Component Specification NFQ Level 5

Safety and Health at Work 5N1794

1. Component Details

Title Safety and Health at Work

Teideal as Gaeilge Sláinte agus Sábháilteacht san Ionad Oibre

Award Type Minor

Code 5N1794

Level 5

Credit Value 15

Purpose The purpose of this award is to equip the learner with the knowledge, skill and competence to promote and maintain safety and health in a work environment.

Learning Outcomes Learners will be able to:

1. Analyse the duties of employers and employees as specified in current Safety, Health and Welfare at work legislation.

2. Examine the role of the Health and Safety Authority.

3. Explore the role of communication and training in the promotion and provision of health and safety in the workplace.

4. Comment on the elements and functions of the safety statement.

5. Summarise the factors which contribute to safe and healthy working environments.
6 Outline the principles and procedures of good housekeeping in the workplace

7 Explain the causes, prevention, emergency procedures, reporting and recording of accidents and dangerous occurrences

8 Analyse the causes and prevention of fire related events to include identification of emergency procedures, the fire triangle and fire equipment

9 Comment on specific hazards and risks when working with equipment to include mechanical and electrical equipment

10 Investigate how personal protective equipment (PPE) is used in the workplace

11 Explore appropriate procedures for use and disposal of hazardous materials and waste in the workplace to include reference to material safety data sheets (MSDS)

12 Examine the control and associated risks of a range of health and safety issues to include noise, sound, fumes, dust or any vocationally specific work issue

13 Explain the typical contents of a first aid kit and their appropriate use

14 Examine a range of issues related to infection control to include conditions for the growth and development of micro-organisms, routes of infection, symptoms, ill-health, preventative measures and emergency procedures for suspected contamination

15 Investigate risk factors in relation to safety to include hazards, work environments, work practices, effects of medication, drink and drugs

16 Interpret a range of safety signs in the workplace

17 Promote safe and healthy working practices in relation to oneself, others and the workplace

18 Outline risk factors in relation to health to include stress, lifestyle, diet, illness

19 Outline the role of diet and exercise in the promotion of good health.

Assessment
General Information

All assessment should be planned in accordance with the programme assessment strategy developed as part of the programme submission for validation. See Policies and Criteria for Validation of Programmes. Assessment should be undertaken consistently and reflect current assessment guidelines. See www.qqi.ie.

All FET assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence consistent with the minimum intended programme learning outcomes.

The techniques set out below are considered the optimum approach to assessment for this component. In exceptional circumstances providers may identify alternative assessment techniques through the provider’s application for programme validation which are reliable and valid but which are more appropriate to their context.

Assessment of a number of components may be integrated across programmes for delivery, provided that the learning outcomes of each minor award are assessed.

Group or team work may form part of the assessment, provided each learner’s achievement is separately assessed.

All providers are required to submit an assessment plan as part of their application for programme validation. Assessment Plans will include information relating to scheduling and integration of assessment. See current FET validation guidelines at www.qqi.ie.

Assessment Techniques

In order to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the assessment(s) below.

The assessor is responsible for devising assessment instruments (e.g. project and assignment briefs, examination papers), assessment criteria and mark sheets, consistent with the techniques identified below and QQI’s assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. All learning outcomes must be assessed and achieved in accordance with the minimum intended module learning outcomes set out in the validated programme.

Assignment 60%
Description

Assignment

An assignment is an exercise carried out in response to a brief with specific guidelines as to what should be included. An assignment is usually of short duration and may be carried out over a specified period of time.

Examination - Theory

An examination provides a means of assessing a learner’s ability to recall and apply knowledge, skills and understanding within a set period of time and under clearly specified conditions.

A theory-based examination assesses the ability to recall, apply and understand specific theory and knowledge.

Recognition of Prior Learning (RPL)

To support the development and implementation of RPL with regard to access, granting credit/exemptions and achievement of awards/parts of awards, providers should refer to QQI’s Statutory Guidelines for Quality Assurance, the Policies and Criteria for Validation of Programmes and the Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training available at www.qqi.ie

Grading

Pass 50% - 64%
Merit 65% - 79%
Distinction 80% - 100%

Specific Validation Requirements

There are no specific validation requirements for this award

Supporting Documentation

1. 1 Current Safety, Health and Welfare at Work legislation and Codes of Practice

Access

To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.
Transfer
Successful completion of this component award enables the learner to transfer to programmes leading to other certificates where this component is a mandatory or an elective requirement.

