the measurement, assessment and methods of controlling exposure to different types of radiation
3. Understand the maintenance of fire safety and protection against explosion.	3.1 Analyse the ways that common flammable and explosive materials can catch fire and the behaviour of buildings and building contents in the event of a fire
	3.2 Evaluate the hazards, risks, and control measures in an organisation for the prevention and protection against fire and explosion.
	3.3 Analyse the factors that must be considered to ensure safe and effective firefighting and egress in the event of different types of fire.
4 Understand safe storage, handling and management of hazardous substances.	4.1 Evaluate the classification of hazardous substances and the effects of their exposure to human health.
	4.2 Analyse the standards for safe storage, handling and transport of hazardous substances

	4.3 Analyse the features of effective risk assessment and measures of control for exposure to hazardous substances in line with the hierarchy of control.
	4.4 Analyse the impact of hazardous work environments on the installation and use of electrical systems and equipment.
5 Understand the safe management of work equipment and machinery.	5.1 Analyse the selection criteria for work equipment for specific tasks and processes in order to manage risk and the choice of Personal Protective Equipment (PPE)
	5.2 Analyse the safety characteristics including protective devices of general workplace machinery control systems.
	5.3 Analyse the features of effective risk assessment and control measures for work equipment and machinery
	5.4 Evaluate the effectiveness of hazard control measures associated with mobile work equipment and lifting equipment

Indicative content

- Providing and maintaining safe places of work and safe means of access and egress
- Damage to buildings from adverse weather, overloading of structures, hot and corrosive atmospheres, vibration, alteration to structural members, subsidence, structural failures due to poor design, substandard workmanship.
- Electric shock and effects on the body
- Electrical risks from portable appliances
- Confined spaces:
- Working at height
- Lone working:
- Transport
- Handling and poor posture
- Handling Assessment Tool
- Effects of different noise types on the individuals
- Noise risk assessment
- Vibration risk assessment
- The hierarchy of noise control:
- The properties of solids, liquids and gases and influence on combustion
- Human anatomical systems
- Classification and health effects of hazardous substances:

- Health effects of Carbon Monoxide
- Storage methods including biological agents
- The transport of dangerous substances
- Personal protection
- Types of asbestos and locations found
- PPE choice and consideration
- Factors of hazardous work environments
- Control measures for installation and use of electrical systems
- Suitability of equipment for task
- The application of standards relating to machinery
- Factors for assessing risk
- Mobile work equipment hazards
- Mobile work equipment control measures
- Lifting equipment hazards
- Generic machinery hazards
- Pressure systems
- Fire safety and explosion detection systems, alarm systems and evacuation procedures
- Control measures for working with asbestos and lead
- Skills, training and supervision to install, test, maintain and operate equipment.

Suggested Resources

- Almond, P. and Esbester, M. (2016) 'The changing legitimacy of health and safety, 1960– 2015: understanding the past, preparing for the future', *Policy and Practice in Health and Safety*, 14(1), pp. 81–96. doi: 10.1080/14773996.2016.1231868
- Bornstein, S. and Hart, S. (2010) 'Evaluating Occupational Safety and Health Management Systems: A Collaborative Approach', *Policy and Practice in Health and Safety*, 8(1), pp. 61–76. doi: 10.1080/14774003.2010.11667742.
- British Standards Institution (2018) *Occupational health and safety management systems: requirements with guidance for use*.
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Unit DHSM605: Health and Safety Law, Regulation and Influence

Unit code: Y/650/6695

RQF level: 6

Aim

The aim of this unit is to give learners an understanding of international frameworks for health and safety legislation and regulation, how these frameworks are set and the subsequent obligations on organisations for compliance. Learners will explore the role played by industry, professional bodies and media communities to influence the promotion of positive health and safety outcomes locally, nationally and globally.

Learning Outcomes and Assessment Criteria

Learning Outcomes.	Assessment Criteria.
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand international frameworks for legislation, regulation and enforcement.	1.1 Analyse the role of the International Labour Organisation (ILO) and how international conventions can be used to set H&S legislation and legislative frameworks.
	1.2 Evaluate the effectiveness of national and international legislation in securing organisational health and safety standards.
	1.3 Analyse the purpose, principles and effectiveness of enforcement of health and safety legislation and regulation
	1.4 Evaluate the effectiveness of a range of safety audit techniques against national and international standards.
2. Understand statutory and regulatory obligations for maintaining health and safety in an organisation.	2.1 Evaluate the requirements of statutory and regulatory obligations applicable to an organisation.
	2.2 Evaluate workplace health and safety requirements relating to the activities of an organisation.

