



# Safety Simplified.

Making health & safety work

## Course guide for Learning Partners

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Created by **NEBOSH**



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# Course overview

## Course key features

<b>Assessment:</b> Unit SS1: General health and safety awareness: Unit SS2: General workplace risk assessment:	<b>Assessment Type</b> Multi-format examination Practical assessment	<b>Assessment Time</b> 30 minutes 1.5 hours	<b>Pass Standards</b> 60% See guidance later in document
	A 'Pass' must be achieved in both units to achieve the course.		
<b>Modes of study:</b>	A full-time block release course (minimum of 18 hours, three working days) Part-time day release (minimum of 18 hours) Open, distance or ELearning		
<b>Entry requirements:</b>	None		
<b>Languages available:</b>	English (More languages to be available in 2020)		
<b>Course grades:</b>	Pass Refer		
<b>Certificate issue:</b>	E-certificate		

# Course summary

# Course summary

## Introduction

The Safety Simplified course looks at general workplace issues that are relevant to any business, in any sector, utilising real life case studies and cutting edge learning practices. On completion of the course, your learners will be able to:

- make a case for managing health and safety including what good health and safety management looks like;
- do a general risk assessment in their own workplace – inspecting the workplace, recognising a range of common hazards, evaluating risks (taking account of current controls), recommending further control measures and assigning actions;
- understand why incidents happen and how to investigate them; and
- help their employer to check their health and safety management system effectiveness – through monitoring, audits and reviews.

## Teaching of syllabus content

Although the syllabus sets out the elements in a specific order, your tutors can teach the elements in any order they feel is appropriate. You will need to reflect this in the timetables which are submitted as part of the approval process.

The workbook contains augmented reality (AR) animations which can assist in teaching the course content. These can be viewed from a smartphone or tablet by downloading the free 'NEBOSH AR' app (either on the App Store or Google Play). Here is an example of a marker:



Once you have launched the app, point your device at an AR marker to activate the animation. Click on the NEBOSH logo at the bottom right corner of the animation to view information on what to consider.

You will also be provided with electronic copies of the markers so you can print them off at any size to use for group work. If you are viewing an AR marker on screen or on a poster rather than from the book you can change the orientation to 'vertical' in the in-app settings.

# Course summary

## Identifying students

You must be sure of the identity of all learners on the course. This can either be done ahead of the training, on the day for classroom delivery or, for open, distance and ELearning learners, verification can be undertaken remotely via webcam. This will involve checking photographic identification. Photographic evidence of identity includes driving licences, national identity cards and passports.

## Achieving the course certificate

Safety Simplified has two assessments (see 'Course overview' for details on the assessments and the pass standards); your learners must achieve a Pass in both units to be awarded the course certificate. The e-certificate will be sent directly to you and the learner by email within 48 hours of the results being entered and payment being made.

## What to do if your staff, family or friends are sitting the course?

If any of your staff, family or friends want to sit the course you tell us first.

## Appeals

You must allow learners to appeal marking decisions if they feel their assessments have been unfairly marked. This can be handled as part of your normal complaints procedure.

## Fair assessments for all

You should make every effort to ensure assessment conditions are fair and no learner is significantly disadvantaged. You should make adjustments for disabilities, special educational needs or temporary injuries, as is common practice. A useful reference with example adjustments in typical cases can be found here: [JCQ.org.uk](http://JCQ.org.uk) (under access arrangements).

# Syllabus



## Syllabus summary

Element	
<b>1</b>	Making the case for health and safety
<b>2</b>	Stopping incidents and ill-health before they happen
<b>3</b>	Stopping incidents from repeating themselves
<b>4</b>	Dealing with common workplace hazards
<b>5</b>	Keeping an eye on how things are going

# Syllabus

## Learning outcomes and assessment criteria

Learning outcome The learner will be able to:	Related content	Assessment criteria	Assessment (QP = question paper, P = practical)
Make a case for managing health and safety including recognising what good health and safety management looks like	<b>1</b>	Identify the moral, legal and financial reasons for managing health and safety in the workplace Identify the main ingredients of an effective health and safety management system	QP
Do a general risk assessment in their own workplace – inspecting the workplace, recognising a range of common hazards, evaluating risks (taking account of current controls), recommending further control measures and assigning actions	<b>2 &amp; 4</b>	Produce a risk assessment of a workplace which considers a wide range of identified hazards (drawn from element 4) and meets best practice standards ('suitable and sufficient')	QP/P
Understand why incidents happen and how to investigate them	<b>3</b>	Identify why incidents happen and how they can be investigated	QP
Help their employer to check their health and safety management system effectiveness – through monitoring, audits and reviews	<b>5</b>	Identify common methods used to check and improve the effectiveness of health and safety management systems	QP

