



Technical and Vocational Education and Training (TVET) Council



Occupational Standards of Competence

Occupational Safety and Health Level 2

Published by:
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ACKNOWLEDGEMENTS

The Technical and Vocational Education and Training Council would like to thank the following for their contribution to the development of this document:

City and Guilds UK
Australian Government – Department of Education and Workplace Relations

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Qualification Overview

NVQB

in

Occupational Safety and Health

Level 2

NVQB in Occupational Safety and Health Level 2

Qualification Overview

Occupational health and safety is concerned with the safety and health of employees, employers and visitors. This occupational standard is designed to provide a basic introduction to general occupational health and safety, which is applicable both in and outside of the workplace. (The term “workplace” refers to any location where work is being carried out). Candidates need to understand their role in following safe work practices, carrying out safety and health activities and contributing to protecting the work environment.

Like all NVQs this qualification is competence-based. This means that it is linked to the candidate’s ability to competently perform a range of tasks connected with their work. Candidates must plan a programme of development and assessment with their assessor and compile a portfolio of evidence to prove that they are competent in their work role.

N.B. The Core Skills units should be assessed in conjunction with mandatory

Who is this qualification for?

This qualification may be taken by entry level employees, students leaving school/college/university to enter the world of work or persons who need an introduction to occupational health and safety. It aims to reflect the knowledge, skills and attitudes required internationally relating to occupational safety and health.

Jobs within the occupational area

These competencies are for persons who are likely to be in the following roles which may also include duties such as clerical, technical or operational duties:

- Secretaries
- Technicians
- Supervisors
- Managers

This list is not exhaustive and only serves to illustrate the breadth of the qualification.

A01102 - APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE

OCCUPATIONAL SAFETY AND HEALTH – LEVEL 2

To achieve the full qualification, candidates must complete **all** six (6) mandatory units.

<u>MANDATORY UNITS (ALL MUST BE COMPLETED)</u>	<u>CODE</u>
1. Plan, prepare and work	U55802
1.1 Plan to work	
1.2 Prepare to work	
1.3 Follow safe work practices	
2. Assist emergency personnel	U55902
2.1 Deal with injuries and signs of illnesses	
2.2 Follow emergency procedures	
2.3 Report on the emergency	
3. Carry out safety and health activities	U56002
3.1 Apply principles of occupational safety and health in a workplace	
3.2 Conduct a safety inspection	
3.3 Identify health and safety improvements	
3.4 Conduct general maintenance procedures	
4. Contribute to reducing risks to safety and health	U56102
4.1 Identify the hazards and evaluate the risks in your workplace	
4.2 Reduce the risks to health and safety in the workplace	
5. Practise health, safety, security and hygiene	U56202
5.1 Follow health safety and security practices	
5.2 Deal with emergency situations	
5.3 Maintain safe personal presentation standards	
5.4 Follow hygiene procedures	
5.5 Identify and prevent hygiene risk	

NVQ in Occupational Safety and Health Level 2

Qualification Overview

Mandatory Units (All must be completed)

Code

6. Contribute to protecting the environment

U56302

6.1 Identify risks to the environment arising from workplace activities

6.2 Minimize risks to the environment arising from workplace activities

U55802**Plan, prepare and work**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to plan, prepare and work safely in the work environment. Basic maintenance and housekeeping of the work area within the scope of the employee are also included.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|-------------------------------|---|
| 1. Plan to work | <ul style="list-style-type: none"> 1.1 Work is planned in accordance with relevant legislation, codes of practice and organizational procedures. 1.2 Plans are reviewed with relevant personnel. 1.3 Pre-work checks and work area assessments are carried out before starting to work. 1.4 Safe work methods are reviewed before undertaking work activity. 1.5 Personal protective equipment is correctly identified for the job. |
| 2. Prepare to work | <ul style="list-style-type: none"> 2.1 Hazards in the work area are identified. 2.2 Appropriate actions are taken to correct hazards identified, within the scope of responsibility. 2.3 Hazards which cannot be corrected are reported to the appropriate personnel. 2.4 Protective equipment is tested before use. |
| 3. Follow safe work practices | <ul style="list-style-type: none"> 3.1 Work procedures and instructions for ensuring safety when conducting work are followed carefully and precisely. 3.2 Duty of care requirements are observed at all times. 3.3 Occupational Safety and Health plans are adhered to as required. 3.4 Protective equipment is used correctly, as |

required, when working.

