
**SECTOR SKILLS COUNCIL FOR SCIENCE,
ENGINEERING AND MANUFACTURING
TECHNOLOGIES¹**

**NATIONAL OCCUPATIONAL STANDARDS FOR
EXPLOSIVE SUBSTANCES AND ARTICLES:**

GENERIC FUNCTIONS (ESA KEY ROLE 13)

February 2006

¹ 2010 - Sectoral responsibility for these NOS has been transferred to the Cogent Sector Skills Council Ltd (<http://www.cogent-ssc.com>) by the UK Commission for Employment and Skills (www.ukces.org.uk).

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Unit 13.1 Work effectively in a team involved in activities for explosive substances and/or articles

Contexts

- Communication: one to one; group/team; one to group

Performance Criteria

You need to:

- a work safely at all times, complying with health and safety, environmental and other relevant regulations, legislation and guidelines
- b confirm that your colleagues have received the necessary information
- c offer help to colleagues, within the limits of your responsibility
- d ask for help from colleagues, within the limits of their responsibility
- e confirm the responsibilities of your job
- f carry out your responsibilities within the team, according to procedures
- g obtain feedback and find opportunities to make improvements in your performance
- h take appropriate action when disagreement occurs
- i report problems beyond your level of responsibility to the right person
- j use the most appropriate method of communication
- k work within agreed time schedules
- l complete any required documentation, according to procedures

Knowledge Requirements

You need to know and understand:

- i the health, safety and environmental and other statutory legislation, regulations and safe working practices and procedures governing explosives, and their implications for your area of work
- ii the relevance of personal protective equipment (PPE)
- iii the nature, characteristics, hazards and risks of the explosive substances and/or articles
- iv the actions to be taken in response to an unplanned event
- v the limits of your responsibility, and of team members
- vi communication protocols within the organisation and within your team
- vii the typical problems that may arise within the team, and how to overcome them
- viii reporting lines and procedures
- ix the importance of keeping to the agreed time schedules
- x the requirements of documentation

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Unit 13.2 Manage your own resources (Management & Leadership A1)

This unit is imported from the Management & Leadership suite of National Occupational Standards.

Unit Summary

What is the unit about?

This unit is mainly about making sure you have the personal resources (particularly knowledge, understanding, skills and time) to undertake your work role and reviewing your performance against agreed objectives. It also covers identifying and undertaking activities to develop your knowledge, skills and understanding where gaps have been identified.

Who is the unit for?

The unit is recommended for team leaders.

Links to other units

This unit is linked to unit **A2. Manage your own resources and professional development** in the overall suite of National Occupational Standards for management and leadership.

Skills

Listed below are the main generic 'skills' which need to be applied in managing your own resources. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Setting objectives
- Communicating
- Planning
- Time management
- Evaluating
- Reviewing
- Learning
- Obtaining feedback
- Self-assessment

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Unit 13.2 Manage your own resources (Management & Leadership A1)

Contexts

- Not included in the original standard

Performance Criteria

You need to:

- a identify and agree the requirements of your work-role with those you report to
- b discuss and agree personal work objectives with those you report to and how you will measure progress
- c identify any gaps between the requirements of your work-role and your current knowledge, understanding and skills
- d discuss and agree, with those you report to, a development plan to address any identified gaps in your current knowledge, understanding and skills
- e undertake the activities identified in your development plan and discuss, with those you report to, how they have contributed to your performance
- f get regular and useful feedback on your performance from those who are in a good position to judge it and provide you with objective and valid feedback
- g discuss and agree, with those you report to, any changes to your personal work objectives and development plan in the light of performance, feedback received, any development activities undertaken and any wider changes
- h check, on a regular basis, how you are using your time at work and identify possible improvements
- i ensure that your performance consistently meets or goes beyond agreed requirements

Knowledge Requirements

You need to know and understand:

- i. why managing your resources (particularly knowledge, understanding, skills and time) is important
- ii. how to identify the requirements of a work-role
- iii. how to set work objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound)
- iv. how to measure progress against work objectives
- v. how to identify development needs to address any identified gaps between the requirements of your work-role and your current knowledge, understanding and skills
- vi. what an effective development plan should contain
- vii. the type of development activities which can be undertaken to address identified gaps in knowledge, understanding and skills
- viii. how to identify whether/how development activities have contributed to your performance
- ix. how to get and make effective use of feedback on your performance
- x. how to update work objectives and development plans in the light of performance, feedback received, any development activities undertaken and any wider changes
- xi. how to record the use of your time and identify possible improvements

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Industry/sector specific knowledge and understanding

- i. industry/sector requirements for the development or maintenance of knowledge, understanding and skills

Context specific knowledge and understanding

- i. the agreed requirements of your work-role including the limits of your responsibilities
- ii. your agreed personal work objectives
- iii. the reporting lines in your organisation
- iv. your current knowledge, understanding and skills
- v. identified gaps in your current knowledge, understanding and skills
- vi. your personal development plan
- vii. your organisation's policy and procedures in terms of personal development
- viii. available development opportunities and resources in your organisation
- ix. possible sources of feedback in your organisation

Behaviours which underpin effective performance

1. You recognise changes in circumstances promptly and adjust plans and activities accordingly
2. You prioritise objectives and plan work to make best use of time and resources
3. You take personal responsibility for making things happen
4. You take pride in delivering high quality work
5. You agree achievable objectives for yourself and give a consistent and reliable performance
6. You find practical ways to overcome barriers
7. You make best use of available resources and proactively seek new sources of support when necessary

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Unit 13.3 Manage your own resources and professional development (Management & Leadership A2)

This unit is imported from the Management & Leadership suite of National Occupational Standards.

Unit Summary

What is the unit about?

This unit is about managing your personal resources (particularly knowledge, understanding, skills, experience and time) and your professional development in order to achieve your work objectives and your career and personal goals.

You need to understand your work role and how it fits into the overall vision and objectives of the organisation whilst also understanding what is driving you in terms of your values and your career and wider personal aspirations.

Identifying and addressing gaps in your skills and knowledge and understanding is an essential aspect of this unit.

Who is the unit for?

The unit is recommended for first line managers, middle managers and senior managers.

Links with other units

This unit is linked to units **A1. Manage your own resources** and **A3. Develop your personal networks** in the overall suite of National Occupational Standards for management and leadership.

If your organisation is a small firm, you should look at unit *A3 Check your own skills* which has been developed by the Small Firms Enterprise and Development Initiative (SFEDI) specifically for small firms and which **may** be more suitable to your needs. You can obtain information on the unit from SFEDI on tel. 0114 241 2155 or at the SFEDI website (www.sfedi.co.uk).