### Element 1: Making the case for health and safety

**1.1 Moral, legal and financial reasons and benefits for managing safety – including overview of responsibilities of employers and workers and legal consequences etc**

**1.2 Managing health and safety consistently well**

- Leadership – committed, promoting a culture that supports health and safety
- Policies and objectives
- Sufficient resources
- Effective processes (including identification/control of risk, accident investigation)
- Checking/monitoring performance, recognising opportunities and continually improving
- Communication
- Involving workers

### Element 2: Stopping incidents and ill-health before they happen

**2.1 Risk assessment theory**

- What 'hazard', 'risk' and 'risk assessment' really mean
- Why we do risk assessment (what it is designed to do)
- How you do risk assessment (five steps to risk assessment)
- Controlling risks (hierarchy of control)
- Being sensible and proportionate
- General workplace risk assessment vs specific (including laptop/computer use, fire, manual handling, hazardous chemicals)

## Element 2: Stopping incidents and ill-health before they happen

### 2.2 Risk assessment in practice

## Element 3: Stopping incidents from repeating themselves

### 3.1 Why investigating incidents makes sense

### 3.2 A simple four-step approach to investigations

- Gather information
- Analyse information (5 Whys method)
- Identify risk control measures
- Develop action plan and implement it

## Element 4: Dealing with common workplace hazards

### 4.1 General workplace issues – workplace access, housekeeping, lighting, temperature, slips, trips and falls (on same level), welfare, first aid

### 4.2 Violence and aggression

### 4.3 Work-related stress

### 4.4 Hazardous chemicals and substances

### 4.5 Laptops and computers

# Syllabus

## Element 4: Dealing with common workplace hazards

<b>4.6</b>	<b>Substance abuse</b>
<b>4.7</b>	<b>Electricity</b>
<b>4.8</b>	<b>Fire</b>
<b>4.9</b>	<b>Manual handling</b>
<b>4.10</b>	<b>Noise and vibration</b>
<b>4.11</b>	<b>Work equipment</b>
<b>4.12</b>	<b>Work at height</b>
<b>4.13</b>	<b>Workplace transport</b>

## Element 5: Keeping an eye on how things are going

<b>5.1</b>	<b>Ignoring the trivial and focusing on the important</b>
<b>5.2</b>	<b>Inspecting the workplace</b> <ul style="list-style-type: none"><li>• Using checklists</li><li>• Talking to people</li></ul>
<b>5.3</b>	<b>Auditing – what, why and how</b>
<b>5.4</b>	<b>Learning from good and bad practice</b>

**Assessment SS1 –  
Multi-format examination**

## Assessment SS1 – Multi-format examination

This multi-format assessment will include a range of different question types. You tutor can choose which of the provided multiple-format papers to use. Learners should have 30 minutes to complete the multi-format paper under exam conditions.

Your tutors should mark the assessments using the answer sheets provided. Learner must achieve 60% (18 marks) to achieve a 'Pass'. Tutors may let learners know their marks.

If a learner achieves a 'Refer' (i.e. doesn't pass) for the multi-format examination, you must give them another chance to take the assessment using a different paper. If they still don't achieve a 'Pass' they must attend the course again.

Once your learners have achieved a 'Pass' in both units you can upload their results to the Safety Simplified portal.

# **Assessment SS2 – Practical**



## Guidance on completing the risk assessment

Your learners can complete their risk assessment using the template provided on our website (it's based on the one recommended by the British regulator (the HSE) and should be fine for most workplaces). But, they can use any template you like (like their organisation's own format). But whatever they use, they must make sure that they have included all of the right information outlined below to meet the assessment criteria. Risk assessments don't have to be perfect or too detailed – they just need to be good enough to help you decide on what to do to control risks. The HSE has lots of examples on their website of what good risk assessments look like for a range of different workplaces: <http://www.hse.gov.uk/risk/>. The learners will have many hazards in their workplace but we only want them to spend around 90 minutes on this assessment. So we want them to limit their risk assessment to just five hazard types.

The following page shows the guidance given to learners on completing each section of the risk assessment.

## Marking

The completed risk assessments must be marked by your tutor and must meet all of the criteria shown on page 19 to meet the 'Pass' standard. This section also includes an example completed assessment showing the level of detail required.

We want learners to be confident in completing risk assessments and do it well. So, if your tutor decides that they haven't met the 'Pass' standard they must work with them to help them to see how to address any shortfalls before submitting the results to NEBOSH.