- 3.5 **Ergonomic principles** are adhered to as stated.
- 3.6 Tools, equipment and materials are used correctly at all times.
- 3.7 Organizational procedures for dealing with **emergencies** within own scope of responsibility, are followed at all times.
- 3.8 Incidents, injuries and hazards which occur while working are reported to designated personnel.
- 3.9 Work area is kept clean and orderly during the work process.

RANGE STATEMENT

All range statements must be assessed:

A. Protective equipment:

- i) Clothing
- ii) Footwear
- iii) Face and eye protection
- iv) Hand protection
- v) Head protection
- vi) Hearing protection
- vii) Respiratory protection
- viii) Machine guards

B. Hazards:

- i) Biological
- ii) Environmental
- iii) Chemical
- iv) Physical
- v) Psychological
- vi) Ergonomic

C. Duty of care:

- i) Legal responsibility to do everything reasonably practicable to protect others from harm.
- ii) Own responsibility to comply with safe work practices, including activities that require licences, tickets or certificates of competency.

D. Ergonomic Principles

- i) Manual handling
- ii) Workstation design

E. Emergencies:

- i) Evacuations
- ii) Explosions, fires, bomb threats
- iii) Natural disasters
- iv) Accidents and other serious injury events
- v) Security emergencies

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to interpret relevant legislation, codes and organizational procedures when planning for work.
2. How to communicate work plans with relevant personnel.
3. How to identify hazards when making pre-work checks and work area assessments and what steps to take to control those that are within own area of responsibility.
4. What personal protective equipment is needed for your job and how to use and test them correctly.
5. What are common workplace hazards and the safety measures to deal with these hazards.
6. What is the duty of care, within the scope of own responsibility.
7. What are the different ergonomic techniques and how they should be used.
8. What are the organizational and manufacturer's requirements for storing, maintaining and using tools and equipment.
9. What are the organization's safety and emergency plans and procedures to be followed.
10. What is the importance of keeping own work area clean and how does this impact on the efficiency of own work.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real work environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Oral questioning
- Observation
- Written evidence (case study, projects, assignments)
- Witness testimony

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U55902**Assist emergency personnel**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to assist emergency personnel safely and effectively during accidents and other emergencies.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|---|
| 1. Deal with injuries and signs of illnesses | 1.1 Casualty is protected quickly and safely.
1.2 Other persons involved are protected from further risk or injury .
1.3 Appropriately qualified assistance is summoned to the scene.
1.4 Reassurance and comfort are provided to all persons involved in an appropriate and sensitive manner.
1.5 Required information is given to appropriate personnel clearly, accurately and in a timely manner.
1.6 Organizational procedures are followed and correct strategies used to maintain calm throughout the emergency . |
| 2. Follow emergency procedures | 2.1 Persons involved are clearly informed about the correct emergency procedures.
2.2 Emergency procedures are followed correctly, safely and in a calm manner.
2.3 Safety of the persons involved is maintained throughout the emergency. |
| 3. Report on the emergency | 3.1 Clear and accurate reports about the emergency are made according to organizational procedures and legislation.
3.2 Documents are completed accurately, legibly and in a timely manner and submitted to relevant personnel. |

RANGE STATEMENT

All range statements must be assessed:

A. Casualty:

- i) Adults
- ii) Children and young people
- iii) People with particular needs

B. Injury:

- i) Minor, which can be treated on-site
- ii) Major, requiring outside medical attention

C. Qualified assistance:

- i) On-site First Aider
- ii) Emergency services

D. Emergency:

- i) Fires
- ii) Security incidents
- iii) Missing persons
- iv) Accidents/incidents

