



# Be safe!

An introductory guide to health and safety

**June 2010**

For individuals who are learning about health and safety

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# What this document is all about

This booklet is designed to provide an introduction to health, safety and welfare in the workplace for all learners on government-funded programmes. Employers and training providers have duties to protect your health, safety and welfare whilst you are at work.

You have a right to work in a place where risks to your health and safety are properly controlled and your welfare protected. This booklet is an introduction to help you understand what should happen in your workplace while you are learning.

It will help you find out how to avoid accidents and ill health at work. You will also need to gather more information targeted specifically at your own occupation, course, programme and personal circumstances.

This booklet hopes to raise awareness among learners about the sorts of hazards faced at work, and what can be done to minimise them. It highlights what you can do to make sure you and those around you stay healthy and safe at work.

Much of the information in this booklet is set out to reflect the 'safe learner blueprint' which is the result of extensive research and consultation between those involved with education to develop and support the Safe Learner Concept. The Safe Learner Blueprint contains six key inputs required by those training in order that the learner can develop a number of outputs that support their health, safety and welfare knowledge.

The Blueprint can help learners, and the people who provide the training, to understand that good practice in health, safety and welfare is an integral part of the learning experience. It shouldn't feel like a burden for anyone, but a key component of a safe and healthy workplace.

How in-depth the learning arrangements are will depend on the kind of programme you are on and the industry you are in. Some part-time learning programmes will not follow an in-depth learning plan because it may not be necessary but it is important that all elements of the Safe Learner Blueprint are considered. As with everything to do with health and safety, the requirements need to be proportionate to the learning taking place, or the task being done.

**For more information go to:  
[www.safelearner.info](http://www.safelearner.info)**

# Learner Entitlement

As a Skills Funding Agency learner you are entitled to:

- A safe, healthy and supportive environment, wherever learning takes place
- An induction to health and safety when starting your learning or training and at each new location or placement
- Full information on the providers (and where appropriate, the work–placement or employer’s) health and safety policy, responsibility and procedures
- Information on supervision arrangements
- Information on any risks associated with the learning programme
- Advice on free access to suitable Personal Protective Equipment (PPE) or facilities
- Information on restrictions, which apply to any action or activity on the part of the learner, for example restrictions on the use of certain machinery or vehicles
- Training on health and safety issues and appropriate use of equipment
- Advice that, in the event of an accident at work, non–employed learners on an Apprenticeship programme may claim disability benefit through the Department for Work and Pensions (DWP) and/or Analogous Industrial Injuries Scheme (AIIS).

A learner is a safe learner if through the quality of the learning experience, s/he:

- Becomes risk aware
- Gains an understanding of the importance of health and safety
- Understands how to identify hazards, how to assess risks and the principles behind control measures
- Develops a set of safe behaviours, which they take with them through their working lives.



# The Working Environment



Your training provider is responsible for ensuring that your learning takes place in a safe, healthy and supportive **environment**. You will have a supervisor or mentor who will explain about arrangements and tasks at work.

Your working environment may expose you to chemicals and dust that can cause a range of diseases (such as asthma, cancer or dermatitis), these are called hazardous agents. Some diseases don't develop until many years after exposure and are permanent, there is no cure.

Not every chemical or substance used in the workplace is hazardous, but some substances are so common, you might not realise how harmful they can be if not used properly. A hazardous agent can be a chemical, a biological agent like a plant or bacteria, ultraviolet radiation, or prolonged contact with water (a job where your hands are often wet like catering/hairdressing).

Good working practices (correct methods of work, dust/fume extraction equipment, protective equipment) and good personal hygiene (washing before eating, after work or cleaning the skin immediately after contact with a substance/chemical) reduce the risks. The Control of Substances Hazardous to Health (COSHH) regulations requires an assessment of hazardous substances. You should be shown this and remember to be hazard aware by following all instructions, read hazard warning signs and instructions on labels.

