



Module Descriptor
Health and Safety Awareness

Award Type: Minor
Award Level: 3
Award Code: 3N0532
FÁS Assessment Code: 3N0532-045
Validation Date: 22nd November 2011
Revision 1.0

Module Descriptor

Purpose: The purpose of this module is to equip the learner with the knowledge, skill and competence to recognise and maintain good health and safety practices in a familiar supervised environment

Module Duration: 100 hours

Learning Outcomes: By the end of this module, the learner will be able to:

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 the 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. Group hazards by type including physical, electrical, mechanical, chemical, psychological and work related musculoskeletal disorders (WMSDs)
5. Identify existing and potential health hazards and safety hazards in a familiar work or learning environment including who could be affected by the hazard and how
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 good health, safety and hygiene practices in the work or learning environment.

Key Learning Points

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

Key Learning Points

- Reasons for managing safety to include legal, financial, social, humanitarian, commercial
- Key sources of legislation which affect health and safety (Irish & European legislation, approved codes of practice, case law, industry best practice)
- Duty holders and their responsibilities with regard to health and safety management (employers, supervisors, employees, HSA)
- Defining a hazard
- Defining a risk
- Key components in establishing risk to include probability of accident, degree of harm if event occurs
- Categorisation of risk to include basis for categorisation (High-Medium-Low)
- Actions arising as a result of risk categorisation (High - unacceptable risk, medium - acceptable if controls in place, low - acceptable if supervised)
- Explaining 'reasonably practicable'

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

Key Learning Points

- General principles of prevention and their use by employers in the management of risks.
- Practical application of the general principles when selecting tools and equipment for use in the workplace
- Role of the safety statement in safety management and its preparation and communication in the workplace
- Common means of communication and consultation regarding safety in the workplace
- Key steps in establishing and implementing health and safety policies
- Completing and documenting a simple risk assessment
- Identifying control measures necessary to control risks
- Selecting the appropriate level of control required
- Safety audits & inspections
- Identifying, agreeing and documenting corrective actions
- Monitoring and closure of identified corrective actions

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.

Key Learning Points

- Safety Health and Welfare at Work Act (General Application) Regulations 2007 concerning the reporting of accidents
- Employer responsibilities
- Employee responsibilities
- Defining an 'accident'
- Legislation which covers reporting of accidents
- Legal definition of a 'reportable' accident
- Dangerous occurrences
- Reporting of accidents involving members of the public
- Principles of accident prevention
- Types of accidents (near miss, adverse event, incident, accident, etc)
- Reporting of accidents responsibilities (employee, employer)
- Principles of accident investigation

Learning Outcome 4: Group hazards by type including physical, electrical, mechanical, chemical, psychological and work related musculoskeletal disorders (WMSDs)

Key Learning Points

- Defining physical hazards
- Examples of physical hazards to include noise, vibration
- Effect of exposure to physical hazards
- Defining chemical hazards
- Examples of chemical hazards
- Effect of exposure to chemical hazards and typical routes of exposure.
- Defining mechanical hazards
- Examples of mechanical hazards
- Effect of exposure to mechanical hazards such as moving or rotating parts
- Defining electrical hazards
- Examples of electrical hazards
- Effect of exposure to electrical hazards such as shocks, burns, death
- Defining psychological hazards
- Examples of psychological hazards
- Effects of exposure to psychological hazards
- Defining work related musculoskeletal disorders (WMSDs)
- Examples of WMSDs
- Effects of exposure to WMSDs to include repetitive stress injuries, back injuries, carpal tunnel injuries

Learning Outcome 5: Identify existing and potential health hazards and safety hazards in a familiar work or learning environment including who could be affected by the hazard and how

Key Learning Points

- Common hazards encountered in the workplace to include electricity, chemicals, manual handling, sharp objects, hot surfaces, machinery, slips trips and falls, working at height, physical hazards
- Common routes of exposure to hazards
- Identifying where a risk posed may be increased due to other circumstances
- Typical precautions used to safeguard those exposed to risks from commonly encountered hazards
- 'Reasonably practicable' control measures for common hazards found in the workplace

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

Key Learning Points

- Defining ergonomics.
- Practical examples of areas of everyday life where ergonomic principles are routinely implemented
- Common tasks which pose ergonomic risk factors to include,
 - Working in prolonged poor postures.
 - Working in a position where the back is bent
 - Working at a workstation where the screen is too high or too low.
 - Having to constantly over reach to use tools or equipment.
 - Having to routinely perform part of the task in an awkward position.
 - Working in a cramped position.
 - Having to stretch to reach stored materials.
 - Prolonged use of computers or similar workstations.
- Effects of poor seating, inability to get a comfortable position, no lumbar support.
- Appropriate means of redesigning the workplace to overcome ergonomic hazards

