

Workplace Health and Safety Tutor Manual

**A Skills for Work Teaching and
Learning Resource**

**Integrating Health and Safety
into Workplace Education**



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A Teaching and Learning Resource -
Integrating Health and Safety into Workplace Education



Workplace Health & Safety is one of a suite of resources developed by **Skills for Work** using an integrated approach to workplace education.

- ✚ *Culinary Operations*
- ✚ *Nutrition and Healthy Eating Options*
- ✚ *Caring for Children*
- ✚ *SPSV Industry Knowledge Test -Tutors /Student Manual*
- ✚ *Communication Skills through IT*

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County Dublin VEC
1 Tuansgate
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Tallaght
Dublin 24

Telephone: 014529600

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Workplace Health and Safety Tutor Manual: A Teaching and Learning Resource

Foreword and Acknowledgments

I welcome this “**Workplace Health and Safety Tutor Manual: A Teaching and Learning Resource**” as it represents the on-going commitment by the Skills for Work (SFW) Programme to develop innovative ways to support adult learners on their educational journey.

The Skills for Work (SFW) programme is funded by the Department of Education and Skills (DES) through the Workplace Basic Education Fund (WBEF), and is co-ordinated nationally by County Dublin VEC.

SFW provides opportunities to workers who wish to improve their level of education through thematic courses designed to meet the needs of the employer and employee.

In order to address the specific needs of those in a workplace environment it is necessary to utilise a creative approach to meet the goal of enhancing the educational skills level of the individuals while at the same time addressing the needs of enterprise.

This tutors’ and students’ manual is a compilation of resource materials specifically designed as an aid to support learners using an integrated approach to workplace education while at the same time working towards national accreditation.

Skills for Work wish to thank the **Health Safety Authority** (HSA) for their kind permission to include support material from the *Health and Safety Authority* and *Kilkenny Education Centre* (www.hsa.ie) “**Choose Safety Series.**”

The development of this resource would not have been possible without the support of the DES, the SFW Regional Co-ordinators and the accumulated knowledge and experiences of the VEC/ETB tutors, who worked together to share their material and helped create this valuable resource.

A special thanks to Marian Lynch (*SFW National Co-ordinator*), Mary Hennessy (*Mid West SFW Regional Co-ordinator*), Gerardine Dowling (*County Limerick VEC/ETB*), Áine Nic Chárthaigh (*City Limerick VEC/ETB*), Margot Walsh (*County Clare VEC/ETB*) and to all who supported and contributed towards the development of this excellent resource.

Dr. Marie Griffin,
Chief Executive Officer

County Dublin VEC

May 2013

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Manual introduction

The manual is a collation of resources including tutor and learner notes, vocabulary banks, quizzes and activity worksheets.

The activities, scenarios and case study examples are themed to support workers in various workplace environments. The content may be used as a support for participants working towards QQI Level 3 accreditation as part of a Health and Safety Awareness course. Some sections of the manual may also assist participants in other courses such as Employability Skills, General Learning, Information and Communication Technology (ICT) and Science and Engineering Skills.

How the manual sections are structured

Each section in the teaching and learning resource is structured as follows:

Vocabulary 	✓ A bank of words used in the section that are key to content and/or which may be new to learners
Tutor and learner notes 	✓ Notes suitable for use in the class and as handouts, covering the content detailed in the component specification
Activities 	✓ Learning activities to reinforce and expand learning within each section
Worksheets 	<ul style="list-style-type: none">✓ End-of-section worksheets using various formats that give learners an opportunity to recall learning from each section✓ Worksheets can be photocopied

Class activity suggestions

In addition to the resources, tutors can use numerous teaching methodologies to help learners engage with content.

Some suggested methods may include:

- ✓ Brainstorming to access prior knowledge
- ✓ In-class worksheet use (*individually, in pairs, or in groups*)
- ✓ Talk/discussion on class hand-outs
- ✓ Tutor and learner demonstrations
- ✓ Invited guest/speakers
- ✓ Field trips
- ✓ Computer-based learning (*video clips, online research, etc.*)
- ✓ Group work (*learners can, for example, devise their own multiple choice quizzes on different sections of the manual or use provided worksheets for group quiz*)
- ✓ Mini-projects, for example, drawing up a workplace hygiene poster
- ✓ Role play
- ✓ Numeracy practice (*calculating weights*)
- ✓ Literacy practice using vocabulary, reading policies and procedures, etc.
- ✓ Quick question and answer sessions on completion of sections

Learning outcomes

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

The learning outcomes for Health and Safety Awareness are that learners 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. *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*
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*

Tutor guidelines

Prior to delivery of this programme tutors are strongly advised to review the sample class delivery schedules in Appendix 1. Further materials are required to be collated to compliment the manual content. In this regard, tutors are required to undertake further research. The following Irish website is the primary resource for this research: www.hsa.ie.

There are similar Health and Safety resources available on other countries official websites. However, please note that health and safety legislation varies between countries.

The following are important notes for tutors relating to:

1. Health and safety– Irish Legislation
2. Literacy and numeracy considerations
3. Component validation
4. Assessments for certification
5. Guide to delivery schedule
6. Additional resources
7. Skills demonstrations

Health and safety- Irish legislation

Safety, Health and Welfare at Work Act 2005 and the Safety, Health and Welfare at Work (General Application) Regulations 2007 are the main current requirements of Irish legislation.

Full details are available at: <http://www.hsa.ie/legislation.html> or www.statutebooks.ie.

There are numerous publications and leaflets with guides to industry best practice. These can be accessed and downloaded to compliment the resources in this manual available through: <http://www.hsa.ie/publications>.

*It is important to note, if participants are referencing HSA web material the links can change and the most appropriate URL to reference is www.hsa.ie.

Literacy and numeracy integration

This manual has been developed to integrate the literacy and numeracy skills of learners. Worksheets have been included in each section that offer opportunities to learners to apply and acquire skills such as spelling, word recognition and grammar. Some topics in the manual lend themselves particularly to the use of numeracy skills in the section on risk assessment (*health and safety hazards, risks and controls*).

Component Validation

When offering a QQI certified course, it is the responsibility of the tutor/ internal assessor to devise the assessment instruments, assessment criteria and marking sheets in line with requirements of the component specification and local quality assurance assessment guidelines.

Assessment for certification

The activities in the manual may support work for presentation as evidence of meeting certain specific learning outcomes at QQI Level 3.

Guide to delivery schedule

A sample session plan and delivery schedule is available in Appendix 1.

Skills demonstrations

Where a learning outcome states a skills demonstration, the resources in this pack relate only to the theory of the topic.

Tutors must be aware of the policies and procedures within each VEC/ETB in relation to requirements for skills demonstration within a class environment.

Tutors are advised that they need to inform learners that on completion of this course, they:

- are not qualified to act as safety personnel in a workplace
- have not completed a manual handling course as part of this programme

Disclaimer

Whilst every care is taken to ensure that the contents of this document are as accurate and up to date as possible, no responsibility can be taken by the Skills for Work Programme Development Team for any errors and or omissions in the content in this manual.