QUALIFICATION HANDBOOK

Level 2 Certificate in Health and safety in the workplace (4065-02)

February 2012 Version 1.0

City&
Guilds

Qualification at a glance

Subject area	Health and Safety in the Workplace
City & Guilds number	4065-02
Age group approved	All
Entry requirements	Level 2
Assessment	Short answer question papers and practical tasks
Fast track	Available
Support materials	Centre handbook
Registration and certification	Consult the City & Guilds website for information

Title and level	City & Guilds number	Accreditation number
Level 2 Award in Health and Safety in the Workplace	4065-02	600/4150/X

Contents

1   Introduction

Area	Description
Who is the qualification for?	A single unit qualification, it is aimed at new staff, or existing staff who need health and safety training.
What does the qualification cover?	This qualification was developed to provide candidates with a general qualification in Health and Safety for the Workplace. The development was prompted by a demand for a generic health and safety qualification at level 2, rather than qualifications designed for use in specific sectors, as this would have the widest appeal to employers.
Who did we develop the qualification with?	The qualification was developed in consultation with employers, FE Colleges, private training providers and Health and Safety consultants.

Structure

To achieve the **Level 2 Certificate in Health and Safety in the Workplace**, learners must achieve **4** credits from the mandatory units and a minimum of **10** credits from the optional units available.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
Y/601/9697	101	Fire Safety Awareness	1
H/601/9699	201	Health and Safety in the Workplace	1
Y/602/1997	203	Risk Assessments	2
Optional			
D/601/9698	202	Fire Safety Principles	1
D/503/3400	208	Display Screen Equipment	2
D/602/4593	210	Manual Handling Safety at Work	2
M/602/4596	211	Moving People Safely	2
H/502/9154	112	Internet Safety for IT users	3

2 Centre requirements

Centres not yet approved by City & Guilds

To offer this qualification, new centres will need to gain both **centre and qualification approval**.

Existing City & Guilds centres

To offer this qualification, centres already approved to deliver City & Guilds qualifications will need to gain **qualification approval**.

Centres approved to offer the qualification 3681 Progression Award in Health and Safety in the Workplace may apply for approval to run the new 4065 Level 2 Health and Safety for the Workplace, using the **fast track approval form**, available from the City & Guilds website.

Centres may apply to offer the new qualification using the fast track form if they meet all of the approval criteria specified in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the **standard** Qualification Approval Process. It is the centre's responsibility to check that fast track approval is still current at the time of application.

Resource requirements

Resources

Centres must provide access to sufficient equipment in the centre or workplace to ensure candidates have the opportunity to cover all of the practical activities.

Trainer / tutors must

- be occupationally knowledgeable in the area(s) of Health and Safety for which they are delivering training. This knowledge must be at least to the same level as the training being delivered.
- have credible experience of providing training.

Centre staffing

Staff delivering the qualifications

All new teachers delivering publicly funded qualifications in the learning and skills sector (all post 16 education – including FE, adult and community learning, work-based learning, offender education) in England are now required to take qualifications which form part of the Qualified Teacher – Learning and Skills (QTLS) framework. City & Guilds offers a

range of qualifications within the QTLS framework. Details are available on the QTLS pages of **www.cityandguilds.com**.

Staff delivering this qualification, must also be able to demonstrate that they meet the following occupational expertise requirements.

- be technically competent in the area for which they are delivering training and have experience of providing training. This knowledge must be at least to the same level as the training being delivered.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for candidates undertaking this qualification. However, centres must ensure that candidates have the potential and opportunity to successfully gain the qualification.

Age restrictions

There is no age restriction for this qualification unless this is a legal requirement of the process or the environment.

3 Delivering the qualification

Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs,
- support and guidance they may need when working towards their qualification.
- any units they have already completed, or credit they have accumulated which is relevant to the qualification[s].
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualification, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

The following resources are available for this qualification:

Description	How to access
Question Papers	**www.cityandguilds.com**
Marking guide	**www.cityandguilds.com**
Guidance on administering and marking of the question papers	**www.cityandguilds.com**

4 Assessment

Assessment of the qualification

This qualification is assessed in a number of ways to provide a clear indication of candidate's knowledge and skills. These include:

- internally marked questions
- practical tasks

The assessments are set by City & Guilds and are administered by the centre when the candidate is ready. They are then marked internally, using the information provided and the outcomes recorded on the documents provided by City & Guilds. Assessments are subject to internal and external verification.