## STAGE ONE

**Environment > Initial Assessment > Learning Plan > Supervision > Information,**

Asbestos is the greatest single cause of work-related death in the UK. You can't see or smell asbestos dust, the effects of it can take many years to show up and what you breathe in now could result in a serious disease in the future (like cancer). Asbestos can't be used now but could have been used in any building that was built or worked on before 2000. It is only harmful when disturbed but if you are working in a job that involves breaking down walls or panels (for example a plumber, electrician, carpenter) you could be exposed. If you think a material is asbestos when you are working, stop work immediately and tell your supervisor – it is very important the material you are working with isn't asbestos.

When working in an environment with animals, they can pass on serious, even fatal, diseases to humans so remember personal hygiene after contact with them. Animals can become dangerous in certain circumstances – under stress, when ill or when they have young, so follow instructions exactly.

Bullying or harassment is unacceptable in the workplace. Bullying is repeated or systematic behaviours to humiliate or undermine someone; harassment consists of one or several serious incidents that creates a hostile or intimidating environment – this may relate to age, sex, race, disability, religion, sexuality or a personal characteristic. Your employer has a responsibility to protect you at work, so tell someone you can confide in if you experience these kinds of behaviours. No-one should put up with unacceptable behaviours.



# Outputs



Your supervisor or mentor will tell you how to work safely and arrange training for every job you do so you understand what to do. If you are unsure about anything ask your supervisor – that is what they are there for.

You can contribute to making sure your workplace is, and remains, safe, healthy and supportive:

- Raise any concerns regarding your learning with your supervisor
- If you see tripping or slipping hazards, know who to speak to and what you can do so the hazard is removed – see it, sort it
- Obey all safety rules
- The law says you must not interfere with, or misuse, anything provided for your health and safety
- Use the correct method for handling substances and materials. Wear PPE if instructed to. If there is local ventilation for a specific job then use it so you don't breathe in hazardous fumes/dusts
- Use good personal hygiene
- Reduce the risk of fire by always disposing of cigarette ends properly, obey no-smoking rules, and keep away from flames or sparks when handling petrol or flammable substance. Make sure fire doors are unlocked and free from obstructions.

## STAGE ONE

Environment > Initial Assessment > Learning Plan > Supervision > Information,



Make sure you know what to do:

- In an emergency
- If something goes wrong in the workplace
- If you or someone else gets injured
- If there is a fire do you know how to raise the alarm? What the alarm sounds like? Where the fire exits and assembly points are?

Safe behaviours are essential outside the workplace too for your personal safety and health. Always plan ahead and take practical precautions to keep yourself safe. Don't be influenced by peer pressure and if you are going out, make sure someone knows your destination and what time you will be coming back. Always report any incidents as this may help others in the future. Further useful information is available from the Suzy Lamplugh Trust at:

<http://www.suzylamplugh.org/>

#### Useful links:

[www.education.gov.uk](http://www.education.gov.uk)

[www.bis.gov.uk](http://www.bis.gov.uk)

[www.direct.gov.uk](http://www.direct.gov.uk)

[www.hse.gov.uk/hsehome.htm](http://www.hse.gov.uk/hsehome.htm)

<http://europe.osha.eu.int/>

[www.safetynews.co.uk/](http://www.safetynews.co.uk/)

[www.ohs.labor.net.au/youthsafe/](http://www.ohs.labor.net.au/youthsafe/)

[www.cdc.gov/niosh/](http://www.cdc.gov/niosh/)

[www.iosh.co.uk](http://www.iosh.co.uk)

[www.rospa.com/workplacesafety/default.aspx](http://www.rospa.com/workplacesafety/default.aspx)

[www.riddor.gov.uk](http://www.riddor.gov.uk)

## Summary Environment

Outputs Safe behaviours  
Understanding  
Contribution  
Confidence

# Initial Assessment



The quality of your learning experience should be a positive one from the outset with an **initial assessment**. This identifies your health, safety and welfare needs and any specific support you may need. This may be done by your employer or by the college you attend – it depends on who is training you. It should assess what, if any, support is needed for you to learn.

This initial assessment should be completed before you start your learning. This means you can be confident that your training covers all the necessary elements so you can concentrate on building your competence as you learn. Once the assessment is complete and the support you need identified, it will form part of your learning plan because it contains information specifically related to you and your learning.

Proper planning of your learning before you start will make sure that the learning is of good quality and helps you achieve your goals.