Skills

Listed below are the main generic 'skills' which need to be applied in managing your own resources and professional development. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Setting objectives
- Evaluating
- Planning
- Learning
- Reviewing
- Communicating
- Self-assessment
- Time management
- Stress management
- Obtaining feedback
- Reflecting
- Prioritising

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Unit 13.3 Manage your own resources and professional development (Management & Leadership A2)

Contexts

- Not included in the original standard

Performance Criteria

You need to:

- a evaluate, at appropriate intervals, the current and future requirements of your work-role taking account of the vision and objectives of your organisation
- b consider your values and your career and personal goals and identify information which is relevant to your work role and professional development
- c discuss and agree personal work objectives with those you report to and how you will measure progress
- d identify the learning styles which work best for you and ensure that you take these into account in identifying and undertaking development activities
- e identify any gaps between the current and future requirements of your work-role and your current knowledge, understanding and skills
- f discuss and agree, with those you report to, a development plan to address any identified gaps in your current knowledge, understanding and skills and support your own career and personal goals
- g undertake the activities identified in your development plan and evaluate their contribution to your performance
- h review and update your personal work objectives and development plan in the light of performance, any development activities undertaken and any wider changes
- i get regular and useful feedback on your performance from those who are in a good position to judge it and provide objective and valid feedback
- j ensure that your performance consistently meets or goes beyond agreed requirements

Knowledge Requirements

You need to know and understand:

- i the principles which underpin professional development
- ii the importance of considering your values and career and personal goals and how to relate them to your job role and professional development
- iii how to evaluate the current requirements of a work role and how the requirements may evolve in the future
- iv how to set objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound)
- v how to identify development needs to address any identified gaps between the requirements of your work-role and your current knowledge, understanding and skills
- vi what an effective development plan should contain and the length of time that it should cover.
- vii the range of different learning style(s) and how to identify the style(s) which work(s) best for you
- viii the type of development activities which can be undertaken to address identified gaps in your knowledge, understanding and skills
- ix how to identify whether/how development activities have contributed to your performance
- x how to update work objectives and development plans in the light of performance, feedback received, any development activities undertaken and any wider changes
- xi monitoring the quality of your work and your progress against requirements and plans

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- xii how to evaluate your performance against the requirements of your work-role
- xiii how to identify and use good sources of feedback on your performance

Industry/Sector specific knowledge and understanding

- i industry/sector requirements for the development or maintenance of knowledge, skills and understanding and continuing professional development
- ii the requirements of your work-role including the limits of your responsibilities
- iii the vision and objectives of your organisation
- iv your own values and career and personal goals
- v your personal work objectives
- vi your preferred learning style(s)
- vii your current knowledge, understanding and skills
- viii identified gaps in your current knowledge, understanding and skills
- ix your personal development plan
- x available development opportunities and resources in your organisation
- xi your organisation's policy and procedures in terms of personal development
- xii reporting lines in your organisation
- xiii possible sources of feedback in your organisation

Behaviours which underpin effective performance

1. You address multiple demands without losing focus or energy
2. You recognise changes in circumstances promptly and adjust plans and activities accordingly
3. You prioritise objectives and plan work to make best use of time and resources
4. You take personal responsibility for making things happen
5. You take pride in delivering high quality work
6. You show an awareness of your own values, motivations and emotions
7. You agree achievable objectives for yourself and give a consistent and reliable performance
8. You recognise your own strengths and limitations, play to your strengths and use alternative strategies to minimise the impact of your limitations
9. You make best use of available resources and proactively seek new sources of support when necessary
10. You reflect regularly on your own experiences and use these to inform future action

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Unit 13.4 Manage continuous improvement in activities for explosive substances and articles

Contexts

- Relevant people: within your team; beyond your team
- Improvements: product/service; processes

Performance Criteria

You need to:

- work safely at all times, complying with health and safety, environmental and other relevant regulations, legislation and guidelines
- agree with relevant people the scope and objectives of a system which monitors and evaluates performance and identifies where improvements could be made
- develop a system which takes account of all critical factors, trends, developments and implications and obtain buy-in with relevant people
- identify appropriate performance measures, assessment tools and techniques
- obtain sufficient resources, and implement the agreed system
- ensure that the system includes agreed criteria and is documented according to your organisation's procedures
- give relevant people adequate and accurate information about the system and the impact it may have
- ensure that your approach is justifiable in terms of technique, cost and the data likely to be obtained
- produce recommendations for improvements, based on the data obtained
- ensure that your recommendations clearly show the benefits which improvements could bring
- implement approved recommendations, within your level of responsibility
- adhere to the relevant quality standards

Knowledge Requirements

You need to know and understand:

- the health, safety and environmental and other statutory legislation, regulations and safe working practices and procedures governing explosives, and their implications for your area of work
- the relevance of personal protective equipment (PPE)
- the nature, characteristics, hazards and risks associated with your activities involving explosive substances and/or articles
- the actions to be taken in response to an unplanned event
- the range of appropriate assessment tools and techniques, their relative advantages and disadvantages, and how to decide which to use
- existing and potential source of information, and how to access them
- the importance of clear, accurate and comprehensive documentation and communication, and how to achieve this
- performance measures, and how to develop them
- relevant people to be involved in continuous improvement, and how to influence them and secure their involvement
- the critical factors which need to be taken into account when developing the system, and how to identify them
- how to identify the resources needed for the system, and how to obtain them
- how to conduct a cost-benefit analysis
- how to assess the implications of the results of monitoring and evaluation
- how to assess the impact of trends and developments

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Unit 13.5 Allocate and check work in your team (Management & Leadership D5)

This unit is imported from the Management & Leadership suite of National Occupational Standards.

Unit Commentary**What is the unit about?**

This unit is about ensuring that the work required of your team is effectively and fairly allocated amongst team members. It also involves checking on the progress and quality of the work of team members to ensure that the required level or standard or performance is being met.

Who is the unit for?

The unit is recommended for team leaders.

Links to other units

This unit is linked to units **B5. Provide leadership for your team**, **D1. Develop productive working relationships with colleagues** and **D6 Allocate and monitor the progress and quality of work in your area of responsibility** in the overall suite of National Occupational Standards for management and leadership.

