Component Specification

Safety and Health at Work

Level 5

5N1794
1. Introduction
The Further Education and Training Awards Council is the single national awarding body in further education and training in Ireland. It is responsible for determining the standards for named awards at levels 1 to 6 on the National Framework of Qualifications. All named awards are devised in line with the National Qualifications Authority of Ireland's determinations and guidelines.

2. The National Framework of Qualifications
The National Framework of Qualifications comprises 10 levels ranging from initial learning (level 1) to the most advanced levels of learning (level 10).

At each level there are one or more award types. An award type is a grouping of awards that share similar features. The National Qualifications Authority of Ireland has determined Award Type Descriptors for each award type. See www.nqai.ie. The Award Type Descriptor identifies the key strands and sub-strands of knowledge, skill and competence for that award type.

3. 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. 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</td>
<td>Learn to take responsibility for own learning within a managed environment</td>
</tr>
<tr>
<td></td>
<td>Learn</td>
<td></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 (www.nqai.ie)*
4. Award Specifications
FETAC determines the standards for all awards in partnership with relevant stakeholders. This award was developed in line with the Council policy on Standards Development published in September 2005.

Standards are published in the form of Award Specifications. A Specification is devised in respect of each named award. Each Specification provides a comprehensive description of the features, characteristics and standards of the award.

ACertificate Specificationis published for each named**major award**.

AComponent Specificationis published for each named**minor award**. Please note that each component (i.e. minor award) is associated with one or more Certificates (i.e. major, special purpose or supplemental award). See [www.fetac.ie](http://www.fetac.ie).

ASpecific Purpose Specificationis published for each **special purpose award**.

ASupplemental Specificationis published for each **supplemental award**.

Standards 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 that award.

Learning outcomes for all awards (i.e. major, special purpose, supplemental awards) are contained within the associated Component Specifications.
5. Component Details

Title: Safety and Health at Work

Teideal as Gaeilge: Sláinte agus Sábháilteacht ag an Obair

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
Details of FETAC's assessment requirements are set out in Assessment Guidelines for Providers.

All FETAC assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence.

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 FETAC's Provider Guidelines for Programme Validation.

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 FETAC's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. See FETAC's Provider Guidelines for Programme Validation.

All learning outcomes must be assessed.

Assignment 60%
Examination - Theory 40%

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) Learners may be assessed on the basis of their prior knowledge and experience. Providers must be specifically quality assured to assess learners by this means. To do so they must complete B10, see Provider’s Quality Assurance Guidelines and be included on the Register of RPL approved providers. See RPL Guidelines at www.fetac.ie for further information and registration details.

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 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.