## STAGE TWO

Environment > Initial Assessment > Learning Plan > Supervision > Information,

# Outputs

Your employer may have asked you questions relating to your health or abilities. You can contribute to the initial assessment by being honest about your needs. This will mean that any support you need can be identified to help you learn better.

You may be given specific information that comes from this initial assessment to help you develop safe behaviours as you learn. It is important that you understand why this information is significant to you.

## Summary Initial Assessment

Outputs    Contribution  
              Safe behaviours  
              Understanding



# Learning Plan



The initial assessment should be used to develop an individual **learning plan**. This will include your health and safety needs while you are learning. Some information is given in your learning plan and some is provided at your induction or by your supervisor.

Employers are legally responsible for health and safety in the workplace. Where learning takes place on their premises, the employer must understand how the learner learns and the importance of supervision.

Your learning plan may give information on equipment you can use to help you in tasks such as lifting heavy items and using proper access equipment to reach high places (such as ladders and passenger hoists). You should be given information on what to use, when to use it and training on how to use it.

Protective equipment and clothing, such as ear-defenders, eye-protectors, safety shoes, overalls, boots and helmets are supplied by your employer to protect you while you are working and learning. They may be part of the arrangements set out in the learning plan.

## STAGE THREE

Environment > Initial Assessment > **Learning Plan** > Supervision > Information,

# Outputs

Learn how to work safely and obey safety rules, making sure you understand the dangers and correct way to work; this way you will develop safe behaviours. See the learner entitlement on page 5 of this booklet to see what should be in place.

Always follow the procedures for adjusting or cleaning machinery, know where all the controls are on a machine and how to stop it in an emergency.

Be hazard aware. If you are using a computer, make sure you understand how to use the equipment properly to prevent you developing illnesses. You must report any problems with your eyes or any aches and pains in your wrists, arms or neck to your supervisor.

Your learning plan should include details to help you use safe behaviours when at work and this checklist may help:

- Can you adjust the equipment or tools to suit your needs?
- Is the work environment (heating, lighting, workspace, work position) suitable for you?
- Can you change activities or tasks at regular intervals (to use different muscles)?
- Can you adjust the pace or speed of the work you do?
- Have you been shown how to carry out the activities correctly?
- Do you know who to talk to if you have any concerns about the task?



## Summary Learning Plan

Outputs Safe behaviours  
Understanding  
Hazard awareness



# Supervision

Everyone who **supervises** a learner, including tutors, instructors and mentors, is directly involved in health and safety and can influence your behaviour as you learn. A lack of proper supervision has been identified as a major factor in many learner incidents.

Your supervisor will show you how to perform tasks correctly, will talk about keeping the workplace tidy, about making sure you clean your hands before you eat and before and after using the toilet. It is important you fully dry your hands on a towel or in a dryer. Use barrier creams where they are supplied for certain jobs. You may also need to apply cream when you wash at the end of a job. Your supervisor will tell you about this.



## STAGE FOUR

Environment > Initial Assessment > Learning Plan > Supervision > Information,

# Outputs

Regularly check your hands and get medical advice about any skin complaints, rashes or blisters and follow any treatment recommended.

Tell your supervisor about your medical problem immediately so you are contributing to continuous improvements in working methods and preventing people getting skin diseases.

Ask your supervisor to replace anything that doesn't fit properly or any item that looks damaged or worn out. You are contributing to safe behaviours and a safe environment by doing this and you contribute to a safe and healthy environment by asking your supervisor about anything you are unsure of or don't understand.

Have the confidence to tell your supervisor at once if you think a machine is not working correctly or is unsafe. Guards are fitted to machines to protect you and must be used. If you think any moving part could cause damage, ask your supervisor if there should be a guard.

Contribute to a safe and healthy workplace – don't leave things lying around (keep work areas and gangways clear and tidy), clean up any spills straight away, always close drawers, report any uneven flooring or floor covering that has become loose, and make sure cables don't cause a trip hazard.