Unless specified, assessments can be completed in any order. Centres will be expected to organise the assessments in a logical order according to the requirements of the candidates and the course e.g. with regard to work experience placements, visits etc.

Tutors should teach to the full breadth of the Learning Outcome of the unit and not limit teaching to the assessment tasks. Candidates should only be assessed when it is evident that they are ready to undertake the assessments. Candidates should be aware of what they are to be assessed on and what is required of them in order to pass, or where the assessment is graded, to achieve a merit or distinction.

Internally marked questions

The questions should be taken under supervised conditions as closed-book tests, unless specified otherwise. This means that all activities will be completed with the assessor, or other designated supervisor, present. Alternatively, assessors may prefer to ask the questions orally and record individual candidates' responses. Unless specified, there is no time limit set by City & Guilds and centres should base their timings on the time it takes a prepared candidate to complete the questions comfortably (usually 1-1½ minutes per mark).

Practical Tasks

For Units 210 and 211 there are practical tasks for the candidates to complete. The assessor or tutor will be expected to instruct and assess the candidates in these tasks. Detailed instructions and marking checklists are available in each Unit's marking scheme.

Candidates are **not** permitted to use the checklist to work from when completing the practical task, but may familiarise themselves with it prior to the observation.

Notes on using the marking schemes

The tasks must be marked by the centre using the marking schemes provided by City & Guilds. For these internally marked questions, model answers are provided in the Answer Pack. The Answer Pack must be held

securely by centres and not made available to candidates. The marking schemes may not provide an exhaustive list of correct answers in all cases.

Accreditation of Prior Learning (APL)
These summative assessments assess candidate learning, including prior learning. APL, may not be used as an alternative.

Verification of assessments
Centres must use the provided documentation, unless otherwise agreed, to ensure that external verifiers can check that evidence for an assessment is complete and ensure that the allocation of marks is fair and beyond dispute. Centres may devise additional documentation/forms to support those provided by City & Guilds.

If a candidate's work is selected for verification, samples of work must be made available to the appointed external verifier who will ensure that
- the quality assurance co-ordinator is undertaking his/her responsibilities
- the quality assurance co-ordinator is given prompt, accurate and constructive feedback on centre operations
- a report is written on centre activities for City & Guilds.

Retention of evidence
In order to fully support candidates, centres are required to retain candidates' evidence until the candidate has certificated and until any final EV sampling has taken place. Candidate assessment **records** (see the centre manual for details) must be retained for **three years** after certification.

Entry for assessment and certification
Entry for assessment and certification should be as specified in the Qualification handbook and the Walled Garden.

Test specifications

The way the knowledge is covered by each test is laid out in the table[s] below:

Test 1:   Unit 101 Fire Safety Awareness
Duration: 1 hour

Unit	Outcome	Number of questions	%
101	1 understand basic fire safety and what to do in the event of an emergency	7	44
	2 understand the principles of fire risk control	5	31
	3 understand the basics of practical fire safety	4	25
	Total	**16**	**100**

Test 2:   Unit 201 Health and Safety in the Workplace
Duration: 1 hour

Unit	Outcome	Number of questions	%
201	1 understand roles and responsibilities for health, safety and welfare in the workplace	6	30
	2 understand how risk assessments contribute to health and safety	4	20
	3 understand how to identify and control the risks from common workplace hazards	5	25
	4 know the procedures for responding to accidents and incidents in the workplace	5	25
	Total	**20**	**100**

Test 3:   Unit 202 Fire Safety Principles
Duration: 1 hour

Unit	Outcome	Number of questions	%
202	1 understand the hazards and risks associated with fire in the workplace	4	
	2 understand how fire risk is controlled in the workplace	9	
	3 understand the principles and practice of fire safety management at work	5	
	4 understand the role of the nominated fire warden	3	
	Total	**21**	**100**