E. Persons involved:

- i) Adults
- ii) Children
- iii) People with particular needs

F. Reports:

- i) Spoken
- ii) Written

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the organizational policies and procedures for dealing with emergencies.
2. How to follow emergency procedures.
3. What are the common types of injuries and illnesses which may occur in the particular work area during an emergency and why these need to be reported to relevant personnel.
4. How to identify and deal with injuries and illnesses before qualified assistance arrives.
5. Who is the on-site First Aider and how they should be contacted.
6. How to decide whether to contact the on-site First Aider or immediately call the emergency services.
7. How to call the emergency services and what information to communicate to them immediately and why.
8. How to provide clear and accurate reports of the emergency situation and casualties.
9. Why is it important to protect the casualty and others from further harm and how to do so.
10. Why is it important to provide comfort and reassurance to the casualty and others involved and how to do so for the range of different casualties, injuries and illnesses.
11. What are the procedures for dealing with major and minor injury and illnesses.
12. What types of difficulties may happen during emergency procedures and why these need to be reported to relevant personnel.
13. How to communicate effectively with the casualty and other persons that may be involved.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real work environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Oral questioning
- Observation
- Written evidence (case study, projects, assignments)
- Witness testimony

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U56002**Carry out occupational safety and health activities**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to apply the principles of occupational safety and health in the workplace and to undertake a safety inspection in the employee's area of responsibility.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|--|
| 1. Apply principles of occupational safety and health in the workplace | <p>1.1 Basic occupational safety and health principles of hazard identification, risk assessment and control are applied to work practices.</p> <p>1.2 Understanding of occupational safety and health legislation in the workplace is demonstrated.</p> |
| 2. Conduct a safety inspection | <p>2.1 Correct documentation is identified in preparation for a safety inspection.</p> <p>2.2 Safety inspection is conducted in accordance with the appropriate occupational safety and health procedures and standards, in own area of responsibility.</p> <p>2.3 Results of the safety inspection are recorded accurately and reported to appropriate personnel.</p> |
| 3. Identify health and safety improvements | <p>3.1 Occupational safety and health issues and suggestions for improvement are made to appropriate personnel in the workplace.</p> <p>3.2 Recommendations are made for the control of hazards identified in the safety inspection and other improvements, within own scope of responsibility.</p> <p>3.3 Contributions to safety improvements are made in line with own level of responsibility.</p> |
| 4. Conduct general maintenance procedures | <p>4.1 Cleanliness, safety and tidiness of own areas of the workplace are continuously monitored.</p> |

- 4.2 **General waste** is removed as required from own area of the workplace as required.
- 4.3 Damaged items and equipment are identified and appropriate personnel notified.

RANGE STATEMENT

All range statements must be assessed:

A. Hazards:

- i) Biological
- ii) Environmental
- iii) Chemical
- iv) Physical
- v) Psychological
- vi) Ergonomic

B. General waste:

- i) Process
- ii) Biological
- iii) Environmental
- iv) Chemical

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the basic occupational safety and health procedures and how these should be followed.
2. How to conduct safety audits and report results to the appropriate personnel.
3. How to meet requirements of the occupational safety and health procedures in your area of responsibility.
4. How to communicate effectively on occupational safety and health issues with workplace personnel.
5. How occupational safety and health legislation is applied in your workplace.
6. What are the procedures for making safety improvements and how to make relevant contributions to safety and health in the workplace.
7. How to effectively monitor the cleanliness, safety and tidiness of own work area.
8. How to dispose of general waste.
9. What are the procedures for reporting damaged items and equipment and to whom should reports be given.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real work environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Oral questioning
- Observation
- Written evidence (case study, projects, assignments)
- Witness testimony

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U56102

Contribute to reducing risks to safety and health

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to reduce the risk to self and others at work. The unit does not require a full risk assessment to be undertaken, but provides the knowledge and skill required to identify and deal with risks to self and others.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|--|
| 1. Identify the hazards and evaluate risks in the workplace | <ul style="list-style-type: none"> 1.1 Persons responsible for health and safety in the workplace are identified and located. 1.2 Workplace policies are identified which are relevant to own work practices. 1.3 Aspects of work practices which are harmful to self or others are identified and evaluated to determine the degree of risk. 1.4 Hazards which present high risk are reported to the appropriate persons responsible for health and safety. 1.5 Hazards which present a low risk are dealt with in accordance with workplace policies and within the scope of own job responsibilities. |
| 2. Reduce the risks to health and safety in the workplace | <ul style="list-style-type: none"> 2.1 Work practices are carried out in accordance with legal requirements. 2.2 Suggestions for reducing risks to health and safety within own job role are made to the relevant persons. 2.3 Personal conduct does not endanger the health and safety of others. 2.4 Workplace policies and manufacturers' instructions for the safe use of equipment, materials and products are followed. 2.5 Differences between workplace policies and manufacturers' instructions are reported as appropriate. |

- 2.6 Personal presentation at work is in accordance with workplace policies and ensures the health and safety of self and others.