Skills

Listed below are the main generic 'skills' which need to be applied in allocating and checking work in your team. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Communicating
- Providing feedback
- Planning
- Reviewing
- Motivating
- Valuing and supporting others
- Problem solving
- Monitoring
- Decision making
- Prioritising

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Unit 13.5 Allocate and check work in your team (Management & Leadership D5)

Contexts

- Not included in the original standard

Performance Criteria

You need to:

- a confirm the work required of the team with your manager and seek clarification, where necessary, on any outstanding points and issues
- b plan how the team will undertake its work, identifying any priorities or critical activities and making best use of the available resources
- c allocate work to team members on a fair basis taking account of their skills, knowledge and understanding, experience and workloads and the opportunity for development
- d brief team members on the work they have been allocated and the standard or level of expected performance
- e encourage team members to ask questions, make suggestions and seek clarification in relation to the work they have been allocated
- f check the progress and quality of the work of team members on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback
- g support team members in identifying and dealing with problems and unforeseen events
- h motivate team members to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion
- i monitor the team for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively
- j identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members
- k recognise successful completion of significant pieces of work or work activities by team members and the overall team and advise your manager

Knowledge Requirements

You need to know and understand:

General knowledge and understanding

- i different ways of communicating effectively with members of a team
- ii the importance of confirming/clarifying the work required of the team with your manager and how to do this effectively
- iii how to plan the work of a team, including how to identify any priorities or critical activities and the available resources
- iv how to identify and take due account of health and safety issues in the planning, allocation and checking of work
- v why it is important to allocate work across the team on a fair basis and how to do so
- vi why it is important to brief team members on the work they have been allocated and the standard or level of expected performance and how to do so
- vii ways of encouraging team members to ask questions and/or seek clarification and make suggestions in relation to the work which they have been allocated
- viii effective ways of regularly and fairly checking the progress and quality of the work of team members
- ix how to provide prompt and constructive feedback to team members
- x how to select and apply a limited range of different methods for motivating, supporting and encouraging team members to complete the work they have been allocated, improve their performance and for recognising their achievements
- xi the additional support and/or resources which team members might require to help them complete their work and how to assist in providing this
- xii why it is important to monitor the team for conflict and how to identify the cause(s) of conflict when it occurs and deal with it promptly and effectively

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I use information collected on the performance of team members in any formal appraisal of performance

- xiii why it is important to identify unacceptable or poor performance by members of the team and how to discuss the cause(s) and agree ways of improving performance with team members
- xiv the type of problems and unforeseen events that may occur and how to support team members in dealing with them
- xv how to log information on the ongoing performance of team members and use this information for performance appraisal purposes

Industry/sector specific knowledge and understanding

- i industry/sector specific legislation, regulations, guidelines, codes of practice relating to carrying out work
- ii industry/sector requirements for the development or maintenance of knowledge, understanding and skills

Context specific knowledge and understanding

- i the members, purpose and objectives of your team
- ii the work required of your team
- iii the available resources for undertaking the required work
- iv the organisation's written health and safety policy statement and associated information and requirements
- v your team's plan for undertaking the required work
- vi the skills, knowledge and understanding, experience and workloads of team members
- vii your organisation's policy and procedures in terms of personal development
- viii reporting lines in the organisation and the limits of your authority
- ix organisational standards or levels of expected performance
- x organisational policies and procedures for dealing with poor performance
- xi organisational grievance and disciplinary policies and procedures
- xii organisational performance appraisal systems

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Behaviours which underpin effective performance

1. You make time available to support others
2. You clearly agree what is expected of others and hold them to account
3. You prioritise objectives and plan work to make best use of time and resources
4. You state your own position and views clearly and confidently in conflict situations
5. You show integrity, fairness and consistency in decision-making
6. You seek to understand people's needs and motivations
7. You take pride in delivering high quality work
8. You take personal responsibility for making things happen
9. You encourage and support others to make the best use of their abilities
10. You are vigilant for possible hazards and risks

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Unit 13.6 Provide leadership for your team (Management & Leadership B5)

This unit is imported from the Management & Leadership suite of National Occupational Standards.

Unit Overview**What is the unit about?**

This unit is about providing direction to the members of your team and motivating and supporting them to achieve the objectives of the team and their personal work objectives.

Who is the unit for?

The unit is recommended for team leaders.

Links to other units

This unit is linked to units **D1. Develop productive working relationships with colleagues**, **B6. Provide leadership in your area of responsibility** and **D5. Allocate and check work in your team** in the overall suite of National Occupational Standards for management and leadership.

Skills

Listed below are the main generic 'skills' which need to be applied in providing leadership for your team. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Communicating
- Planning
- Team building
- Leading by example
- Providing feedback
- Setting objectives
- Motivating
- Consulting
- Problem solving
- Valuing and supporting others
- Monitoring
- Managing conflict
- Decision making
- Following

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Unit 13.6 Provide leadership for your team (Management & Leadership B5)

Contexts

- Not included in the original standard

Performance Criteria

You need to:

- a set out and positively communicate the purpose and objectives of the team to all members
- b involve members in planning how the team will achieve its objectives
- c ensure that each member of the team has personal work objectives and understands how achieving these will contribute to achievement of the team's objectives
- d encourage and support team members to achieve their personal work objectives and those of the team and provide recognition when objectives have been achieved
- e win, through your performance, the trust and support of the team for your leadership
- f steer the team successfully through difficulties and challenges, including conflict within the team
- g encourage and recognise creativity and innovation within the team
- h give team members support and advice when they need it especially during periods of setback and change
- i motivate team members to present their own ideas and listen to what they say
- j encourage team members to take the lead when they have the knowledge and expertise and show willingness to follow this lead
- k monitor activities and progress across the team without interfering

Knowledge Requirements

You need to know and understand:

General knowledge and understanding

- i. different ways of communicating effectively with members of a team
- ii. how to set objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound)
- iii. how to plan the achievement of team objectives and the importance of involving team members in this process
- iv. the importance of and being able to show team members how personal work objectives contribute to achievement of team objectives
- v. that different styles of leadership exist
- vi. how to select and successfully apply a limited range of different methods for motivating, supporting and encouraging team members and recognising their achievements
- vii. types of difficulties and challenges that may arise, including conflict within the team, and ways of identifying and overcoming them
- viii. the importance of encouraging others to take the lead and ways in which this can be achieved
- ix. the benefits of and how to encourage and recognise creativity and innovation within a team

Industry/sector specific knowledge and understanding

- i. legal, regulatory and ethical requirements in the industry/sector

Context specific knowledge and understanding

- i. the members, purpose, objectives and plans of your team
- ii. the personal work objectives of members of your team

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- iii. the types of support and advice that team members are likely to need and how to respond to these
- iv. standards of performance for the work of your team

Behaviours which underpin effective performance

1. You create a sense of common purpose
2. You take personal responsibility for making things happen
3. You encourage and support others to take decisions autonomously
4. You act within the limits of your authority
5. You make time available to support others
6. You show integrity, fairness and consistency in decision-making
7. You seek to understand people's needs and motivations
8. You model behaviour that shows respect, helpfulness and co-operation

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Unit 13.7 Provide leadership in your area of responsibility (Management & Leadership B6)

This unit is imported from the Management & Leadership suite of National Occupational Standards.