# Outputs

**Rushing about, carrying large objects or using a mobile phone, can all increase the risk of a slip or trip at work.**

Roofs may be fragile and have loose tiles or coverings that cannot hold your weight. Listen to and understand any instruction the supervisor gives you, keep to the designated walkway when on a roof and avoid 'no go' areas. Never go onto a roof unless you have been trained to use the proper precautions, and make sure you have been shown and understand the risk assessment for any roof work. **Always use the right equipment when working at height** – Tell your supervisor if you feel giddy, faint or unsafe when working at height.

Electricity can kill or cause severe burns. Make sure you are hazard aware and understand the instructions before using any electrical equipment. If you don't understand, ask. Always switch off at the mains before connecting or disconnecting any electrical appliance, and report any damaged electrical tools or equipment (including cables and extension leads).

Do not distract other people who are using machinery.

Walk, don't run, and always use the walkways provided; never take short cuts (this includes where machines operate).

Look out for, and obey, all warning notices and safety signs.

You are only allowed to drive vehicles for which you have been properly trained and have passed any necessary test. Take particular care when vehicles like fork-lift trucks are operating.

Never hitch a ride on any vehicle not designed to carry passengers. **Never ride in a crane bucket or on the forks of a fork-lift truck.**

## Summary

### Supervision

Outputs	Contribution
	Understanding
	Hazard awareness
	Safe behaviours



# Information, Instruction and Training

You should always get **information**, **instruction** and **training** so that you can learn and work effectively and safely.

If your employer has five or more employees, they will have their own safety policy. This sets out their commitment to safety, health and welfare. It will spell out the procedures in place to make sure you are working in safe conditions.

The organisation should also have produced an assessment of the risks associated with your job. You should be told the results as it helps you to understand the safest way to work.



You should get instruction on how to lift and carry items or do a task, information on the risk–assessment for the tasks you do, and training on any machinery you use or special procedures you need to follow to do your job.

You should only operate machinery after you have been given clear instruction and training on it. Follow the safe way of using your machine, only use it for the job it is designed to do and never take short cuts. Don't use compressed air to clean machinery. It is important to adopt safe behaviours and be aware of risks associated with a task.

If you are using a ladder for work of short duration make sure it doesn't have a split, missing or loose rungs and it is leant against something firm such as a brick wall, so it cannot move or slip. Don't overstretch and keep your body within the frame of the ladder. If you can't reach, come down and move your ladder to a different position. Don't stand on the top three rungs of a ladder – you won't have a handhold and can easily fall.

Your workplace will have first aid facilities. Make sure you know where they are. Report to your supervisor any injury you receive or any ill effects you feel.

## STAGE FIVE

Environment > Initial Assessment > Learning Plan > Supervision > Information,

# Outputs

Know how to put protective equipment on correctly and how to look after it. If in doubt, ask. Don't wear dangling jewellery or let your hair or loose clothing get caught in machinery. Tuck your hair under a cap or tie it back.

You must be shown how to carry items correctly. Only carry what you can safely manage. When carrying items, make sure you can clearly see where you are going.

Correct methods of working will make sure you develop safe behaviours and keep you and others safe and healthy at work.

## Summary

### Information, Instruction and Training

Outputs Hazard awareness  
Understanding  
Safe behaviours



# Reassessment



Complacency is the enemy of your health, safety and welfare at work.

Learners must be continually **reassessed** and re-evaluated. The longer you are in training, the greater will be your understanding of health, safety and welfare issues.

If your role changes, your learning needs should be reassessed. Your employer should assess exactly what these are, and then discuss with you what is required. This includes looking at any extra PPE that may be needed.

## STAGE SIX

Environment > Initial Assessment > Learning Plan > Supervision > Information,

# Outputs

You can contribute to re-assessment by getting involved in the risk assessment process of any new tasks you do.

You can demonstrate your understanding of what the risks are, and what control measures are needed to minimise them.

Being a part of this process will give you more confidence. If you think a different way of working would be better and safer, you need to have the confidence to say so. Discussing with your supervisor will help you see whether your way would in fact be better. For instance understanding why your way might not work, will mean you are less likely to take a risk, because you will be more aware of the consequences.

Even when you are not in a learning environment, it is always important to look afresh at current arrangements. If you are performing a new task, or one that you haven't done for a while, reassessing safe behaviours helps with planning and keeping you safe at work.



