



Programme Module

Health & Safety Awareness

leading to

Level 3 QQI Component: Health and Safety Awareness 3N0532

Please note the following prior to using this programme module descriptor:

- This programme module can be delivered as a stand alone module or as part of the:
 - 1. Level 3 QQI Certificate in General Learning 3M0874**
 - 2. Level 3 QQI Certificate in Employability Skills 3M0935**
 - 3. Level 3 QQI Certificate in Information and Communication Technologies 3M0877.**
- Upon successful completion of this programme module a learner will achieve 10 credits towards the CDETb Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies
- The learner needs to achieve a minimum of 60 credits in order to achieve the Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies
- Teachers/tutors should familiarise themselves with the information contained in CDETb's programme descriptor for Everyday Living Skills, Skills for the Workplace or Introduction to Information and Communication Technologies prior to delivering this programme module
- In delivering this programme module teachers/tutors will deliver class content in line with the Guidelines for Teaching and Learning included in this programme module
- In assessing learner, teachers/tutors will assess according to the information included in this programme module. Teachers/tutors are required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration.
- Where overlap is identified between the content of this programme module and one or more other programme module(s), teachers/tutors are encouraged to integrate the delivery of this content
- Where there is an opportunity to facilitate the learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module, teachers/tutors are encouraged to integrate assessment.

Overview of the Programme Module

The Programme Module is structured as follows:

Section 1 to 8: contains important information for the teacher/tutor about the credit value, title, code, etc. of the programme module.

Section 9: details the learning outcomes prescribed for the programme module by QQI. These outcomes are set by QQI and cannot be changed in any way by the CDETb or individual teachers/tutors.

Section 10: outlines suggestions and guidelines for teaching the module. It contains useful information and ideas for teachers/tutors and can be helpful in clarifying learning outcomes.

Section 11: contains the relevant information in relation to the assessment of the module. As the teacher/tutor is the assessor of the work, this section is essential reading.

Section 11a specifically prescribes the way in which learners are required to present evidence for assessment.

Learner Marking Sheet: this is the marking sheet that must be attached to the assessment portfolio and signed by the teacher/tutor and the learner.

| Programme Module | Award |
|--|---|
| 1. Title of Programme Module Health and Safety Awareness | 2. Component Name and Code Level 3 Health and Safety Awareness 3N0532 |
| 3. Duration in Hours of Programme Module 100 | 4. Credit Value 10 |
| 5. Assessment Technique Collection of Work 100% | 6. Specific Requirements The learner must have access to basic fire fighting equipment and must be able to participate in a fire drill. |
| 7. Aims of the Programme Module This programme module aims to equip the learner with the knowledge, skill and competences to recognise effective health and safety practices in a familiar work or learning environment and to have the confidence to apply these practices in their daily lives. 8. Objectives: <ul style="list-style-type: none"> • to name common hazards and risks in a familiar work or learning environment • to identify strategies to minimise these hazards and risks • to practise appropriate health, safety and hygiene in the work or learning environment. | |
| 9. Learning Outcomes of Level 3 Health and Safety Awareness 3N0532 The learner will be able to: <ol style="list-style-type: none"> 1. describe the basic principles underpinning health and safety, to include the concepts of prevention of risks and protection against hazards 2. describe health and safety related issues in a familiar work or learning environment in the context of tools, equipment and associated documentation 3. define both employer and employee responsibilities for a familiar work or learning environment with regard to health and safety and accident prevention by referring to appropriate health and safety legislation for Ireland 4. identify existing and potential health and safety hazards in a familiar work or learning environment including who could be affected by the hazard and how 5. group hazards by type, including physical, electrical, mechanical, chemical, psychological and work related musculoskeletal disorders (WMSDs) 6. give examples of ergonomic risks in a familiar work or learning environment 7. demonstrate the correct method of using a fire blanket and fire fighting equipment 8. participate in a fire drill following procedures correctly 9. describe the procedures to be taken following an accident, including completion of the appropriate documentation and knowledge of roles and responsibilities 10. demonstrate knowledge of personal and workplace health, safety and hygiene by following health, safety and hygiene practices in the work or learning environment. | |

Delivery Strategies and Learning Activities

The programme module could be delivered through classroom-based learning activities, team work, group discussions, one-to-one tutorials, field trips, case studies, role play and other relevant activities. There are practical elements to this module requiring access to a range of materials, resources and equipment and the learner should be allocated adequate time and facilities to complete each task. All practical activities should exemplify safe working practices and reinforce standard health, safety and environmental concerns.