Unit Summary

What is the unit about?

The unit is about providing direction to people in a clearly and formally defined area or part of an organisation and motivating and supporting them to achieve the vision and objectives for the area. The 'area of responsibility' may be, for example, a branch or department or functional area or an operating site within an organisation.

Who is the unit for?

The unit is recommended for first line managers and middle managers.

Links to other units

This unit is linked to units **B1. Develop and implement operational plans for your area of responsibility**, **B5 Provide leadership for your team**, **B7. Provide leadership for your organisation** and **D6. Allocate and monitor the progress and quality of work in your area of responsibility** in the overall suite of National Occupational Standards for management and leadership.

Skills

Listed below are the main generic 'skills' which need to be applied in providing leadership in your area of responsibility. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Communicating
- Influencing and persuading
- Leading by example
- Motivating
- Consulting
- Planning
- Setting objectives
- Providing feedback
- Coaching
- Mentoring
- Valuing and supporting others
- Empowering
- Learning
- Following
- Managing conflict
- Obtaining feedback

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Unit 13.7 Provide leadership in your area of responsibility (Management & Leadership B6)

Contexts

- Not included in the original standard

Performance Criteria

You need to:

- a create a vision of where your area is going and clearly and enthusiastically communicate it, together with supportive objectives and operational plans, to the people working within your area
- b ensure that people working within your area understand and can see how the vision, objectives and operational plans link to the vision and objectives of the overall organisation
- c steer your area successfully through difficulties and challenges, including conflict within the area
- d create and maintain a culture within your area which encourages and recognises creativity and innovation
- e develop a range of leadership styles and select and apply them to appropriate situations and people
- f communicate regularly, making effective use of a range of different communication methods, with all the people working within your area and show that you listen to what they say
- g give people in your area support and advice when they need it especially during periods of setback and change
- h motivate and support people in your area to achieve their work and development objectives and provide recognition when they are successful
- i empower people in your area to develop their own ways of working and take their own decisions within agreed boundaries
- j encourage people to give a lead in their own areas of expertise and show willingness to follow this lead

Knowledge Requirements

You need to know and understand:

- i. the fundamental differences between management and leadership
- ii. how to create a compelling vision for an area of responsibility
- iii. how to select and successfully apply different methods for communicating with people across an area of responsibility
- iv. a range of different leadership styles and how to select and apply these to different situations and people
- v. how to get and make use of feedback from people on your leadership performance
- vi. types of difficulties and challenges that may arise, including conflict within the area, and ways of identifying and overcoming them
- vii. the benefits of and how to create and maintain a culture which encourages and recognises creativity and innovation
- viii. the importance of encouraging others to take the lead and ways in which this can be achieved
- ix. how to empower people effectively
- x. how to select and successfully apply different methods for encouraging, motivating and supporting people and recognising achievement

Industry/sector specific knowledge and understanding

- i. leadership styles common in the industry/sector
- ii. legal, regulatory and ethical requirements in the industry/sector

Context specific knowledge and understanding

- i. your own values, motivations and emotions
- ii. your own strengths and limitations in the leadership role
- iii. the strengths, limitations and potential of people that you lead
- iv. your own role, responsibilities and level of power

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|---|--|-------|--|
| k | win, through your performance, the trust and support of people within your area for your leadership and get regular feedback on your performance | v. | the vision and objectives of the overall organisation |
| | | vi. | the vision, objectives, culture and operational plans for your area of responsibility |
| | | vii. | types of support and advice that people are likely to need and how to respond to these |
| | | viii. | leadership styles used across the organisation |

Behaviours which underpin effective performance

1. You articulate a vision that generates excitement, enthusiasm and commitment
2. You create a sense of common purpose
3. You take personal responsibility for making things happen
4. You make complex things simple for the benefit of others
5. You encourage and support others to take decisions autonomously
6. You act within the limits of your authority
7. You make time available to support others
8. You show integrity, fairness and consistency in decision-making
9. You seek to understand people's needs and motivations
10. You model behaviour that shows respect, helpfulness and co-operation
11. You encourage and support others to make the best use of their abilities

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Unit 13.8 Conduct an assessment of the risks in the workplace (CPPCO 3.13)

This unit is imported from the Chemical, Pharmaceutical and Petrochemical Manufacturing suite of National Occupational Standards (unit 3.13)

Unit Commentary

NB This unit is a tailored version of a Health and Safety unit produced by the Employment NTO, which was originally designated Unit G. This means that the wording of the unit differs slightly from the rest of the COGENT suite.

This unit addresses the competence needed to identify hazards in the workplace, assess the level of risk resulting from those hazards, make recommendations to control the risk and review the results.

There are three elements in this unit, each of which has performance standards and a knowledge base associated with it.

- 13.8.1 Identify hazards in the workplace
- 13.8.2 Assess the level of risk and recommend action
- 13.8.3 Review your workplace assessment of risks

Fundamental to this unit is an understanding of the process of carrying out a risk assessment. A person competent in this unit should be able to carry out risk assessments according to regulatory requirements.

This unit is for: a person required to, or who has been asked to, carry out a risk assessment in the workplace. This could be an employer, line manager, supervisor, safety representative or employee.

This unit is about the competences needed to identify hazards in the workplace, assess the level of risk resulting from those hazards, make recommendations to control the risk and review the results.

This is what you need to show:

In element 1: that you understand the process of identifying hazards in the workplace. You should be prepared for the hazard identification process, and investigate both those areas where risks are most likely to occur and those who might be harmed. You should be able to identify when to make use of expert advice and guidance on identifying hazards.

In element 2: that you understand the criteria for assessing the level of risk. You should show you know the criteria for acceptable risks and understand when risks are acceptable. You should show you can prepare and present a report on the results of the risk assessment to include those significant findings of your risks assessment.

In element 3: that you understand the importance of reviewing your assessment from time to time. This will include understanding when changed circumstances might affect your current assessment

There is also a glossary of terms which appear within the unit and have a specific meaning.

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Glossary of terms

The following terms have a specific meaning in this unit and are highlighted where they appear in the performance standards. In the context of NVQ/SVQ assessment, awarding bodies are required to make sure that a candidate's evidence of performance from the workplace demonstrates that their work is consistent with these terms as defined here.

Procedures Specifications of how to carry out work activities in a manner that will ensure the required outcomes if the procedure is followed accurately. All workplace policies, practice and procedures should be specified.