## Summary

### Reassessment

Outputs   Confidence  
                  Contribution  
                  Understanding  
                  Safe behaviours



# What Happens if I have an Accident or Contract an Industrial Disease?



If you have an accident or contract a prescribed industrial disease as a result of your work/training programme, tell your college or training provider. Your college or training provider will then notify the DWP if appropriate. DWP operates an Industrial Injuries Scheme for non-employed status participants on some government-funded programmes.

If you satisfy certain conditions, the DWP can make payments of industrial injuries benefits from the fifteenth week after your accident. Payments are made at the same rates as the Industrial Injuries Scheme for employees. You may still be entitled to benefit even if you are able to return to your programme.

If you are unable to continue on your programme because you have had an accident or have contracted an industrial disease, you should first contact your local Jobcentre Plus office, as you may be able to claim other benefits immediately.

If you want to know more about the Industrial Injuries Scheme, please ask your programme provider.

# Case Study

## Carl, 52 – on Interactive Learning

"I was a bit nervous being back in a class-room style environment for the training course. The tutor presented information as a PowerPoint presentation and we discussed subjects so the session was interactive and more interesting. We were then given a hand-held keypad device, multiple-choice questions were put up, and we selected what we thought was the right answer. The correct answer was then shown to the group and we discussed it to help understanding.

I struggled with one of the subject areas and got some answers wrong but then found it more understandable when we discussed it after. The tutor could see that I was getting

some answers wrong as she could also see them exclusively – she monitors and tracks learning progression this way. I thought I had failed but the tutor spoke with me after the session (to maintain my confidentiality so I wasn't embarrassed) and recommended some more reading to help my confidence the following week; it did and I passed.

I now have understanding to back up the practical training I've done. A record of my 'answer sheet' was uploaded onto my e-learning portfolio as both a record and as evidence of understanding."



# Case Study

## Bavina, 19 – on Mobile Learning



"I worked part time as a cleaner in the evenings while I studied and needed to fit this round child-care.

Information, visuals, and questions were sent to my mobile for me to read at a convenient time, with my responses and answers returned for assessment and recording on my e-portfolio as evidence of my understanding and knowledge in my areas of learning.

This kind of learning was flexible as I could learn from any location that was suitable for me depending on what shift I was doing or when I had child-care cover.

I could demonstrate my learning outputs with text or email replies to evidence my achievements as an alternative way to write up the evidence and hand in the traditional way."

This method of learning has been useful for other work-based learning scenario's such as taxi-cab driving because of the nature of their work involving 'down time' between fares.

# Case Study

## Joe, 16 – on an Entry to Employment programme

“This course was not of long duration but the provider wanted me to complete a simple on-line survey at the beginning, middle and end of my time on the programme. The survey was called “capturing confidence”.

The questions asked me to grade how I felt about certain things related to my learning, including how confident I felt in doing tasks, talking to people, my understanding of health and safety issues. In giving my view at different stages of my learning it helped the provider to see where I had progressed in gaining confidence, hazard awareness understanding, increased contributions and my behaviours (as I progressed and gained confidence and knowledge I graded my response higher).

This allowed the provider to demonstrate improvements in my attitude and understanding of my working environment at different stages of my learning programme.

The organisation now has a process in place to flag up when progression does not occur (when it is apparent confidence is not improving) so the causes can be identified and addressed so that the quality of the learners learning experience improves.





# Certificate

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This is to certify that the above person  
has successfully completed the

## Be safe! Initial Induction

to health and safety, including:

- Identifying hazards, risks and controls
- Identifying own health and safety responsibilities
  - Completing a hazard survey
- Identifying key health and safety staff members
- Recording the emergency procedures currently in place
  - Identifying applicable safe work procedures
- Identifying applicable prohibitions and restrictions

Position:

Organisation:

Date:

Certificate No:

(May be used as evidence of personal development)



# Other Useful Sources of Health and Safety Information

[www.direct.gov.uk](http://www.direct.gov.uk)

[www.education.gov.uk](http://www.education.gov.uk)