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Test 4:   Unit 203 Risk Assessment
Duration: 1 hour

Unit	Outcome	Number of questions	%
203	1 understand the importance of risk assessments	2	20
	2 understand the principles of controlling risks	4	40
	3 understand how a risk assessment is undertaken	4	40
	Total	**10**	**100**

Test 5:   Unit 208 Display Screen Equipment
Duration: 1 hour

Unit	Outcome	Number of questions	%
208	1 know the importance of health and safety in relation to display screen equipment	1	
	2 know the health risks associated with using display screen equipment	3	
	3 know the health risks associated with using display screen equipment	7	
	Total	**11**	**100**

Test 6:   Unit 210 Manual Handling Safety at Work
Duration: 1 hour

Unit	Outcome	Number of questions	%
210	1 understand the reasons for safe manual handling	4	
	2 understand how manual handling risk assessments contribute to improving health and safety	5	33
	3 understand the principles, types of equipment and testing requirements associated with manual handling safety	5	33
	4 be able to apply safe manual handling principles	n/a	
	Total	**14**	**100**

Test 7:   Unit 211 Moving People Safely
Duration: 1 hour

Unit	Outcome	Number of questions	%
211	1 understand the personal safety, health and dignity issues relating to the movement of a person by others.	3	
	2 understand how a personal handling plan and risk assessment reduce the risk of injury to everyone involved in moving a person	4	33
	3 understand the principles, types of equipment and testing requirements associated with manual handling safety	3	33
	4 be able to apply safe principles when moving a person	n/a	
	Total	**10**	**100**

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5   Units

Availability of units

Structure of unit

The unit each have the following:
- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- unit aim
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria

Unit 101   Fire Safety Awareness

UAN:	Y/601/9697
Level:	1
Credit value:	1
GLH:	4
Endorsement by a sector or regulatory body:	This unit is endorsed by Proskills
Aim:	The aim of this unit is to provide essential knowledge about fire safety so that candidates understand how to prevent fires from starting and what actions to take if a fire does break out in the workplace.

Learning outcome
The learner will:
1. understand basic fire safety and what to do in the event of an emergency
Assessment criteria
The learner can:
1.1 state the **main causes** of fires in the workplace
1.2 outline the **main costs** of fires in the workplace for employers, employees and society
1.3 state their own duties and responsibilities in relation to fire safety at work
1.4 state the duties and responsibilities of fire wardens and other people who may be required to take action as part of fire risk controls or during an emergency
1.5 describe the action to be taken in the event of a fire in the workplace, including methods of raising the alarm and contacting the emergency services

Range
1.1 main causes:
• electrical faults
• gas leaks
• arson
• flammable substances.

1.2   main costs:

Employers:
- repair work
- insurance premiums
- loss of staff (injuries and fatalities)
- staff absence
- stress and low morale
- recruitment costs
- loss of orders during shut down
- legal costs
- plant and machinery costs
- material costs
- environmental costs

Employees
- loss of earnings
- threat to job security
- low morale
- injuries and fatalities
- short term and long term injuries
- stress

Society
- environmental costs
- short and long term health costs
- changes to regulations and laws
- higher unemployment
- economy costs
- social disruption

1.3   duties and responsibilities of employees:
- follow employer's fire safety procedures
- report any potential fire hazards

1.4   duties and responsibilities of fire wardens and other people:
- undertaking a basic check of fire fighting & other equipment regularly
- activating a test on the alarm system
- activating a test evacuation of the premises
- completing a sweep of the premises as evacuation is completed
- liaison with the fire service
- facilitating a real evacuation
- liaison with the Fire Manager
- keeping records
- control potential fire hazards

1.5 actions to be taken in the event of a fire in the workplace:

- raising alarms
- raising awareness
- following fire evacuation procedures
- making equipment safe
- methods of raising awareness in the event of a fire in the workplace
- contact fire service
- sound alarm
- non-verbal and verbal communications