10. Guidelines for Teaching and Learning

Please note: the following guidelines suggest a sequence for the teaching of this module. In some cases, this may differ from the sequence of learning outcomes outlined in section 9.

Unit 1: Introducing health and safety

Introducing health and safety

Learning Outcome 1: describe the basic principles underpinning health and safety, to include the concepts of prevention of risks and protection against hazards.

*In order to help the learner achieve **Learning Outcome 1** in particular, consider the following:*

Explore with the learner the basic concepts of hazard and risk.

Hazards

- Define hazard.
- Give examples of common hazards in the workplace or learning environment.
- List steps that can be taken to eliminate hazards.

Risks

- Define risk.
- Give examples of common risks in the workplace or learning environment.
- List steps that can be taken to minimise risks.

Recommended resource

http://www.hsa.ie/eng/Publications_and_Forms/Publications/Safety_and_Health_Management/Guidelines_on_Risk_Assessments_and_Safety_Statements.pdf

Unit 2: Roles and responsibilities

Roles and responsibilities

Learning Outcome 3: define both employer and employee responsibilities for a familiar work or learning environment with regard to health and safety and accident prevention by referring to appropriate health and safety legislation for Ireland.

*In order to help the learner achieve **Learning Outcome 3** in particular, consider the following:*

Facilitate the learner to understand the main differences between the employer and employee in matters of health and safety:

- describe the main rights and responsibilities of the employer and employee in relation to the Safety, Health and Welfare at Work Act (2005), in particular discuss the employer's duties of Care (Section 3 of the document listed below) and the employee's duties of care (Section 4 of document below)
- give examples of any special considerations in relation to a familiar work or learning environment eg, college, catering, health care, child care, business, retail

- Introduce the rationale for and development of Safety Statements in the workplace.

Recommended resource

http://www.hsa.ie/eng/Publications_and_Forms/Publications/Safety_and_Health_Management/Short_Guide_to_SHWWA_2005.pdf

Unit 3: Tools and equipment

Tools and equipment

Learning Outcome 2: describe health and safety related issues in a familiar work or learning environment in the context of tools, equipment and associated documentation.

*In order to help the learner achieve **Learning Outcome 2** in particular, consider the following:*

Explore with the learner particular considerations in relation to tools and equipment in a familiar workplace or learning environment.

Tools and equipment

List the health and safety issues to be taken into account when using (a) hand and/or power tools and (b) equipment, for example:

- using the correct tool for the job
- adhering to the manufacturer's safety guidelines
- ensuring long hair is tied back so it does not obstruct the eyes or get tangled in any moving parts of tools or equipment
- ensuring ties are tucked in or removed so they do not get tangled in any moving parts of tools or equipment.

Procedures and documentation

- Discuss safety checks to be completed in relation to tools and equipment in a familiar work or learning environment
- Discuss documentation associated with such safety checks eg; General Assessment (GA) forms.

Recommended resource

http://www.hsa.ie/eng/Publications_and_Forms/Forms/Report_of_Thorough_Examination_GA1.pdf

Unit 4: Hazards

Hazards in a familiar work or learning environment

Learning Outcome 4: identify existing and potential health and safety hazards in a familiar work or learning environment including who could be affected by the hazard and how.

Learning Outcome 5: group hazards by type, including physical, electrical, mechanical, chemical, psychological and work related musculoskeletal disorders (WMSDs).

Learning Outcome 6: give examples of ergonomic risks in a familiar work or learning environment.

Learning Outcome 10: demonstrate knowledge of personal and workplace health, safety and hygiene by following health, safety and hygiene practices in the work or learning environment.