2. FET Award Standards

QQI award standards are determined within the National Framework of Qualifications (NFQ), http://www.nfq-qqi.com. QQI determines standards for the education and training awards that it makes itself and that are made by providers to whom it has delegated authority to make an award. Providers offering programmes leading to QQI awards must have their programme(s) validated in accordance with current validation policy (see www.qqi.ie).

Award standards are designed to be consistent with the NFQ’s award classes i.e. major, special purpose, supplemental and minor awards. They are expressed in terms of learning outcomes i.e. concise statements of what the learner is expected to know or be able to do in order to achieve a particular award. Learning outcomes for FET awards are contained within the associated specifications:

<table>
<thead>
<tr>
<th>AWARD CLASS</th>
<th>STANDARDS</th>
<th>AWARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Award</td>
<td>Certificate Specification</td>
<td>Certificate (Levels 1 to 5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advanced Certificate (Level 6)</td>
</tr>
<tr>
<td>Supplemental Award</td>
<td>Supplemental Specification</td>
<td>Supplemental Certificate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Level 3 to 6)</td>
</tr>
<tr>
<td>Special Purpose</td>
<td>Specific Purpose Specification</td>
<td>Specific Purpose Certificate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Levels 3 to 6)</td>
</tr>
<tr>
<td>Minor Award</td>
<td>Component Specification</td>
<td>Component Certificate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Levels 1 to 6)</td>
</tr>
</tbody>
</table>

Award standards are thresholds, they describe standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made.

Award standards will be reviewed from time to time as necessary. Minor changes may be made by the QQI executive outside the review cycle where necessary. Changes to standards are published on QQI’s website. Providers with validated programmes and providers with delegated authority to make awards are responsible for monitoring relevant standards and making necessary responses to changes.

3. FET Credit

Every FET certificate and component specification includes an FET credit value (Table 1). FET credit is quantified in multiples of 5 FET credits (up to 50 hours of learner effort). Learner effort is based on the time taken by typical learners at the level of the award to achieve the learning outcomes for the award. It includes all learning time involved including: guided learning hours, self-directed learning and assessment.

<p>| Table 1: FET Credit Values |</p>
<table>
<thead>
<tr>
<th>NFQ Level</th>
<th>Major Awards Credit Values</th>
<th>Default Credit Values Minor Awards</th>
<th>Other Permitted Minor Award Credit Values</th>
<th>Special Purpose and Supplemental Award Credit Value Ranges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20</td>
<td>5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>30</td>
<td>5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>60</td>
<td>10</td>
<td>5,20</td>
<td>&gt;5 and &lt;60</td>
</tr>
<tr>
<td>4</td>
<td>90</td>
<td>10</td>
<td>5,15,20</td>
<td>&gt;5 and &lt;90</td>
</tr>
<tr>
<td>5</td>
<td>120</td>
<td>15</td>
<td>5,10,30</td>
<td>&gt;5 and &lt;120</td>
</tr>
<tr>
<td>6</td>
<td>120</td>
<td>15</td>
<td>5,10,30</td>
<td>&gt;5 and &lt;120</td>
</tr>
</tbody>
</table>

**Guide to Level**

Learning outcomes at this level include a broad range of skills that require some theoretical understanding. The outcomes may relate to engaging in a specific activity, with the capacity to use the instruments and techniques relating to an occupation. They are associated with work being undertaken independently, subject to general direction.

<table>
<thead>
<tr>
<th>Strand</th>
<th>Sub-strand</th>
<th>Nature of learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Breadth</td>
<td>Broad range of knowledge</td>
</tr>
<tr>
<td></td>
<td>Kind</td>
<td>Some theoretical concepts and abstract thinking, with significant depth in some areas.</td>
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<tr>
<td></td>
<td></td>
<td>Some underpinning theory</td>
</tr>
<tr>
<td>Know How &amp; Skill</td>
<td>Range</td>
<td>Demonstrate a broad range of specialised skills and tools</td>
</tr>
<tr>
<td></td>
<td>Selectivity</td>
<td>Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems</td>
</tr>
<tr>
<td>Competence</td>
<td>Context</td>
<td>Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts</td>
</tr>
<tr>
<td></td>
<td>Role</td>
<td>Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups</td>
</tr>
<tr>
<td></td>
<td>Learning to Learn</td>
<td>Learn to take responsibility for own learning within a managed environment</td>
</tr>
<tr>
<td></td>
<td>Insight</td>
<td>Assume full responsibility for consistency of self-understanding and behaviour</td>
</tr>
</tbody>
</table>

*Extract from ‘Determinations for the Outline National Framework of Qualifications’: NQAI*