RANGE STATEMENT

All range statements must be assessed:

A. Risk:

- i) Use and maintenance of machinery or equipment
- ii) Use of materials or substances
- iii) Working practices
- iv) Unsafe behaviour
- v) Accidental breakage and spillages
- vi) Environmental factors

B. Workplace policies:

- i) Use of safe working methods and equipment
- ii) Safe use of hazardous substances
- iii) Smoking, eating, drinking, drugs
- iv) Emergencies
- v) Personal presentation

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the legal duties for health and safety in the workplace as required by relevant legislation.
2. What are own duties and responsibilities relating to workplace operating procedures.
3. What are the agreed workplace policies relating to controlling risks to health and safety.
4. Who are the persons responsible for health and safety matters.
5. What hazards may exist in the workplace and how these should be identified and evaluated.
6. What are the particular health and safety risks which may be present in own job role and the precautions which must be taken.
7. What is the importance of remaining alert to the presence of hazards in the whole workplace.
8. What is the importance of promptly dealing with or reporting risks.
9. What are the manufacturers' instructions for the safe use of equipment, materials and products, where to find them and how they should be interpreted.
10. What is the importance of personal presentation in maintaining the health and safety of self and others.
11. What is own scope and responsibility for reducing or rectifying risk.
12. What are the workplace procedures for handling risks which you are unable to deal with.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out all of the elements, meeting **all** the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real work environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Oral questioning
- Observation
- Written evidence (case study, projects, assignments)
- Witness testimony

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U56202 Practise health, safety, security and hygiene

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to coordinate health, safety and hygiene requirements to function effectively and efficiently. It details the outcomes required to comply with regulatory and organizational requirements for health, safety and hygiene including dealing with emergency situations and maintaining safe personal presentation standards.

ELEMENT	PERFORMANCE CRITERIA
	<i>To be competent you must achieve the following:</i>
1. Follow health, safety and security practices	1.1 Health, safety and security procedures are followed in line with legislation, regulations and organizational procedures. 1.2 Obstacles to health, safety and security procedures are identified and reported. 1.3 Suspicious behavior or unusual occurrences are reported in accordance with standard operating procedures.
2. Deal with emergency situations	2.1 Emergency and potential emergency situations are recognized. 2.2 Appropriate action is taken to deal with recognized emergency situations within the individual's scope of responsibility. 2.3 Assistance is sought from colleagues to resolve or respond to emergency situations. 2.4 Details of emergency situations are reported according to industry requirements.
3. Follow hygiene procedures	3.1 Workplace hygiene procedures are implemented in a manner appropriate to the workplace. 3.2 Handling and storage of items are undertaken with care according to industry requirements.

- 4. Identify and prevent hygiene risk
 - 4.1 Potential hygiene risks are identified.
 - 4.2 Actions are taken, within the scope of the individual's authority to minimize and/or remove risks.
 - 4.3 Hygiene risks beyond the control of the individual are reported to the appropriate person.

RANGE STATEMENT

All range statements must be assessed:

A. Health, safety and security procedures:

- i) Use of personal protective clothing and equipment
- ii) Safe work techniques
- iii) Safe handling of chemicals and dangerous materials
- iv) Ergonomically sound workstations
- v) Emergency, fire and accident
- vi) Hazard identification and control
- vii) Security of documents, cash, equipment, people
- viii) Key control systems

B. Obstacles:

- i) Loss of keys
- ii) Strange or suspicious persons
- iii) Broken or malfunctioning equipment
- iv) Loss of property, goods or materials
- v) Damaged property
- vi) Lack of suitable signage
- vii) Lack of training on health and safety issues
- viii) Unsafe work practices

C. Emergency:

- i) Personal/client injuries
- ii) Fire
- iii) Electrocutation
- iv) Natural disasters
- v) Criminal acts