[www.bis.gov.uk](http://www.bis.gov.uk)

[www.safelearner.info](http://www.safelearner.info)

[www.hse.gov.uk/hsehome.htm](http://www.hse.gov.uk/hsehome.htm)

[http://europa.osha.eu.int/](http://europa.europa.eu/osh/europa-osha/europa-osha_en.htm)

[www.safetynews.co.uk/](http://www.safetynews.co.uk/)

[www.ohs.labor.net.au/youthsafe/](http://www.ohs.labor.net.au/youthsafe/)

[www.iosh.co.uk](http://www.iosh.co.uk)

[www.rospa.com/workplacesafety/default.aspx](http://www.rospa.com/workplacesafety/default.aspx)

[www.rospa.co.uk/CMS/](http://www.rospa.co.uk/CMS/)

[www.riddor.gov.uk](http://www.riddor.gov.uk)

## Useful contacts:

**Skills Funding Agency Tel No:**

0800 022200

**Jobcentre Plus Tel No:**

0800 022200

**Connexions Service Tel No:**

0800 022200

**Drugs/Substance Telephone Helpline:**

0800 022200

**Samaritans:**

116 123

**Smokers Quitline:**

0800 022200

**Health and Safety Executive InfoLine:**

08701 545500

**Analogous Industrial Injuries Scheme (AIIS)**

01977 464070

# Workbook

Some exercises for you to complete

June 2010

For individuals who are learning about health and safety

# Workbook - next steps

Some exercises for you to complete.

You will need to discuss with your supervisor and others the issues raised in Be safe!

You should set an approximate date for completion of the booklet (usually within the first few days of joining your organisation) with your learning provider or workplace supervisor.

When you have completed the activities successfully, your learning provider can sign the certificate (contained in this booklet) for you as evidence towards your programme of development.

If you are on an extended programme, you will receive further more specific and detailed instruction and training related to your specific circumstances and needs.

# Policy

If the health and safety policy is written, where can it be found?

The name of my supervisor is:

My contact at school/college/training provider is:

(Tell this person if you think your workplace is not looking after your health and safety or if you have an accident.)

The things I am prohibited from doing and restricted from doing are listed below and have been agreed with my supervisor:

(Continue on the further notes pages if you need to.)

# Policy

My organisation's policies for the issues below are as follows:

Smoking in the workplace:

Alcohol consumption in the workplace:

Drug use/substance abuse:

The person with overall responsibility for health and safety in my organisation is:

(Continue on the further notes pages if you need to.)

# Emergency procedures

Write below the procedure for evacuating the workplace in an emergency and the procedure for first aid treatment in an accident. Include the names of the people responsible for any actions:

Write below the name of the person who carries out health and safety risk assessments. If there is more than one, name them all:

The name of the competent person advising the company is:

(Continue on the further notes pages if you need to.)



# Hazards

Different workplaces have different things that can harm people, called hazards. Some examples are listed below. Complete a plan of your workplace on a separate piece of paper (or a computer) and produce a hazard map showing which hazards are present in different areas. Create a symbol for each hazard and draw them on the plan, with a key to explain what each symbol means.

The plan should also show all safety equipment, for example fire extinguishers, fire exits, escape routes, first aid boxes, signs, and so on.

Examples of hazards include:

chemical substances

dust and fumes

excessive noise

moving vehicles

moving parts in machinery

electricity

extremes of heat/cold

work at height

animals

biological substances, for example waste products from animals and plant poisons

repetitive movements

uneven floors; and

stress/harassment/bullying. (Add any others you identify below.)

# Safe work precautions (controls)

Write down any precautions or controls that you need to know for the following:

For workplace equipment and tools:

For fumes, dusts, materials, chemicals, etc:

For moving and handling objects:

Precautions/rules in my workplace to prevent trips, slips and falls:

(Continue on the further notes pages if you need to.)

# Carry out a risk assessment

To be risk aware, you need to identify the hazards in your workplace and find out what measures are in place to combat them. How badly could a person be hurt?  
How likely is this to happen?

Find a possible hazard in your workplace or classroom, then answer the following questions:

What is the hazard, and what precautions/controls are there to combat it?