Resources A range of resources which are used in any activity. These could include:

- Information, documentation and specifications
- manufacturer/supplier data for equipment and materials
- materials
- tools
- equipment

Hazard/risk The Health and Safety Executive (HSE) have defined two important concepts as follows: a hazard is something with the potential to cause harm: a risk is the likelihood of a hazard's potential being realised. The hazards covered by this unit are relating to:

- the use of plant and equipment
- the use of substances hazardous to health
- the workplace layout
- the working practices
- the job role
- people with special needs

Each organisation will have its own risk control strategy, the candidate will be required to work within this.

Risk Almost anything may be a hazard, but may or may not become a risk. For example:

- a trailing electrical cable from a piece of equipment is a hazard. If it is trailing across a passageway there is a high risk of someone tripping over it, but if it lies along a wall out of the way, the risk is much less
- toxic or flammable chemicals stored in a building are a hazard, and by their nature may present a high risk. However, if they are kept in a properly designed secure store, and handled by properly trained and equipped people, the risk is much less than if they are left about in a busy workshop for anyone to use - or misuse.
- a failed light bulb is a hazard. If it is just one bulb out of many in a room it presents very little risk, but if it is the only light on a stairwell, it is a very high risk. Changing the bulb may be a high risk, if it is high up, or if the power has been left on, or low risk if it is in a table lamp which has been unplugged.
- a box of heavy material is a hazard. It presents a higher risk to someone who lifts it manually than if a mechanical handling device is properly used.

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Relevant people	People who have expertise in and/or responsibility for the areas of work affected by the procedure. This is likely to include colleagues with production, safety, health, environment and quality specialisms.
Problems	Problems with others, and/or working practices. <ul style="list-style-type: none"> • working policies which do not conform to laid down policies • unsafe behaviour • accidental breakages • accidental spillages • environmental factors
Work place	This is the single or multiple areas in which you carry out your work. Changes in the workplace covered by this unit are in relation to: <ul style="list-style-type: none"> • layout of workplace • new facilities and services
Working practices	These are any activities, procedures , use of materials or equipment and working techniques used in carrying out your job. In this unit it also covers any omissions in good working practice which may pose a threat to health and safety. Previous and new working practices covered by this unit are relating to: <ul style="list-style-type: none"> • plant, machinery and equipment • substances or materials • people
Workplace policies	The Workplace Policies covered by this unit are documentation prepared by the employer on the procedures to be followed regarding health and safety matters. It could be the employer's safety procedures covering aspects of the workplace that should be drawn to the employees' (and "other persons") attention.
Other persons	This refers to everyone covered by the Health and Safety at Work Act including: visitors, members of the public, colleagues, contractors, clients, customers, patients, students, pupils.
Personal presentation	The includes: personal hygiene; use of personal protection equipment; clothing and accessories suitable to the particular workplace.
Responsible persons	The persons or persons at work to whom you should report any health and safety issues or hazards. This could be a supervisor, line manager or your employer. Responsible persons covered by this unit are: <ul style="list-style-type: none"> • management associated with the examined activities • employees associated with the examined activities • decision makers • union representatives • staff representatives
Information sources	Information sources covered by this unit are: <ul style="list-style-type: none"> • internal Health and Safety experts • HSE offices • relevant industry publications • external organisations

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Key points regarding Health and Safety legislation and regulations

“Health and Safety at Work Act 1974”

The Health and Safety at Work Act 1974 is the main piece of legislation under which nearly all other regulations are made . It is for this reason that only this piece of legislation is specifically referred to in this Unit.

Employers have a legal duty under this Act to ensure, so far as is reasonably practicable, the health, safety and welfare at work of the people for whom they are responsible and the people who may be affected by the work they do.

Under this Act it is also important to be aware that all people at work, not just employers, have a duty to take reasonable care to avoid harming themselves or others through the work they do.

Risks should be reduced “so far as is reasonably practicable”. This term means the duty-holder (in most instances the employer) can balance the cost against the degree of risk although obviously any Health and Safety Inspectors would expect that relevant good practice is followed.

According to the Act:

Employers must safeguard so far as is reasonably practicable, the health, safety and welfare at works of all the people who work for them and “other persons”. This applies in particular to the provision and maintenance of safe plant and systems of work, and covers all machinery, equipment and substances used.

People at work also have a duty under the Act to take reasonable care to avoid harm to themselves or to others by their working practices, and to co-operate with employers and others in meeting statutory requirements. The Act also requires employees not to interfere with or misuse anything provided to protect their health, safety or welfare in compliance with the Act.

Other Legislation

There is an array of health and safety regulations and codes of practice which affect people at work. There are regulations for those who, for example, work with electricity, or work on construction projects, as well as regulations covering noise at work, manual handling, working with VDUs, or dealing with substances hazardous to health, etc. The specific requirements for all or any of these can be obtained from HSE local offices.

As many of the regulations are only relevant to certain workplaces or working practices no specific reference has been made in the Knowledge Requirements to any of these regulations. The phrase “your responsibilities for health and safety as required by any specific legislation covering your job role” is intended to relate to those specific pieces of legislation important to your workplace and/or working practices which you should be able to find out about.

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Unit 13.8 Conduct an assessment of the risks in the workplace (CPPCO 3.13)

13.8.1 Identify hazards in the workplace

Contexts

- Not included in the original standard

Performance Criteria

You need to:

- define clearly, why and where the **risk** assessment will be carried out
- confirm that all the information available to you on statutory health and safety regulations is up-to-date and from recognised and reliable information sources
- recognise your own limitations and seek expert advice and guidance on risk assessment when appropriate
- select a method of identifying **hazards** appropriate to the workplace being assessed
- ensure your investigation fully identifies those areas in the workplace where hazards with a potential for serious harm to health and safety are most likely to occur
- identify **hazards** which could result in serious harm to **others**
- record those **hazards** in a way which meets legal, good practice and **workplace** requirements
- report the results of the process to the **responsible persons** in an agreed format and timescale
- work safely at all times

Knowledge Requirements

You need to know and understand:

- your legal duties for health and safety in the workplace as required by the Health and Safety at Work Act 1974
- your duties for health and safety as defined by any specific legislation covering your job role
- methods of identifying hazards including direct observation, examining records, or interview
- hazards that are most likely to cause harm to health and safety
- the particular health and safety risks which may be present in your own job role and the precautions to be taken
- the work areas and people for whom you are carrying out the assessment
- work activities of the people in the workplace where you are carrying out the risk assessment
- resources required for a risk assessment to take place
- information sources for risk assessments (e.g. HSE publication)
- the importance of dealing with or promptly reporting risks
- where to find expert advice and guidance