D. Hygiene procedures:

- i) Avoidance of cross-contamination
- ii) Handling and disposal of linen and laundry
- iii) Handling and disposal of garbage
- iv) Cleaning and sanitizing procedures
- v) Personal hygiene

E. Hygiene risks:

- i) Infectious linen
- ii) Cross-contamination
- iii) Personal hygiene practices
- iv) Poor work practices
 - a. Cleaning
 - b. Housekeeping
 - c. Airborne dust

F. Minimize and remove risks

- i) Auditing staff skills
- ii) Provide training
- iii) Organizational policies and procedures
- iv) Follow-up actions for audits or incidents

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the hygiene and control procedures in the industry.
2. What factors contribute to workplace hygiene problems.
3. How to handle linen, laundry and garbage to avoid cross-contamination and infection.
4. When and how to apply hygiene principles.
5. How to communicate effectively on health, safety, security and hygiene matters.
6. What are the relevant workplace health, safety, emergency and security procedures.
7. How to correctly dispose of garbage.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real work environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Oral questioning
- Observation
- Written evidence (case study, projects, assignments)
- Witness testimony

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U56302

Contribute to protecting the environment

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to ensure that your own actions in the workplace, wherever possible, do not impact negatively on the environment. The unit is for everyone at work and does not assume that a person with high level responsibilities for the environment already exists in the workplace. It is about maintaining best practice in daily work activities by identifying and minimizing risks and using resources responsibly.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--------------------------------------|---|
| 1. Identify risks to the environment | <ul style="list-style-type: none"> 1.1 Relevant environmentally friendly work practices are used where possible during work activities. 1.2 Current work practices which may cause harm to the environment are identified. 1.3 Materials, products or equipment used in any part of own job role which may cause harm to the environment are identified. 1.4 Differences between legal or organizational regulations and the actual use of materials or products which are hazardous to the environment are reported. 1.5 Persons responsible for environmental matters are identified. 1.6 Hazards which present high risks to the environment are promptly reported to the relevant personnel. |
| 2. Minimize risks to the environment | <ul style="list-style-type: none"> 2.1 Relevant legal requirements, guidelines and organizational environmental procedures are applied to own job role. 2.2 Environmental hazards within own capability and scope of job role are handled according to organizational and legislative policies. 2.3 Suggestions for controlling risks to the environment are given to the relevant personnel. |

- 2.4 Materials, products and equipment are stored safely according to manufacturers, suppliers and organizational procedures.
- 2.5 Environmentally hazardous materials and products are handled and disposed of according to organizational and legislative requirements.

RANGE STATEMENT

All range statements must be assessed:

A. Risks to the environment:

- i) Hazardous materials and substances
- ii) Disposal of waste materials and substances
- iii) Emissions (gas, fumes, dust)

B. Organizational environmental procedures:

- i) Waste minimization
- ii) Use of personal protective equipment
- iii) Emergency plans for environmental hazards
- iv) Authorization for handling, storing, using or disposing of hazardous materials or equipment

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the legislative and organizational regulations relating to the environment.
2. What are the specific workplace environmental procedures which relate to own job role.
3. What are the particular risks to the environment which may be present in own workplace and job role and how these can be controlled or prevented.
4. How to use resources and materials effectively and efficiently to minimize wastage and further negatively impact on the environment.
5. What is the importance of remaining alert to the presence of hazards to the environment in the workplace.
6. What is the importance of dealing with or promptly reporting risks to the environment.
7. Who are the responsible persons in your workplace to whom you should report environmental matters.
8. What are the suppliers', manufacturers' and organizational procedures and information for the use of equipment, materials and products which are hazardous to the environment.
9. What are the correct handling procedures for materials hazardous to the environment.
10. What are the differences between legal and organizational regulations and the actual use of environmentally hazardous products or materials.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real work environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Oral questioning
- Observation
- Written evidence (case study, projects, assignments)
- Witness testimony

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

CSC01

COMMUNICATION LEVEL 1

Unit Descriptor:

The aim of this standard is to encourage you to develop and demonstrate speaking, listening, reading and writing skills for different purposes. You are required to use speaking, listening, reading and writing skills in the context of straightforward tasks including taking part in discussions on everyday subjects, identifying the main points and ideas in reading material and producing short documents written in uncomplicated language.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|--|
| 1. Take part in a discussion | <ul style="list-style-type: none"> 1.1 Provide information that is relevant to the subject and purpose of the discussion. 1.2 Listen actively to contributions made by others 1.3 Express yourself clearly in a way that suits the situation and respond appropriately to others. |
| 2. Read and obtain information from documents | <ul style="list-style-type: none"> 2.1 Read relevant material. 2.2 Identify accurately the main points and ideas. 2.3 Use the information to suit the purpose. |
| 3. Write different types of documents | <ul style="list-style-type: none"> 3.1 Present documents containing relevant information in a format that suits the purpose. 3.2 Use grammar, spell and punctuate accurately. 3.3 Make your meaning clear. |

RANGE STATEMENT

You must cover the items below:

A. Documents:

- i) business letter
- ii) short report
- iii) memo
- iv) completed form

UNDERPINNING KNOWLEDGE AND SKILLS**Take part in a discussion**

1. Prepare information that is relevant to the discussion.
2. Judge when to speak and how much to say.
3. Say things that suit the purpose of the discussion.
4. Speak clearly in ways that suit the situation.
5. Listen carefully and respond appropriately to verbal and non-verbal messages.
6. Use body language to support what you are saying and to show you are listening.

Read and obtain information

7. Identify the main points and ideas in different types of documents.
8. Obtain information from images.
9. Find out the meanings of words and phrases you do not understand.
10. Ask others when you are unclear about what you have read.

Write different types of documents

11. Use different formats for presenting information (*e.g. business letters, memos, forms and short reports*).
12. Judge the relevance of information and the amount of detail to include for your purpose.
13. Use relevant images to help the reader understand your main points.
14. Proof-read and where necessary, re-draft your documents so that:
 - words are spelt correctly
 - sentences are formed correctly with consistent use of tense and accurate subject-verb agreement such as ‘she was’ and ‘we were’
 - appropriate punctuation is used in sentences
 - your writing is organized into paragraphs or bullet points where appropriate
 - your meaning is clear

EVIDENCE GUIDE**(1) Critical Aspects of Evidence**

You must provide performance evidence of your ability to:

take part in a **one-to-one** and a **group** discussion

read and obtain information from at least **one** document

write **two** different types of documents about straightforward subjects using standard formats

use at least **one** image either to obtain information or to convey information in the discussion, or one of the written documents in order to clarify points being made

(2) Methods of Assessment

Evidence may be collected in a variety of ways including:

- Observation by the Assessor of a one-to-one and a group discussion
- Questioning by the Assessor
- Review of a portfolio containing the following documents showing appropriately formatted
 - letters
 - memos
 - essays or reports
 - notes of the purpose for reading each document
 - recorded answers to questions
 - records of how the information was used
 - information read and summarized
- Edited audio/video clips of the discussions
- Witness statements

(3) Context of Assessment

Communication activities at this level should be commonly met in the context in which the candidates are working or studying.

CSICT01

**INFORMATION AND COMMUNICATION
TECHNOLOGY LEVEL 1**

Unit Descriptor:

The aim of the standard is to encourage you to develop and demonstrate your skills in using ICT for finding, exploring, developing and presenting information. You are required to handle simple numerical, textual and graphical information using basic techniques. You should be able to care for and use technology safely. You should know how to manage files, avoid losing data and minimize risks of viruses. You should also know how to send and receive e-mail. In the event of a problem, you should know how to contact the relevant support services.

ELEMENT**PERFORMANCE CRITERIA**

	<i>To be competent you must achieve the following:</i>
1. Find and select relevant information	1.1 Choose information that is relevant to your tasks. 1.2 Protect information and devices from malicious software.
2. Enter and develop information to suit the task	2.1 Enter information using formats that help development. 2.2 Save information so it can be found easily.
3. Develop the presentation so that the final output is accurate and fit for purpose	3.1 Use appropriate layouts for presenting information in a consistent way.
4. Send and receive E-Mail	4.1 Use the appropriate e-mail client 4.2 Use appropriate e-mail etiquette

RANGE STATEMENT

You must cover the items below:

A. Formats that help development:

- i) text
- ii) numbers

UNDERPINNING KNOWLEDGE AND SKILLS**Find Information**

1. Find different types of information from ICT sources (*e.g. files, removable storage media, the Internet*) and non ICT sources (*e.g. written notes, price lists, diagrams*).
2. Select information relevant to the purpose.
3. Use the Internet (*e.g. web browser, search engines*).
4. Identify and avoid different types of malicious software and take appropriate corrective action when necessary.