If there was an accident, how serious could the injury be?

How likely (or unlikely) is such an accident to happen?

Are there any extra precautions you need to take to BE SAFE?

# Fire

The key elements for a fire are:

1. **F** \_ \_ \_
2. **H** \_ \_ \_ **or** ( **I** \_ \_ \_ \_ \_ )
3. **O** \_ \_ \_ \_

The fire prevention rules in my organisation are listed below:

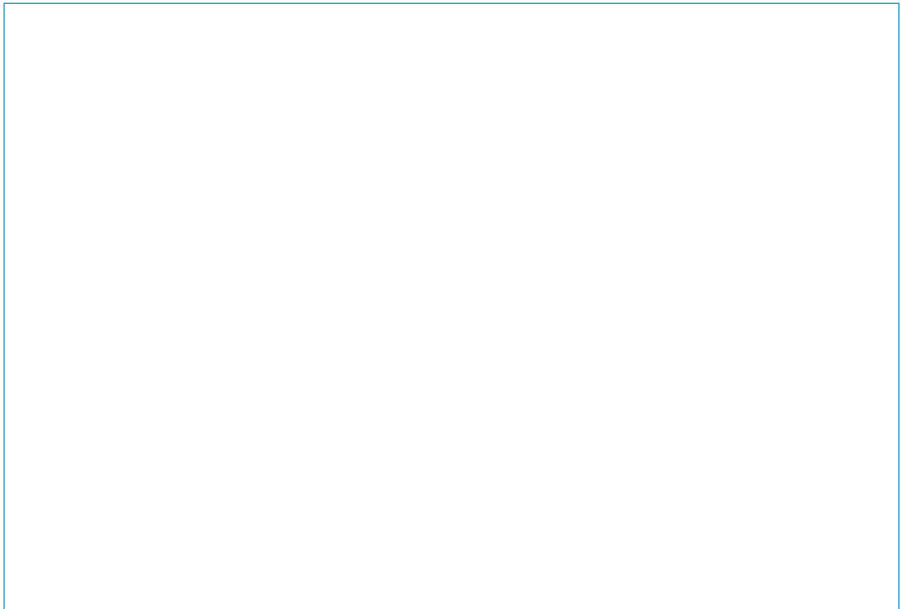
(Continue on the further notes pages if you need to)

List the 5 outputs that a learner will be able to demonstrate that they are risk aware not risk averse when the Safe learner Blueprint is incorporated into the learning experience (see the Safe Learner Blueprint document for more information):

# My health and safety responsibilities

My main health and safety responsibilities are listed below:

(Reference: See the Health and Safety at Work Act 1974 and the Management of Health and Safety at Work Regulations 1999 and your organisation's own health and safety policy).



# Accident/disease case study

Study the details of an accident or when someone has been diagnosed as suffering from an occupational disease and try to work out what caused it by asking why it happened.

Keep on asking why until you arrive at the underlying cause(s).

For example, the immediate cause of someone slipping up may be oil on the floor, but the underlying cause of this might be unsafe working practices. When you have found the immediate and underlying causes, suggest how such an accident could be prevented in future. Discuss this task with your supervisor/tutor to ensure it is completed correctly.

Accident details:

Immediate cause(s):

# Accident/disease case study

Underlying cause(s):

Recommendations to stop it happening again:

For examples of accidents at work you can use for this exercise, try the following websites:

[www.young-worker.co.uk](http://www.young-worker.co.uk)

[www.safelearner.info](http://www.safelearner.info)

[www.safetyline.wa.gov.au/](http://www.safetyline.wa.gov.au/)

# Be safe! Quick quiz

## 1) What is the most common cause of accidents in the workplace?

- a) Slips and trips
- b) Falling from a height
- c) Cutting your finger

## 2) What should you do before eating a meal?

- a) Find a knife and fork
- b) Wash your hands
- c) Take out your chewing gum

## 3) What should you do if you have lost your safety equipment?

- a) Share with your mate, one glove is better than none
- b) Carry on with the job it won't matter this once
- c) Tell your supervisor and get some more