*In order to help the learner achieve **Learning Outcomes 4,5, 6 & 10** in particular, consider the following:*

Explore with the learner a range of hazards, their consequences and strategies to minimise danger.

Identify existing and potential health and safety hazards by group:

- physical eg, noise, manual handling, repetitive strain injuries (RSI)
- electrical eg, computers, power tools
- mechanical eg, machinery
- chemical eg, bleach
- psychological eg, workplace stress, workplace bullying, sexual harassment
- work related musculoskeletal disorders (WMSDs).

Recommended resource

<http://www.hsa.ie/eng/Topics/Hazards/Electricity/>

Describe who could be affected by the hazards and how, for example the worker, other employees, the public and vulnerable persons in the work place such as:

- learners
- pregnant employees
- night and shift workers
- children and young persons.

Recommended resource

http://www.hsa.ie/eng/Education/Teacher_Support_and_Resources/Spirit_of_Enterprise/Spirit_of_Enterprise.pdf

Identify strategies to reduce risk and prevent accidents , for example:

- power cables should be carefully placed so as not to be in the way of others
- power points should not be overloaded
- personal belongings such as bags should be placed out of the way of others
- all electrical equipment should be maintained appropriately and any equipment not working correctly should be removed until it is fixed
- use of personal protection equipment eg, goggles, rubber gloves, dust masks, ear muffs, appropriate footwear (to protect feet from falling objects)
- use of good practice in manual handling
- adherence to the Registration, Evaluation, Authorisation and Restriction of Chemicals (REACH) regulations
- use of Safe System of Work Plans (SSWPs)
- effective, up to date Safety Statement.

Recommended resources

http://www.hsa.ie/eng/Publications_and_Forms/Publications/Occupational_Health/Guidance_Manual_Handling.pdf

http://www.hsa.ie/eng/Your_Industry/Chemicals/

http://www.hsa.ie/eng/Publications_and_Forms/Publications/Safe_System_of_Work_Plan_SSWP

Give examples of how to reduce ergonomic risks in a familiar work or learning environment (LO6), for example:

- provision of adequate light, natural and artificial
- provision of adequate ventilation
- provision of adequate heating
- taking rest breaks
- use of an adjustable chair and correct posture
- when working on a computer, appropriate positioning of monitor, keyboard and mouse; appropriate positioning of the document the employee/learner from which they are working.

Recommended resource

http://www.hsa.ie/eng/Publications_and_Forms/Publications/Occupational_Health/Ergonomics.pdf

Unit 5: Accidents**Accident procedures and documentation in a familiar work or learning environment**

Learning Outcome 9: describe the procedures to be taken following an accident, including completion of the appropriate documentation and knowledge of roles and responsibilities.

*In order to help the learner achieve **Learning Outcome 9** in particular, consider the following:*

Facilitate the learner to understand the main health and safety procedures and documentation used when an accident occurs in a familiar work or learning environment:

- describe the essential procedures to be followed after an accident eg, a fall at work
- define the role and responsibilities of the employer and employee when an accident occurs
- discuss appropriate documentation eg, an accident report and/or IR1 form
- discuss examples where a formal accident investigation and a report to a regulatory body may be required
- re-evaluate Safety Statement in light of accident.

It may be useful for the learner to be made aware of basic first aid techniques and where possible, training in basic first aid, information on universal precautions, and visits from relevant experts in the field, should be provided.

Unit 6: Fire equipment and fire drills**Fire equipment and fire drills**

Learning Outcome 7: demonstrate the correct method of using a fire blanket and fire fighting equipment

Learning Outcome 8: participate in a fire drill following procedures correctly

*In order to help the learner achieve **Learning Outcomes 7 & 8** in particular, consider the following:*

Consider with the learner the main types of equipment and procedures in relation to fire in a familiar work or learning environment:

- describe the correct method of using a fire blanket
- explain the main types of fire extinguishers eg, CO2 extinguishers, water extinguishers and describe how to use them
- identify procedures to follow in case of a fire in a familiar work or learning environment eg, using emergency escape routes, not using elevators
- participate in a fire drill following the relevant procedures.