Develop Information

5. Manipulate the mouse and keyboard (*e.g. use function keys, right and left click mouse functions*)
6. Enter information (*e.g. copy and paste text, import images*) using formats that help development.
7. Develop information in the form of text, image and numbers (*e.g. structure information, carry out basic calculations using suitable software, moving and resizing images*).
8. Save information (*e.g. change save locations, create directories*).

Present Information

9. Use layouts and techniques to suit different purposes (*e.g. select page layouts for different types of documents such as letters, invoices or tables, organize the presentation by moving, copying, deleting or inserting information*).
10. Present information in a consistent way (*e.g. fonts, bulleted lists, alignment*), making sure it is accurate and clear (*e.g. ask others, proofread, use a spell checker, highlight information to improve its clarity*).

Send and Receive E-mail

11. Structure e-mail appropriately (*e.g. forward, reply, use address book and attach documents*).
12. Format e-mail (*e.g. use appropriate salutation, language and tone*).

EVIDENCE GUIDE**(1) Critical Aspects of Evidence**

In carrying out the unit tasks, you must include:

at least one ICT-based information source

at least one non ICT-based information source

at least one example of text, **one example** of image and **one example** of number
evidence of purposeful use of email

(2) Methods of Assessment

Evidence may be collected in a variety of ways including:

- Direct observation by the Assessor
- Questioning by the Assessor
- Portfolio containing draft or rough work of notes, annotations, highlighting or alterations
- Witness testimony

(3) Context of Assessment

Subject matter and materials should be straightforward, i.e. those commonly met in the context in which the candidates are working or studying and tasks will be of a straightforward nature.

Assessment Methods

The methods which can be used to determine competence in performance and underpinning knowledge.

Assessors

The Assessor's role is to determine whether evidence presented by a candidate for assessment within the programme meets the required standard of competence in the relevant unit or element. The assessor needs to be competent to assess to national standards in the area under assessment.

Approved Centre

Organization/centre approved by the TVET Council to offer full National Vocational Qualifications (NVQs).

Case Studies

In situations where it is difficult for workplace assessment to take place, case studies can offer the candidate an opportunity to demonstrate potential competence.

A case study is a description of an actual or imaginary situation presented in some detail. The way the case study is presented will vary depending upon the qualification, but the most usual methods are written, taped or filmed.

The main advantage of a case study is the amount of evidence of underpinning knowledge it can generate and the specific nature of the evidence produced.

Competence

In the context of vocational qualifications, competence means the ability to carry out prescribed activities to nationally predetermined standards in an occupation. The definition embraces cognitive, practical and behavioural skills, underpinning knowledge and understanding and the ability to react appropriately in contingency situations.

Element

An element is a description of an action, behaviour or outcome which a person should be able to demonstrate.

Explanation of NVQ Levels

NVQs cover five (5) levels of competence, from entry level (Level 1) through to senior management (Level 5).

Level

2

Glossary of Terms

Level 1 – Entry Level

Recognizes competence in a range of varied work activities performed in a variety of contexts. Most work activities are simple and routine. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months evolving into more autonomy with time.

Level 2 – Skilled Occupations

Recognizes competence in a broad range of diverse work activities performed in a variety of contexts. Some of these may be complex and non-routine and involve some responsibility and autonomy. Collaboration with others through work groups or teams and the guidance of others may be required.

Level 3 – Technician and Supervisory Occupations

Recognizes competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts, with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources are often a requirement. The individual is capable of self-directed application, exhibits problem solving, planning, designing and supervisory capabilities.

Level 4 – Technical Specialist and Middle Management Occupations

Recognizes competence involving the application of a range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. Requires very substantial personal autonomy and often significant responsibility for the work of others, the allocation of resources, as well as personal accountability for analysis, diagnosis, design, planning, execution and evaluation.

