

## **A4 Understanding risk assessment**

### **Example session plan**

#### **Aim**

To develop an understanding of the principles of risk assessment.

#### **Objectives/learning outcomes**

- Identify and record hazards in the workplace.
- Determine the level of risk posed by a hazard using the risk graph.
- Make recommendations for removal of hazard or reduction of risk.

<b>Time</b>	<b>Teacher/trainer plan</b>	<b>Learner activity</b>	<b>Resources</b>
00.00	Establish starting points: explore understanding of implications of accidents by group brainstorm. Take feedback. Introduce learning objectives. Outline purposes of risk assessment – relate to learners' examples above. Discuss likelihood and severity of risk in each case.	Informal groups brainstorm ideas to answer questions: "Who can be affected by accidents? How and why?" Feedback.	Whiteboard.
00.15	Explore understanding of terminology: hazard, risk, control measures.	Informal groups research definitions. Feedback on mini-whiteboards	Dictionaries. Internet. Mini-whiteboards.

00.25	Organise learners into new groups of three. Distribute learning materials. Explain five principles of risk assessment. Check understanding. Discuss motor vehicle workshop example in materials. Ask each group to consider one hazard from the table and report back. Take feedback.	Move into new groups and examine learning materials. Ask/answer questions. Groups examine hazards and decide if the future action was adequate. Feedback.	Risk assessment learning materials.
<b>Time</b>	<b>Teacher/trainer plan</b>	<b>Learner activity</b>	<b>Resources</b>
00.35	Discuss level of risk using example from learners' area of work. Ask groups to apply guidelines to their examples from motor vehicle workshop. Take feedback.	Groups apply guidelines to levels of risk for hazards in example. Feedback.	
00.45	Refer to learning materials and introduce risk assessment activity. By agreement, establish safe working practices during the activity. Supervise and support groups.	In groups of three: <ul style="list-style-type: none"> <li>• identify and record risks in selected area</li> <li>• identify and record control measures in place</li> <li>• return to classroom and plot graph</li> <li>• recommend and record future actions and timescales.</li> </ul>	Risk assessment form. Risk assessment graph.
<b>Time</b>	<b>Teacher/trainer plan</b>	<b>Learner activity</b>	<b>Resources</b>
01.05	Regroup in classroom. Monitor and consolidate learning. Use open, probing questions.	Report back findings to whole group.	Flip chart paper, pens if required.

01.20	Summarise key learning points and revisit learning objectives.	Contribute to summary and make a record of key points.	Whiteboard. Notebook.
<b>Assessment of learning outcomes</b> <ul style="list-style-type: none"><li>• Risk assessment forms and graphs.</li><li>• Monitoring of group work and discussion and feedback on recommendations for removal of hazard or reduction of risk.</li></ul>			
<b>Differentiation to meet individual needs</b> <ul style="list-style-type: none"><li>• Selection of item/area to be risk assessed, related to ability of groups.</li><li>• Selection of learners to give feedback to encourage communication.</li><li>• Composition of groups to encourage collaboration and learning from each other.</li></ul>			
<b>Teacher/trainer evaluation</b>		<b>Learner feedback</b>	
Consider which parts of the session were effective and why.		Consider whether the activities were suitable for all learners and the session helped to develop as expert learners.	
<b>Personal and social skills developed</b> <ul style="list-style-type: none"><li>• Respecting the opinions of others.</li><li>• Accepting responsibilities in a group.</li><li>• Acting responsibly in a workshop.</li><li>• Contributing to group activity.</li></ul>			
<b>Skills for Life or Key Skills developed</b>			
<b>Communications</b>			
<b>Take part in a 1:1 or group discussion</b>			
C1.1.1 Provide information that is relevant to the subject and purpose of the discussion.			
C1.1.2 Communicate clearly in a way that suits the situation and respond appropriately to others.			
<b>Read and obtain information from at least one document</b>			
C1.2.1 Read relevant material.			
C1.2.2 Identify accurately the main points and ideas.			
C1.2.3 Use the information to suit your purpose.			
<b>Write two different types of document</b>			
C1.3.1 Present relevant information in a format that suits your purpose.			
C1.3.1 Spell, punctuate and use grammar correctly.			
C1.3.1 Make your meaning clear.			
<b>ICT</b>			
<b>Find and select relevant information</b>			
C1.1.1 Choose information that is relevant to your tasks.			