## 4) You notice the keys have been left in a fork lift truck and you know the driver has gone home, do you?

- a) Tell your supervisor
- b) Decide to have a test drive
- c) Do nothing – it's not your problem

## 5) You are asked to lift a heavy box, do you?

- a) Struggle to lift the box – you don't want to look weak in front of your mates
- b) Leave the box where it is – someone else can move it
- c) Ask your supervisor whether there are any lifting aids available



# Be safe! Quick quiz

**6) The fire alarm goes just as you are about to start your lunch, do you?**

- a) Wait until you have finished your sandwiches and then leave the building
- b) Vacate the building in accordance with instructions
- c) Ignore it – you are always having false alarms

**7) You come into work and notice some liquid spilled on the floor, do you?**

- a) Inform the care taker, who normally deals with this and warn your work colleagues
- b) Get a mop and bucket and clear it up yourself
- c) Leave it for someone else to sort out

**8) Which elements below are the fundamental inputs required in the Safelearner Blueprint?**

- a) environment, risk assessment, work book, supervision
- b) environment, initial assessment, learning plan, supervision, information/instruction and training, reassessment
- c) Hours of work, tasks performed each day, number of days holiday per year, the time of your lunch break

**9) A manager asks you to do a task but you are unsure how to do it, should you?**

- a) Explain you have not done it before and ask them to show you how
- b) Refuse because it's not in your job description
- c) Have a go and use your initiative

**10) You are asked to do a task you consider dangerous, do you?**

- a) Shout aggressively at your supervisor about the state of the company
- b) Have a go – life is risky
- c) Calmly state that you are not willing to do the task until the safety measures in place are explained to you

**Your results**

30 – excellent you are a safe learner

25 – read Be safe again, don't be afraid to speak out if you think something is wrong

20 or less – be risk aware, health and safety is also your responsibility

**Answers to Be Safe! Quick Quiz are on page 17**

# Do you know?

Why hygiene is important

How to lift items correctly

The safe methods of working  
above ground level

How to operate  
electrical equipment

How to operate  
machines properly

What to do if substances  
spill on to your skin  
or clothes

What the fire drill is

What to do if someone  
is injured at work

If not – find out!

# Notes

## Answers to Be safe! Quick quiz

- Q1:  $a=3, b=2, c=1$   
 Q2:  $a=2, b=3, c=1$   
 Q3:  $a=2, b=1, c=3$   
 Q4:  $a=3, b=2, c=1$   
 Q5:  $a=2, b=1, c=3$   
 Q6:  $a=1, b=3, c=2$   
 Q7:  $a=3, b=2, c=1$   
 Q8:  $a=1, b=3, c=2$   
 Q9:  $a=3, b=1, c=2$   
 Q10:  $a=1, b=2, c=3$

# What do you think to the new look **Be Safe**?

**Skills  
Funding  
Agency**

**We have recently changed the style of Be Safe and are interested in hearing your views, please fill in how you would improve the publication and send to the below address or the following email:  
safelearner@skillsfundingagency.bis.gov.uk**

Name: \_\_\_\_\_

Contact Number: \_\_\_\_\_

Contact Email: \_\_\_\_\_

**I now fully understand health and safety in the workplace after reading Be Safe!**

Strongly agree     agree     disagree     strongly disagree

**I believe the workbook was a useful exercise.**

Strongly agree     agree     disagree     strongly disagree

**I would improve Be Safe by:** \_\_\_\_\_

\_\_\_\_\_

If you are concerned about health and safety in your workplace.  
Please contact your supervisor:

**Skills  
Funding  
Agency**

Name: \_\_\_\_\_

Number: \_\_\_\_\_

The Skills Funding Agency is an agency of the Department for Business, Innovation & Skills

Skills Funding Agency  
Cheylesmore House  
Quinton Road  
Coventry CV1 2WT

# If you are concerned about health and safety in your workplace.

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A learner is a safe learner, if through the quality of their learning experience they:

- Become risk aware
- Gain an understanding of the importance of health and safety
  - Understand how hazards are identified, risks assessed and the principles of control measures
- Develop a set of safe behaviours, which they can transfer into their future working life

**Do  
you know  
who to  
ask**



If you are concerned about  
health and safety in your workplace