Level 5 – Chartered, Professional and Senior Management Occupations

Recognizes the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. Recognizes technical and management competencies at the highest level and includes those who have occupied positions of the highest responsibility and made outstanding contributions to the promotion and practice of their occupation.

External Verifier

The External Verifier is trained and appointed by the TVET Council and is competent to approve and ensure an approved centre's quality of provision.

Internal Verifier

The Internal Verifier acts in a supporting role for Assessors to ensure the consistent quality of assessment and competence. They need to be competent to assess to national standards in the area under assessment.

Level

2

Glossary of Terms

NVQ

National Vocational Qualifications (NVQs) are work-based qualifications that assess an individual's competence in a work situation and certify that the individual can perform the work role to the standards expected in employment.

NVQs are based on national occupational standards of competence drawn up by standards-setting bodies known as Industry Lead Bodies. The standards describe the level and breadth of performance that is expected of persons working in the industry or sector which the NVQ covers.

NVQ Coordinator

Within each approved centre offering NVQs, there is a centre contact who has overall responsibility for the operation and administration of the NVQ system.

Observation

Observation of the candidate carrying out his/her job in the workplace is the assessment method recommended in the vast majority of units and elements. Observation of staff carrying out their duties is something that most supervisors and managers do every day.

Performance Criteria

Performance criteria indicate the requirements for the successful achievement of an element. They are descriptions of what the Assessor would expect to see in competent performance.

Product of Work

This could be items produced during the normal course of work, which can be used for evidence purposes such as reports, menus, promotional literature, training plans, etc.

Questioning

Questioning is one of the most appropriate ways to collect evidence to assess a candidate's underpinning knowledge and understanding.

Questioning can also be used to assess a candidate in those areas of work listed in the range which cannot be assessed by observation. Guidance on when this assessment method can be used is given in the assessment guidance of each individual element.

As an assessment method, questioning ensures that the Assessor has all of the evidence about a candidate's performance. It also allows the Assessor to clarify situations.

Level

2

Glossary of Terms

Range Statements

The range puts the element of competence into context. A range statement describes the range of situations to which an element and its performance criteria should be applied.

Range statements are prescriptive therefore, each category must be assessed.

Role Plays

Role plays are simulations where the candidate is asked to act out a situation in the way he/she considers 'real' people would behave. By using role-play situations to assess a candidate assessors are able to collect evidence and make a judgement about how the candidate is most likely to perform. This may be necessary if the range specified includes a situation in which the candidate is unlikely to find himself/herself in the normal course of his/her work, or where the candidate needs to develop competence, before being judged competent, for example, in a disciplinary situation.

Simulations

Where possible, assessment should always be carried out by observing **natural performance** in the workplace. **Simulated performance**, however, can be used where specified to collect evidence about an aspect of a candidate's work which occurs infrequently or is potentially hazardous; for example, dealing with fires.

By designing the simulated situation, briefing the candidate and observing his/her performance, the Assessor will be able to elicit evidence which will help him/her judge how a candidate is **most likely** to perform in real life.

Supplementary Evidence

Supplementary evidence can be used to confirm and support performance evidence. Types of supplementary evidence include witness testimonies, reports, journals or diaries, records of activities, personal statements, simulation (see note in glossary).

Underpinning Knowledge

Underpinning knowledge indicates what knowledge is **essential** for a candidate to possess in order to successfully achieve an element and prove total competence.

Units

A unit of competence describes one or more than one activity which forms a significant part of a candidate's work. Units are accredited separately but, in combination, can make up a vocational qualification. There are three categories of units:

Level

2

Glossary of Terms

Mandatory Units: These are core to a qualification and must be completed.

Optional Units: Candidates must choose the required number of individual units, specified in the qualification structure, to achieve the qualification.

Work-based Projects

Work-based projects are a useful way for the Assessor to collect evidence to support any decision made about a candidate's performance. They are particularly appropriate in determining the level of a candidate's underpinning knowledge and understanding where it may be insufficient to rely only on questioning or observation.

A project often involves the identification of a solution to a specific problem identified by the Assessor and/or the candidate (such as looking at ways to redress a recent drop in sales), or may be a structured programme of work built around a central situation or idea (such as the introduction of a new job rostering process).