Recommended resource

<http://www.hsa.ie/eng/Topics/Fire/>

Unit 7: Hygiene**Hygiene in a familiar work or learning environment**

Learning Outcome 10: demonstrate knowledge of personal and workplace health, safety and hygiene by following health, safety and hygiene practices in the work or learning environment.

*In order to help the learner achieve **Learning Outcome 10** in particular, consider the following:*

Discuss with the learner what personal hygiene procedures should be followed in the workplace or learning

environment, for example:

- hands should always be washed before and after handling equipment
- no food or drink should be consumed near equipment or machinery
- where appropriate, protective clothing should be worn to protect clothes from dirt and dust
- equipment should be cleaned regularly eg, computer hardware.

11.a Specific Information Relating to the Assessment Techniques

The assessor (teacher/tutor) is required to devise Assessment Briefs for the Collection of Work and Skills Demonstration. In devising the assessment briefs, care should be taken to ensure that the learner is given the opportunity to show evidence of achievement of ALL learning outcomes. Each learner is required to work alone in completing the Collection of Work. There is no facility for this Collection of Work to be completed as a group.

Evidence that the learner has achieved the learning outcomes may take a variety of forms including tutor’s record of the learner’s contribution. learner worksheets, diagrams, cloze tests, multiple choice statements, visual presentations, or other appropriate evidence in the form of written, oral, graphic, audio, visual or any combination of these. Any audio or visual evidence must be provided in a suitable format. All of the evidence must be retained in the learner’s assessment portfolio.

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| Collection of Work | 100% |
| <p>The Collection of Work may be produced throughout the duration of this programme module. It must be clearly indicated where evidence covers more than one learning outcome.</p> | |
| <p>The learner will compile a Collection of Work to include:</p> <ul style="list-style-type: none"> • A brief risk assessment of a familiar work or learning environment eg, by completing the checklist available on http://www.hsa.ie/eng/Publications_and_Forms/Publications/Safety_and_Health_Management/Get_a_Grip.pdf • A one page information sheet (or similar) to raise awareness of common risks and steps to avoid such risks for a familiar work or learning environment eg, based on the following Health and Safety Authority document http://www.hsa.ie/eng/Publications_and_Forms/Publications/Safety_and_Health_Management/Get_a_Grip.pdf • Evidence of the correct method of using (a) a fire blanket and (b) an extinguisher. • Evidence of participation in a fire drill in a familiar work or learning environment, following the relevant procedures. • A case study of a typical accident that may occur in a work or learning environment to include: <ul style="list-style-type: none"> - a brief description of the accident - a list of steps that should be taken following the accident - a brief description of the roles and responsibilities of the employee and the employer when such an accident occurs - suggestions as to how the accident could have been prevented. <p>Please note:</p> <ul style="list-style-type: none"> • Learners must submit additional evidence to demonstrate they have met any learning outcomes not tasked above. | |

11.b Assessment - General Information – Health and Safety Awareness 3N0532

All instructions for the learner must be clearly outlined in an Assessment Brief

| Mapping Each Learning Outcomes to an Assessment Technique | |
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| Learning Outcome | Assessment Technique |
| 1 Describe the basic principles underpinning health and safety, to include the concepts of prevention of risks and protection against hazards. | Collection of Work |
| 2 Describe health and safety related issues in a familiar work or learning environment in the context of tools, equipment and associated documentation. | Collection of Work |
| 3 Define both employer and employee responsibilities for a familiar work or learning environment with regard to health and safety and accident prevention by referring to appropriate health and safety legislation for Ireland. | Collection of Work |
| 4 Identify existing and potential health and safety hazards in a familiar work or learning environment including who could be affected by the hazard and how. | Collection of Work |
| 5 Group hazards by type, including physical, electrical, mechanical, chemical, psychological and work related musculoskeletal disorders (WMSDs). | Collection of Work |
| 6 Give examples of ergonomic risks in a familiar work or learning environment. | Collection of Work |
| 7 Demonstrate the correct method of using a fire blanket and fire fighting equipment. | Collection of Work |
| 8 Participate in a fire drill following procedures correctly. | Collection of Work |
| 9 Describe the procedures to be taken following an accident, including completion of the appropriate documentation and knowledge of roles and responsibilities. | Collection of Work |
| 10 Demonstrate knowledge of personal and workplace health, safety and hygiene by following health, safety and hygiene practices in the work or learning environment. | Collection of Work |

Grading

At Level 3 a Learner is graded as Successful or Referred.