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

Key Learning Points

- Common fire fighting equipment and their uses to include fire hose reel, fire extinguisher, fire blanket, fire bucket
- Classes of fire for which each type of fire fighting equipment is most suited
- Correct selection of equipment for fighting fires
- Correct technique when using fire fighting equipment
- Using a fire blanket for extinguishing fire in a person's clothing.
- Correct posture and spatial positioning when using a fire blanket (between the fire and the exit)
- Correctly removing fire blanket from container
- Correct manner to hold the blanket
- Correct placement of the blanket over the fire
- Length of time which the blanket should remain in place
- Procedure for making the area safe
- Leaving the area and raising the alarm or otherwise seeking help

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

Key Learning Points

- Emergency signage and examples
- Recognising emergency signage
- Common means of raising the alarm
- Means of raising alarm for those with special needs
- Recognising the signal for fire or emergency evacuation
- Making the workplace/ area safe
- Routes to be taken to leave the area (emergency exits, doors, other)
- Providing assistance to those that require it (guests, people with special needs)
- Pace at which those evacuating should move
- Identifying location of assembly point
- Typical location of building maps to assist visitors or those unfamiliar with the building
- Awareness of responsibilities of supervisor to include
 - Ensuring that roll call sheet or other evidence of those present is brought to assembly point
 - Procedure for carrying out visual sweep of the building
- Participating in roll calls at assembly points.
- Procedure to be followed at assembly point to include remain in place, remaining calm, not re-entering building, not leaving assembly point until told to do so
- Means by which all clear is announced to include verbally, visually, acoustically

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

Key Learning Points

- Raising the alarm when an accident has occurred
- Reporting the accident
- Administering first aid where appropriate
- Securing the scene of the accident
- Purpose of accident investigation
- Parties involved in accident investigation
- Documenting accident investigation
- Procedure when making and taking witness statements
- Means of identifying causes of the accident
- Identifying measures necessary to prevent re-occurrence
- Implementing these measures

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

Key Learning Points

- Identifying biological and chemical hazards present in the workplace
- Describing routes of exposure to these hazards to include ingestion, absorption, inhalation, injection
- Applying appropriate health and safety procedures in workplace
- Explaining the role of personal hygiene
- Describing legal requirements surrounding welfare facilities
- Explaining the importance of eating, drinking, smoking only in designated areas from a hygiene perspective
- Explaining the function of personal hygiene equipment for the workplace (hair nets, beard nets, gloves, disposable overalls)
- Outlining typical facilities for washing
- Safe storage of workplace equipment

Assessment Specification

Award Title	Health and Safety Awareness
Award Type	Minor Award
FÁS Assessment Code	3N0532-045
Award Code	3N0532
Credit Value	10

Learning Outcome	Performance Criteria (Knowledge, Skill & Competence)	Assessment Techniques	Weighting	Assessment Instrument	Assessment Evidence
1	Knowledge	Portfolio	2%	Activity A1	Activity Sheet
1	Knowledge	Portfolio	2%	Activity A2	Activity Sheet
1	Knowledge	Portfolio	2%	Exercise E1	Exercise Sheet
1	Knowledge	Portfolio	2%	Exercise E2	Exercise Sheet
1	Knowledge	Portfolio	2%	Exercise E3	Exercise Sheet
2	Knowledge	Portfolio	2%	Activity A1	Activity Sheet
2	Knowledge	Portfolio	2%	Activity A2	Activity Sheet
2	Knowledge	Portfolio	2%	Activity A3	Activity Sheet
2	Knowledge	Portfolio	2%	Exercise E1	Exercise Sheet
2	Knowledge	Portfolio	1%	Exercise E2	Exercise Sheet
2	Knowledge	Portfolio	1%	Exercise E3	Exercise Sheet
3	Knowledge	Portfolio	10%	Activity A3	Activity Sheet
4	Knowledge	Portfolio	10%	Activity A4	Activity Sheet
5	Knowledge	Portfolio	5%	Exercise E1	Exercise Sheet
5	Knowledge	Portfolio	5%	Exercise E2	Exercise