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Unit 13.8 Conduct an assessment of the risks in the workplace (CPPCO 3.13)

13.8.2 Assess the level of risk and recommend action

Contexts

- Not included in the original standard

Performance Criteria

You need to:

- review all legal requirements that are appropriate to your **workplace** and **working practices** to ensure effective control measures are in place
- confirm that industry standards and all other reasonable precautions are in place
- identify **hazards** that could be eliminated
- start your **risk** assessment for **hazards** that cannot be eliminated, with those **hazards** that are most likely to cause serious harm to **others**
- assess the level of **risk/s** and consider how the **risk/s** can be controlled to minimise harm
- list unacceptable **risk/s** in priority order including all breaches of relevant health and safety legislation and workplace procedures
- prepare a risk/s assessment report containing recommendations for minimising **risk/s**
- present the results of the risk/s assessment to **responsible persons** in the agreed format and timescale

Knowledge Requirements

You need to know and understand:

- the responsibilities for risk assessments as required by the management of health and safety at work regulations 1992 and other related regulations
- your legal duties for health and safety in the workplace as required by the health and safety at work act 1974
- your duties for health and safety as defined by any specific legislation covering your job role
- your own limitations, job responsibilities and capabilities
- the work areas and people for whom you are carrying out the assessment
- effective procedures for carrying out a risk assessment
- the purpose, legal implications and importance of carrying out a risk assessment
- work activities of the people in the workplace where you are carrying out the risk assessment
- resources required for a risk assessment to take place
- what to do with the results of the risk assessment
- effective communication methods

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Unit 13.8 Conduct an assessment of the risks in the workplace (CPPCO 3.13)

13.8.3 Review your workplace assessment of risks

Contexts

- Not included in the original standard

Performance Criteria

You need to:

- compare the latest **risk/s** assessment to current **workplace** and **working practices**
- identify accurately any significant differences between previous and new **working practices**
- investigate the action taken as a result of your recommendations specified in the latest **risk** assessment
- identify accurately new **hazards** arising from changes in the **workplace** or **working practices**
- make changes to your **risk/s** assessment in line with the review
- inform promptly everyone affected by the changes

Knowledge Requirements

You need to know and understand:

- your legal duties for health and safety in the workplace as required by the Health and Safety at Work Act 1974
- your duties for health and safety as defined by any specific legislation covering your job role
- methods of identifying hazards
- your own limitations, job responsibilities and capabilities
- the work areas and people for whom you are carrying out the assessment
- work activities of the people in the workplace where you are carrying out the risk assessment
- how to communicate effectively

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Unit 13.9 Provide technical or safety advice and/or guidance to others on explosives

Contexts

- Recipients: within your team; beyond your team
- Forms of communication: verbal; written
- Referrals: where you need to refer to others; where you can answer the query yourself

Performance Criteria

You need to:

- a work safely at all times, complying with health and safety, environmental and other relevant regulations, legislation and guidelines
- b identify and confirm the recipient's needs
- c communicate in a way that the recipient can understand
- d obtain and provide complete and up-to-date information to the recipient, in a timely manner
- e confirm that you have met the recipient's information needs
- f direct the enquirer to other sources of help if you cannot meet their needs
- g maintain an appropriate level of confidentiality

Knowledge Requirements

You need to know and understand:

- i the health, safety and environmental and other statutory legislation, regulations and safe working practices and procedures governing explosives, and their implications for your area of work
- ii the relevance of personal protective equipment (PPE)
- iii the nature, characteristics, hazards and risks of the explosive substances and/or articles
- iv the actions to be taken in response to an unplanned event
- v the explosive substances and/or articles and/or related services for which the advice or guidance is required
- vi how to find out what information the recipient needs
- vii how to give clear and accurate information and check the recipient's understanding
- viii where to get guidance or assistance if you cannot provide the information or advice yourself
- ix resource or time constraints
- x reporting lines and procedures
- xi your own personal level of authority and that of those with whom you work
- xii any confidentiality requirements

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Unit 13.10 Make presentations on explosives matters

This unit comprises the following elements:

- 13.10.1 Prepare presentations on explosives matters
- 13.10.2 Deliver presentations on explosives matters

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Unit 13.10 Make presentations on explosives matters

13.10.1 Prepare presentations on explosives matters

Contexts

- Audiences: small groups; large groups
- Medium: written; verbal; using visual aids

Performance Criteria

You need to:

- a work safely at all times, complying with health and safety, environmental and other relevant regulations, legislation and guidelines
- b confirm the purpose and objectives of the presentation
- c base your presentation on relevant and accurate information
- d tailor the information to fit the timescale of the presentation
- e plan the presentation in a logical and structured way
- f prepare the content of the presentation to meet the needs of the target audience and the required level of confidentiality
- g rehearse your presentation, and amend it if required
- h prepare appropriate supporting materials
- i prepare answers to anticipated questions
- j take any relevant factors into account that may affect the presentation
- k check that the equipment has been set up correctly
- l adhere to confidentiality requirements

Knowledge Requirements

You need to know and understand:

- i the health, safety and environmental and other statutory legislation, regulations and safe working practices and procedures governing explosives, and their implications for your area of work
- ii the nature, characteristics, hazards and risks of the explosive substances and/or articles
- iii the actions to be taken in response to an unplanned event
- iv who is your audience and their needs
- v the purpose of the presentation, and your key messages
- vi the time available to make your presentation
- vii what constitutes relevant and accurate information
- viii how to ensure the content of the presentation will meet the needs of the target audience
- ix different methods of presentation, and their respective advantages and disadvantages
- x what materials are appropriate to support the presentation (eg handouts, samples, etc)
- xi how to use the equipment
- xii best practice in preparing and giving presentations
- xiii the questions you might expect to receive as a result of the presentation
- xiv any other factor that may be relevant (eg room configuration, audio-visual systems (including microphones), dress code, etc)

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Unit 13.10 Make presentations on explosives matters

13.10.2 Deliver presentations on explosives matters

Contexts

- Audiences: small groups; large groups
- Medium: written; verbal; using visual aids

Performance Criteria

You need to:

- work safely at all times, complying with health and safety, environmental and other relevant regulations, legislation and guidelines
- deliver the presentation in a logical and structured way
- present your message, capturing and retaining your audience's attention by the quality of your delivery
- ensure that the presentation contains a clear and concise introduction and summary
- ensure that the delivery of the presentation meets the brief
- use the equipment correctly, enabling a fluent delivery
- respond to questions appropriately
- deal effectively with confidentiality issues
- adhere to confidentiality requirements

Knowledge Requirements

You need to know and understand:

- the health, safety and environmental and other statutory legislation, regulations and safe working practices and procedures governing explosives, and their implications for your area of work
- the nature, characteristics, hazards and risks of the explosive substances and/or articles
- the actions to be taken in response to an unplanned event
- who is your audience and their needs
- the purpose of the presentation and your key messages
- the time available to make your presentation
- the advantages and disadvantages of your chosen method of delivery
- which materials are appropriate to support the presentation (eg handouts, samples, etc)
- how to use the equipment
- best practice in giving presentations
- the questions you might expect to receive as a result of the presentation
- any other factor that may be relevant (eg room configuration, audio-visual systems (including microphones), dress code, etc)

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Unit 13.11 Hand over explosive substances and/or articles

Contexts

- Hand over: issuing; receiving
- Hand over condition: when in an acceptable condition; when not in an acceptable condition

Performance Criteria

You need to:

- work safely at all times, complying with health and safety, environmental and other relevant regulations, legislation and guidelines
- confirm the identity of explosive substances and/or articles against the specification/documentation
- confirm that the condition of the explosive substances and/or articles is in an acceptable handover condition
- ensure that the information exchanged at handover is accurate, up to date and complete
- obtain additional information if there are any areas of doubt or lack of clarity to complete the handover
- ensure that handover recipients are authorised and qualified to receive the explosive substances and/or articles
- ensure that safety and quality requirements are met
- report any problems beyond your level of authority to the appropriate person
- ensure that complete, clear and accurate records are made of the handover, and are exchanged

Knowledge Requirements

You need to know and understand:

- the health, safety and environmental legislation, regulations and safe working practices and procedures governing explosives, and their implications for your area of work
- the relevance of personal protective equipment (PPE)
- the nature, characteristics, hazards and risks of the explosive substances and/or articles
- the specification and classification of the explosive substances and/or articles
- the actions to be taken in response to an unplanned event
- the limitations, and any specific requirements, of the explosive substances and/or articles (eg transport, storage, etc)
- labelling requirements
- any environmental considerations affecting or prohibiting handover
- any operational considerations affecting or prohibiting handover
- how to carry out a risk assessment
- the moment of transfer of responsibility
- the information needed to complete the handover
- the possible courses of action open to you (eg locating sources of information, refusal of handover)
- recipients' qualification requirements
- the requirements of handover documentation
- reporting lines and procedures

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Unit 13.12 Pack or re-pack explosive substances and/or articles

Contexts

- Packages: single/loose items; multiple items

Performance Criteria

You need to:

- work safely at all times, complying with health and safety, environmental and other relevant regulations, legislation and guidelines
- confirm the identity and condition of the explosive substances and/or articles to be packed, and their packaging requirements
- confirm that the work environment and conditions under which the packing is carried out meet regulatory requirements
- adhere to the packaging instructions
- report any problems beyond your level of authority to the appropriate person
- mark and label the explosive substances and/or articles clearly, in accordance with instructions

Knowledge Requirements

You need to know and understand:

- the health, safety and environmental and other statutory legislation, regulations and safe working practices and procedures governing explosives, and their implications for your area of work
- the relevance of personal protective equipment (PPE)
- the nature, characteristics, hazards and risks of the explosive substances and/or articles
- the actions to be taken in response to an unplanned event
- any specific requirements relevant to the task
- the classification of the explosive substances and/or articles
- the importance of marking and labelling requirements
- how packages should be put together to form a load
- the meaning and importance of a valid UN mark
- the procedures covering packaging and/or their components
- the availability of appropriate equipment/components
- the correct use of tools and equipment
- the importance of re-using packaging
- the importance of maintaining appropriate security standards
- reporting lines and procedures
- the limits of your personal authority

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Unit 13.13 Unpack explosive substances and/or articles

Contexts

- Packages: single/loose items; multiple items
- Packaging and contents: where the contents meet expectations; where the contents are not as expected

Performance Criteria

You need to:

- work safely at all times, complying with health and safety, environmental and other relevant regulations, legislation and guidelines
- confirm the identity and condition of the explosive substances and/or articles to be unpacked, and their handling requirements
- confirm that the work environment and conditions under which the unpacking is carried out meet regulatory requirements
- adhere to unpacking instructions
- report any problems beyond your level of authority to the appropriate person
- ensure that the explosive substances and/or articles are clearly labelled, in accordance with instructions

Knowledge Requirements

You need to know and understand:

- the health, safety and environmental and other statutory legislation, regulations and safe working practices and procedures governing explosives, and their implications for your area of work
- the relevance of personal protective equipment (PPE)
- the nature, characteristics, hazards and risks of the explosive substances and/or articles
- the actions to be taken in response to an unplanned event
- any specific requirements relevant to the task
- the classification of the explosive substances and/or articles
- the importance of marking and labelling requirements
- how the package has been put together to form a load
- the procedures covering unpacking and/or their components
- the availability of appropriate equipment/components
- the correct use of tools and equipment
- when something unexpected should be treated as potentially hazardous
- packaging disposal procedures, and associated restrictions
- the importance of re-using packaging
- the importance of maintaining appropriate security standards
- reporting lines and procedures
- the limits of your personal authority

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Unit 13.14 Manage equipment in an explosives environment

Contexts

- Equipment management: routine; non-routine

Performance Criteria

You need to:

- a work safely at all times, complying with health and safety, environmental and other relevant regulations, legislation and guidelines
- b ensure that equipment is suitable, and fit for purpose in an explosive environment
- c ensure that equipment is correctly maintained, calibrated and used, in accordance with procedures
- d confirm that the equipment meets the required standard of cleanliness
- e ensure that fully serviceable equipment is available, when required
- f arrange for repair or replacement of defective equipment
- g monitor the efficiency and effectiveness of the equipment, and respond to trends in equipment behaviour
- h ensure that equipment care and control is conducted, in accordance with procedures
- i adhere to the appropriate quality standards
- j maintain records, in accordance with the organisation's requirements

Knowledge Requirements

You need to know and understand:

- i the health, safety and environmental and other statutory legislation, regulations and safe working practices and procedures governing explosives, and their implications for your area of work
- ii the relevance of personal protective equipment (PPE)
- iii the nature, characteristics, hazards and risks of the explosive substances and/or articles
- iv the actions to be taken in response to an unplanned event
- v the purpose for which the equipment is to be used
- vi the importance of using the correct equipment
- vii the physical environment in which the equipment is to be used
- viii equipment operation, pre- and post-use procedures
- ix maintenance and calibration procedures, and their importance
- x when, why and how to confirm that the equipment is clean
- xi the maintenance schedule
- xii the relevant quality standards and compliance regime
- xiii reporting lines and procedures in making recommendations for improvement
- xiv the correct functioning of equipment, and how to identify if it does not work properly
- xv equipment record keeping procedures