Successful means that ALL the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the Learner's portfolio of assessment.

Referred means that the portfolio of assessment needs further work by the Learner before s/he can demonstrate the standard and achieve certification from QQI.


**Level 3 HEALTH & SAFETY AWARENESS
3N0532**
Learner Marking Sheet

Learner's Name: _____

Learner's PPSN: _____

| Learners will be able to: | Evidence of the following is included in the assessment portfolio: | <input checked="" type="checkbox"/> If present in portfolio | Please indicate where evidence is to be found |
|--|---|--|---|
| 1 Describe the basic principles underpinning health and safety, to include the concepts of prevention of risks and protection against hazards. | Describe the basic principles of health and safety: <ul style="list-style-type: none"> • Define risk • Explain the prevention of risk • Define hazard • Explain protection against hazards | | |
| 2 Describe health and safety related issues in a familiar work or learning environment in the context of tools, equipment and associated documentation. | For a familiar work or learning environment: <ul style="list-style-type: none"> • Give 2 examples of health and safety issues in relation to tools • Give 2 examples of health and safety issues in relation to equipment • Name at least one example of documentation associated with the above health and safety issues. | | |
| 3 Define both employer and employee responsibilities for a familiar work or learning environment with regard to health and safety and accident prevention by referring to appropriate health and safety legislation for Ireland. | <ul style="list-style-type: none"> • Name the key health and safety legislation for Ireland • For a familiar work or learning environment, define the employer's duties of care, including accident prevention • For a familiar work or learning environment, define the employee's duties of care, including accident prevention. | | |
| 4 Identify existing and potential health and safety hazards in a familiar work or learning environment including who could be affected by the hazard and how. | For a familiar work or learning environment: <ul style="list-style-type: none"> • Give 2 examples of existing health and safety hazards • Give 2 examples of potential health and safety hazards • In each case, identify who could be affected by these hazards and how. | | |

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|---|---|--|--|
| <p>5 Group hazards by type, including physical, electrical, mechanical, chemical, psychological and work related musculoskeletal disorders (WMSDs).</p> | <p>Give 1 example of each type of the following hazards:</p> <ul style="list-style-type: none"> • Physical • Electrical • Mechanical • Chemical • Psychological • Work related musculoskeletal disorders (WMSDs). | | |
| <p>6 Give examples of ergonomic risks in a familiar work or learning environment.</p> | <ul style="list-style-type: none"> • Name 3 examples of ergonomic risks in a familiar work or learning environment. | | |
| <p>7 Demonstrate the correct method of using a fire blanket and fire fighting equipment.</p> | <p>Demonstrate the correct method of using:</p> <ul style="list-style-type: none"> • A fire blanket • A piece of fire fighting equipment eg, an extinguisher | | |
| <p>8 Participate in a fire drill following procedures correctly.</p> | <ul style="list-style-type: none"> • In a familiar work or learning environment, take part in a fire drill following the relevant procedures. | | |
| <p>9 Describe the procedures to be taken following an accident, including completion of the appropriate documentation and knowledge of roles and responsibilities.</p> | <p>Describe the procedures to be taken following an accident:</p> <ul style="list-style-type: none"> • Identify the documentation to be completed • Identify key roles and responsibilities. | | |
| <p>10 Demonstrate knowledge of personal and workplace health, safety and hygiene by following health, safety and hygiene practices in the work or learning environment.</p> | <p>For a familiar work or learning environment:</p> <ul style="list-style-type: none"> • Give 2 examples of personal health, safety and hygiene practices • Give 2 examples workplace health, safety and hygiene. | | |

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named learner.

Learner's Signature: _____

Date: _____

Assessor's Signature: _____

Date: _____

External Authenticator's Signature: _____

Date: _____