Tutors may let learners know their marks but must explain that they may be subject to moderation by NEBOSH.

## Submission of results

You must be sure this is the learners own work. If you suspect this is not their work you must asked them to resubmit the assessment.

Once your learners have achieve a 'Pass' in both units you can upload their results to the Safety Simplified portal.

## Retention of sample assessments

Your marked practical assessments may be moderated or reviewed at audits. Please keep marked assessments for at least six weeks after you enter the learner results in to our system.

Other assessments must be disposed of as confidential waste.

<b>Learner name</b>	Your full name	<b>Date</b>	The date you carry out the assessment
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### Background Information

Include the following information about your organisation and the area you risk assessed:

- Who your organisation is and what sort of business it is
- The sorts of activities carried out in the location/area you are using for your risk assessment

### How did you carry out this risk assessment?

Include what you did, such as:

- Sources of information you looked at (official guidance, company documents)
- Walking around the location to look at hazards
- People you talked to about the area/job

<b>What are the hazards?</b> <i>(things, activities, anything that could cause harm)</i>	<b>Who might be harmed and how?</b>	<b>What are you already doing?</b>	<b>What else do you need to do to control this risk?</b>	<b>Action by whom?</b>	<b>Action by when?</b>
Identify five hazards  Each hazard should be a different type ie, not multiple manual handling hazards  Consider the types of hazard contained in Element 4 of the syllabus	Identify groups of people that may be harmed by each hazard eg, staff, visitors  And how they may be harmed eg, a hazard of 'damaged electrical cable' could cause electric shock/burns	List what is already in place to control this hazard. There may be several things you are doing for each hazard, so list them all – but you only need to do this briefly, not too detailed.	List anything else that can be realistically put in place to reduce the risk  If nothing else is needed give a brief explanation is to why you think this is  To do this compare what is already in place against good practice (covered in your course or other guidance)  Make sure the actions (if required) are sensible and proportionate to the risk. Often you will have more than one action for each hazard.	State the role of the person carrying out the action – making sure that the role is suited to the action eg, HR, Supervisor, Office Manager, Facilities Managers. This may involve multiple people.	Give a realistic date for when the action should be completed

### Review date:

Give a realistic date for when the risk assessment should be reviewed to see if hazards are still well controlled. For example, if risks are low and things don't change very often, you can set a review date that is quite far in the future. But be prepared to look at it sooner if things do change. Although not part of this assessment, when you are back in your workplace remember to check the actions have been completed.

<b>Learner name</b>	Learners full name	<b>Date</b>	The date the learner carried out the assessment
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**Background Information**

Must include:

- Who their organisation is and what sort of business it is
- The sorts of activities carried out in the location/area they used for their risk assessment

**How did you carry out this risk assessment?**

Include what you did, such as:

- Sources of information they looked at (official guidance, company documents)
- Walking around the location to look at hazards
- People they talked to about the area/job

What are the hazards?	Who might be harmed and how?	What is already being done?	What else do you need to do to control this risk?	Action by whom?	Action by when?
Has identified five hazard types. These must be sufficiently different	Must be completed with relevant information for each of the hazards	<p>Must be completed with relevant information for each of the hazards. Remember this should reflect what is actually being done now in the learner’s workplace – so it might not be effective, sensible or proportionate here.</p> <p>There should normally be at least one item for each hazard. But if nothings is being done – that is also acceptable, but then expect to see more in the next column.</p>	<p>Must be completed with sensible and proportionate actions on what more should be done (if anything) for each hazard.</p> <p>It needs to be consistent with the previous column. So, if the previous column had nothing being done, expect to see more in this column against that hazard.</p> <p>If there are no further actions to be taken a valid reason must be given eg, sufficient controls already in place, no reasonably practicable controls.</p>	The role allocated needs to be appropriate for the type of action	Timeframes need to be sensible and realistic for each action

<b>Review date:</b>	Given a realistic review date
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Learner name

Ann Learner

Date

1st September 2019

### Background Information

This risk assessment was carried out in my shop, which is on the high street. We sell clothing, books & stationary, and small home items/gifts.

There is one full-time manager (me). I have one supervisor who works part-time, and three part-time shop assistants with varying hours. Myself and one of the shop assistants have had first-aid training.

The shop consists of the main shop floor and stock room, which has shelving all around. Upstairs there is a small kitchen/staff room, and a toilet (for staff only).

### How did you carry out this risk assessment?

Include what you did, such as: I spoke to all of my team to find out what their concerns were, I also looked at the accident book, to see what had happened in the past.