					Sheet
6	Knowledge	Portfolio	10%	Activity A5	Activity Sheet
7	Skill, Competence	Portfolio	10%	Activity A6	Instructor's Checklist
8	Skill, Competence	Portfolio	10%	Activity A7	Instructor's Checklist
9	Knowledge	Portfolio	10%	Exercise E3	Exercise Sheet
10	Knowledge Skill Competence	Portfolio	1%	Activity A4	Activity Sheet
10	Knowledge Skill Competence	Portfolio	1%	Activity A5	Activity Sheet
10	Knowledge Skill Competence	Portfolio	1.5%	Activity A6	Instructor's Checklist
10	Knowledge Skill Competence	Portfolio	1.5%	Activity A7	Instructor's Checklist
10	Knowledge Skill Competence	Portfolio	1%	Exercise E1	Exercise Sheet
10	Knowledge Skill Competence	Portfolio	1%	Exercise E2	Exercise Sheet
10	Knowledge Skill Competence	Portfolio	1%	Exercise E3	Exercise Sheet
10	Knowledge Skill Competence	Portfolio	1%	Activity A8	Activity Sheet
10	Knowledge Skill Competence	Portfolio	1%	Activity A9	Activity Sheet

Suggested Learning Methodologies

- Notes
- Activities
- Exercises
- Practicals
- Presentations (PowerPoint)
- Team Activities

Specific Module Requirements

The following is a recommended list. The list is not definitive as some of the items listed may not be essential in order to run the course. Items other than those listed may also be acquired for the course at the discretion of the Manager

- Fire blanket,
- Fire (sand) bucket
- Fire exit route and assembly point (preferably an existing route within the centre, if not, route and assembly point must be simulated)

Suggested Learning Resources

Generic Skills: Literacy and Numeracy

The learners will keep and maintain a **Learning Diary** throughout the course in order to record and file any useful and relevant information on any aspect of Health and Safety Awareness.

At the end of every week the learners will complete a short **Weekly Reflective Sheet** in order to reflect on their learning and progress during that week.

This Weekly Reflective Sheet will assist the learners to develop their generic skills of literacy, numeracy, communications and quality awareness and will give learners an opportunity to develop their writing skills.

The learners will create a **Personal Dictionary** of new words, key words and terms relating to Health and Safety Awareness. This Dictionary will be updated each week and kept in the Learning Diary.

The learners, as a group, will add words and terms relating to Plant Identification to a **Key Word and Terminology Bank**. The learners will find words listed in text books, class notes, DVDs and internet websites etc.

The learners will complete a **Word Search**. When the learners have gained sufficient practice and experience at word searches, each learner will make up 1 (one) Word Search/Quiz which will be completed by the group.

Learners will complete activities in Warehouse Safety Inspection. These activities are: **What are the Hazards?** where they will work as a team and carry out a review of photographs taken at a warehouse and identify potential health and safety issues. This exercise will develop teamwork, communication, literacy and writing skills;

Who is at risk? where learners working as a team will carry out a review of photographs taken at a warehouse and identify who may be harmed by safety issues identified in the 'What are the Hazards?' activity. This exercise will develop communication, literacy and writing skills and;

What should be done to prevent harm? where learners working as a team will carry out a review of photographs taken at a warehouse and identify steps which could and should be taken to prevent harm from occurring. This exercise will develop communication, judgement, literacy and writing skills.

Hazard Identification

Identify the listed hazards from the word search, then choose the appropriate hazard to complete the sentences provided. This will increase learners' knowledge of the subject material.

Learners will complete an activity with a series of sentences regarding **Duty Holders under existing Legislation** and asked them to complete them correctly. This exercise will test learners knowledge of the subject material and develop decision making skills and rationale skills.

Learners will complete an activity on **Ergonomics** with a series of statements and must identify statements as being true or false. This will test learners knowledge of the subject material and improve knowledge and literacy skills.

Learners are presented with an activity with a selection of **Emergency Equipment** and must correctly identify the equipment pictured. This will test the learners Knowledge and develop problem solving, language and literacy skills.

Learners are presented with an activity on **Accident Investigation**, where a series of statements about the correct procedure to be followed after an accident is given and learners must identify the statements as being true or false. This will test learners knowledge of the subject material and improve knowledge, logic and literacy skills.

Learners are presented with a series of duties with regard to the provision of **welfare facilities** in the workplace. They must correctly assign the duties to

with the Employer or Employee. This exercise will develop reasoning and literacy skills as well as testing the learners knowledge of the subject material.

Generic Skill: Teamwork and Communications

Learners will discuss the importance of teamwork with the instructor using the **Teamwork Guide**.

Learners will take part in a **Teamwork Exercise** by designing, planning and carrying out a project which will incorporate group discussions.

The learners will complete the **Team Review Sheet** after completing the Teamwork exercise.

Recommended by: _____

Manager Training Policy Development and Support

Approved by: _____

Director Training Policy Development and Support