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Unit 13.15 Prepare and care for equipment in an explosives environment

Contexts

- Equipment preparation and care: routine; non-routine

Performance Criteria

You need to:

- work safely at all times, complying with health and safety, environmental and other relevant regulations, legislation and guidelines
- confirm that the equipment meets the required standards of cleanliness
- set up correctly and check the equipment in accordance with procedures
- record and report the outcomes of the set-up according to procedures
- monitor the continuing functioning of equipment within its specified range
- report any defective equipment through the correct channels
- adhere to equipment care and control procedures

Knowledge Requirements

You need to know and understand:

- the health, safety and environmental and other statutory legislation, regulations and safe working practices and procedures governing explosives, and their implications for your area of work
- the relevance of personal protective equipment (PPE)
- the nature, characteristics, hazards and risks of the explosive substances and/or articles
- the actions to be taken in response to an unplanned event
- the purpose for which the equipment is to be used
- the physical environment in which the equipment is to be used and stored
- how to monitor the condition of equipment
- equipment operating, pre- and post-use procedures
- the importance of correct maintenance and calibration
- why, when and how to confirm that the equipment is clean
- the maintenance schedule
- reporting lines and procedures in making recommendations for improvement
- the correct functioning of equipment, and how to identify if it does not work properly
- equipment record keeping procedures
- the equipment required, and set-up procedures

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Unit 13.16 Manage explosives safety

Contexts

- Explosives safety: initial planning; continuing management
- Plans to address: hazards; risks
- Resources: time; people; equipment

Performance Criteria

You need to:

- a work safely at all times, complying with health and safety, environmental and other relevant regulations, legislation and guidelines
- b develop an explosives safety plan for your area of responsibility, that is fit for purpose
- c ensure that a risk assessment, that addresses the explosives risks identified relevant to the activities conducted, is available
- d ensure that organisational emergency procedures are tested and evaluated
- e communicate the explosives safety plan to those involved or who may be affected
- f provide opportunities for staff to make constructive suggestions on explosives safe systems of work
- g implement the explosives safety plan, within the agreed timescale and resources
- h ensure that safe systems of work are in place
- i respond to developing events and priorities, in accordance with procedures
- j ensure that a review of the explosives safety plan is carried out at the required intervals, by suitably experienced and/or qualified personnel
- k ensure that identified mitigations and controls are in place and are understood
- l amend the explosives safety plan in the light of changing circumstances and/or information
- m adhere to the appropriate quality standards

Knowledge Requirements

You need to know and understand:

- i the health, safety and environmental and other statutory legislation, regulations and safe working practices and procedures governing explosives, and their implications for your area of work
- ii the relevance of personal protective equipment (PPE)
- iii the nature, characteristics, hazards and risks of the explosive substances and/or articles
- iv the actions to be taken in response to an unplanned event
- v the organisation's explosives safety management system
- vi best practice in explosives safety management
- vii the risk assessment process, and how to carry out a risk assessment
- viii how to implement risk management and/or mitigation controls
- ix your own personal level of authority and that of those with whom you work
- x the competence of the personnel involved
- xi the communication channels
- xii your available resources, and any constraints attached to them
- xiii the explosives activities being carried out
- xiv planning techniques
- xv the relevant quality standards and compliance regime

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Unit 13.17 Certify as free from explosives (FFE)²

Contexts

- Absence of: explosive substances; explosive articles

Performance Criteria

You need to:

- work safely at all times, complying with health and safety, environmental and other relevant regulations, legislation and guidelines
- confirm what is to be certified
- establish the process for confirming the item as free from explosives
- establish the nature of the explosive substances and/or articles that you may encounter
- adhere to the correct procedure for the safe removal of any explosive substances and/or articles found
- take appropriate precautions, proportionate to any explosive substances and/or articles found
- report problems or findings to the right person
- create or complete the FFE certification
- comply with appropriate quality standards
- maintain the appropriate records

Knowledge Requirements

You need to know and understand:

- the health, safety and environmental and other statutory legislation, regulations and safe working practices and procedures governing explosives, and their implications for your area of work
- the relevance of personal protective equipment (PPE)
- the nature, characteristics, hazards and risks of the explosive substances and/or articles
- the actions to be taken in response to an unplanned event
- how to identify the likely contaminant
- the correct procedures to be followed, and the potential consequences of not doing so
- when and why it may be appropriate to seal the item
- your personal level of authority
- when, why and to whom to report problems
- the importance of communication and documentation
- the requirements of documentation and certification
- the relevant quality standards and compliance regime

Note: this standard is relevant to the certification as 'free from explosives' of: land, articles, containers, packaging, vehicles (road, rail and air), buildings, equipment, laundry, waste, contraband, etc, etc, formerly containing or in contact with explosives.

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² ie free from explosive hazard

Unit 13.18 Supervise explosives safety

Contexts

- Explosives safety: as planned; unexpected deviations from the explosives safety plan
- Plans to address: hazards; risks
- Resources: time; people; equipment

Performance Criteria

You need to:

- a work safely at all times, complying with health and safety, environmental and other relevant regulations, legislation and guidelines
- b adhere to the explosives safety plan
- c ensure that a risk assessment that addresses the explosives risks identified relevant to the activities conducted is available
- d ensure that your team complies with organisational emergency procedures
- e ensure that your team complies with the explosives safety plan
- f provide opportunities for staff to make constructive suggestions on explosives safe systems of work
- g implement the explosives safety plan within the agreed timescale and resources
- h ensure that safe systems of work are in place
- i respond to developing events and priorities in accordance with procedures
- j make changes to the explosives safety plan within your level of responsibility in the light of changing circumstances and/or information
- k recommend changes to the explosives safety plan when these are beyond your level of responsibility
- l adhere to the appropriate quality standards

Knowledge Requirements

You need to know and understand:

- i the health, safety and environmental and other statutory legislation, regulations and safe working practices and procedures governing explosives, and their implications for your area of work
- ii the relevance of personal protective equipment (PPE)
- iii the nature, characteristics, hazards and risks of the explosive substances and/or articles
- iv the actions to be taken in response to an unplanned event
- v the organisation's explosive safety management system
- vi the organisation's emergency procedures
- vii the risk assessment process
- viii your own personal level of authority and that of those with whom you work
- ix the competence of the personnel involved
- x the communication channels
- xi your available resources, and any constraints attached to them
- xii the explosives activities being carried out
- xiii the relevant quality standards and compliance regime

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