I then looked around at all areas of the shop, noting things that might pose a risk and taking into consideration what I'd learnt from my training course. I tried to also think about non-routine activities or things which weren't necessarily visible at the time (like opening and closing the shop, delivery days etc).

I then used knowledge from the training to think about suitable actions that might be needed. I looked on the government's health and safety advice website for a few areas I wasn't sure on, or where I thought there was a higher risk, to make sure I was putting suitable actions in place.

I held a staff meeting to go through the assessment and actions with the whole team and they agreed to let me know if the changes made were working well or not. I will review the risk assessment every year to check that everything in place is still suitable.

What are the hazards?	Who might be harmed and how?	What are you already doing?	What else do you need to do to control this risk?	Action by whom?	Action by when?
Manual handling	Staff may suffer back pain or pain elsewhere from handling heavy and/or bulky objects (deliveries)	All staff trained by manager in how to move and handle items, eg lifting properly	Remind staff that they should not lift anything that is too heavy for them.	Manager	1-2 days
		Trolley for moving large delivery boxes and staff trained how to use it safely	Remind staff that trolley is there and should be used whenever needed.	Manager	1-2 days
		Stockroom is arranged so no heavy items are stored on high shelves	Add labelling/signage to stockroom shelves as a reminder of which stock should be stored where.	Manager	1 week

What are the hazards? <i>(things, activities, anything that could cause harm)</i>	Who might be harmed and how?	What are you already doing?	What else do you need to do to control this risk?	Action by whom?	Action by when?
Slips, trips and falls	Staff and customers may suffer sprains, fractures or bruising if they trip over objects, such as stock, or slip on spillages and fall.	<p>Staff 'clean and tidy up (including shop floor) as they go'.</p> <p>Wet floor warning signs used when appropriate.</p> <p>Floor in good condition – any uneven floor areas or doorways marked or cordoned off until repaired.</p> <p>Good lighting in all areas.</p>	<p>Remind staff stocking shelves not to leave boxes of stock in walkways, if suddenly called to help on the till.</p> <p>Shop floor to only be mopped when shop is closed</p> <p>Remind staff that small spillages should be cleaned up immediately with paper towels and the floor left dry</p> <p>Purchase door mats to be put at entrance in wet weather.</p> <p>Ensure mats are used in wet weather</p> <p>Remind staff that temporary lines (e.g. extension leads) to be taped down.</p>	<p>Manager</p> <p>All staff</p> <p>Manager</p> <p>Manager</p> <p>All staff</p> <p>Manager</p>	<p>1 – 2 days</p> <p>Ongoing</p> <p>1 – 2 days</p> <p>1 – 2 days</p> <p>Ongoing</p> <p>1 – 2 days</p>
Working at height Eg changing light bulbs and promotional displays.	Falls from any height can cause bruising and fractures.	<p>Strong stepladder (in good condition) provided.</p> <p>Manager/deputy manager know how to use stepladder safely, including doing a pre-use check.</p> <p>Only manager/deputy manager allowed to use stepladder.</p>	<p>Avoid working at height when nobody else is in the shop.</p> <p>Remind shop staff that only supervisor and manager should use stepladder</p>	<p>Manager / supervisor</p> <p>Manager</p>	<p>Ongoing</p> <p>1 – 2 days</p>

What are the hazards? <i>(things, activities, anything that could cause harm)</i>	Who might be harmed and how?	What are you already doing?	What else do you need to do to control this risk?	Action by whom?	Action by when?
Working alone	Staff may be at greater risk of violent attacks when alone, or may have a medical emergency or accident and are unable to summon help.	<p>Staff trained not to resist a robbery, and to call 999 in any emergency.</p> <p>Whole team is in regular contact via group messaging.</p> <p>Usually two people working at any one time however opening and closing is often done alone.</p>	<p>Join shared security scheme for local business (quicker response, visible presence).</p> <p>Ensure shifts are arranged to avoid lone working wherever possible</p>	<p>Manager</p> <p>Manager / Supervisor</p>	<p>1 week</p> <p>Ongoing</p>
Electrical	Staff could get electrical shocks or burns from faulty electrics, including portable electrical equipment – heaters, fans etc.	<p>Staff told to report to manager or supervisor any defective plugs, discoloured sockets, damaged cable and on/off switches, and to take any defective equipment out of use.</p> <p>Staff know where the fuse box is and how to safely turn the electricity off in an emergency.</p> <p>Qualified electrician does PAT testing every year.</p>	Refresher training for all staff on fuse box, for emergencies.	Manager	1 – 2 days

**Review date:**

1st September 2020 (1 year)