	2.3 Evaluate the unique organisational challenges in order to maintain compliance with health and safety regulations.
3. Understand industry and community roles in influencing and promoting local and national positive health and safety outcomes.	3.1 Analyse the function of professional and employer bodies, trade associations, media and community groups and organisational partnerships in influencing and promoting positive health and safety outcomes.
	3.2 Evaluate the ethical and social responsibilities of organisations to develop high standards of health and safety.
	3.3 Assess the role of corporate governance and self-regulation in supporting continual improvement of organisational health and safety standards.

Indicative Content

- ILO history, background, history of international health and safety regulations
- Evaluation of unique organisational HS obligations.
- Communities of influence, organisational engagement/influence in communities of influence, changing nature of communities, e.g., social media
- Workplace health and safety requirements relating to input / output of products, services, contractors, visitors, employees, equipment, goods, materials and other activities of the organisation

Suggested Resources

- Almond, P. and Esbester, M. (2016) 'The changing legitimacy of health and safety, 1960– 2015: understanding the past, preparing for the future', *Policy and Practice in Health and Safety*, 14(1), pp. 81–96. doi: 10.1080/14773996.2016.1231868.
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Unit DHSM606: Development of the Health and Safety Practitioner

Unit code: A/650/6696

RQF level: 6

Aim

The aim of this unit is to provide learners with a deep understanding of the roles and responsibilities of health and safety practitioners, the challenges and conflicts facing them, how they support safe working environments and the skills required to meet these challenges.

Learners will develop the skills to assess organisational competence and skills requirements, recommending training and/or recruitment strategies to meet these. Learners will also enhance their own personal and professional development with particular reference to utilizing a reflective learning approach.

Learning Outcomes and Assessment Criteria

Learning Outcomes.	Assessment Criteria.
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand roles and responsibilities of health and safety practitioners.	1.1 Analyse the role, purpose, responsibilities and obligations of health and safety practitioners.
	1.2 Evaluate the potential challenges and conflicts that face health and safety practitioners in the workplace.
	1.3 Evaluate the role professional bodies play in supporting organisations to maintain an effective workforce of health and safety practitioners.
2. Be able to assess organisational competence and skills requirements for health and safety practitioners.	2.1. Identify skills required to manage health and safety in an organization and gaps in organizational skills and knowledge
	2.2. Assess the application of different management and leadership styles to address a range of health and safety workplace situations.

	2.3. Produce a health and safety training plan that meets the requirements of an organisation, legislation and industry best practice.
	2.4. Evaluate the way in which a health and safety training plan can support an organisation's legal and moral obligations to health and safety best practices.
3. Be able to produce a personal and professional development plan in their own area of responsibility as a health and safety practitioner.	3.1. Evaluate the role and importance of continuous professional development and a reflective learning approach.
	3.2. Assess the value of group discussion and shared personal reflections to support professional development within an organisation.
	3.3. Evaluate their own strength and weaknesses in relation to an organisational role and develop a personal and professional development plan to improve their own performance as a health and safety practitioner
	3.4. Analyse their own application of professional ethics in relation to health and safety in an organisation.

Indicative Content

- Roles and responsibilities of health and safety practitioners,
- Common workplace challenges
- Promoting positive HS culture, training others, membership of, and engagement with, professional bodies
- Assessment of skills in teams to manage different aspects of HS/different HS functions and to fulfil HS plans
- Communication skills required by a Health and safety professional
- Principles of CPD
- Personal and professional development plan: requirements, goals and priorities
- Professional ethics: values of equality, diversity and inclusivity

Suggested Resources

- Budworth, T. and Al Hashemi, W. S. G. (2015) Reflective learning: an essential tool for the self-development of health and safety practitioners. First edition. Milton Park, Abingdon, Oxon: Routledge.
- Crowley, S. (2014) Challenging professional learning. Milton Park, Abingdon, Oxon: Routledge, Taylor & Francis Group.

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