Learning outcome
The learner will:
2.   understand the principles of fire risk control
Assessment criteria
The learner can:
2.1   list the **key elements** for effective fire risk management in the workplace
2.2   outline how the components of the fire triangle can be used to control fire risks
2.3   list **active and passive** fire risk **control measures**
2.4   outline **fire prevention measures** that can be taken to minimise fire risks

Range

2.1 key elements:

- good housekeeping
- staff training
- assisting people with disabilities to evacuate
- making sure non-employees are aware of fire procedures
- maintenance and testing of fire safety equipment
- record keeping
- compliance with legal requirements
- safe storage of dangerous substances

2.2 components:

- ignition
- oxygen
- fuel

2.3 active and passive control measures:

- ***Active control measures include:***
- smoke detectors
- heat detectors
- audible fire alarms

- visual fire alarms
- fire extinguishing equipment

- *Passive control measures include:*
- building layout and design
- fire resisting doors
- fire doors
- fire escape routes and assembly areas
- signage

2.4 fire prevention measures:
- good housekeeping
- staff training
- making sure non-employees are aware of fire safety
- maintenance and testing of equipment
- reviewing procedures
- being vigilant to take the correct action immediately in the event of an emergency.

Learning outcome
The learner will:
3. understand the basics of practical fire safety
Assessment criteria
The learner can:
3.1 state the safe operating parameters for the use of portable fire-fighting equipment
3.2 outline simple checks for ensuring that fire safety equipment is serviceable and safe to us

Range
3.1 safe operating parameters for the use of portable fire-fighting equipment:

- use and identify appropriate fire fighting equipment for different types of fire
- follow instructions on extinguishers
- prioritise personal safety

3.2 fire safety equipment checks:
- fire fighting equipment has been tested within 12 months
- checking that the safety strap is in place on fire extinguishers
- fire fighting equipment is in correct position
- fire fighting equipment has not been removed / stolen
- checking the charge indicator on fire extinguishers is green
- reporting any equipment damage or observed defect.

Unit 201   Health and Safety in the Workplace

UAN:	H/601/9699
Level:	2
Credit value:	1
GLH:	10
Endorsement by a sector or regulatory body:	This unit is endorsed by Proskills
Aim:	To provide an introduction to the principles of workplace health and safety.

Learning outcome
The learner will:
1. understand roles and responsibilities for health, safety and welfare in the workplace
Assessment criteria
The learner can:
1.1 outline employers and employees duties relating to health, safety and welfare at work
1.2 outline the consequences for non-compliance with health and safety legislation
1.3 outline the requirements for training and competence in the workplace
1.4 outline the ways in which health and safety information can be communicated.

Range
1.1 Employer duties
• protection from anything that may cause harm
• effectively controlling any risks to injury that could arise in the workplace
• effectively controlling any risks to health that could arise in the workplace
• assess risks in the workplace
• give employees information about the risks in the workplace
• give employees information on how they are protected
• instruct and train employees on how to deal with the risks
• consult employees on health and safety issues

Employee duties

- employees have a duty to take care of their own health and safety
- employees have a duty to take care of others who may be affected by their actions
- co-operate with employers in regards to Health and safety requirements
- To use any equipment how they have been trained
- Report anything they consider dangerous

1.2 Consequences for non-compliance

- In cases of fatal accidents, Police and HSE will investigate any breaches of duty and possible prosecution, prohibition or improvement notice may be issued
- In non fatal notifiable accidents, HSE usually investigate and can issue the same penalties.
- Prosecutions likely where death or serious injury where alleged breach of duty
- Imprisonment and fines may be the result of prosecution.

1.3 Requirements for training and competence

- H&S policy
- competent advisors
- risk assessment and procedures
- safe systems at work
- induction
- ensure all staff have relevant knowledge/skills/experience before starting work

1.4 Types of communication

- Toolbox talks
- Formal training
- Posters
- E-mails
- Memos
- Intranet
- Appraisals

External communication

- HSE website, the advisory role of the HSE should be explored
- professional safety organisations
- trade journals
- professional consultants

Learning outcome
The learner will:
2. understand how risk assessments contribute to health and safety

Assessment criteria
The learner can:
2.1 define the terms hazard and risk
2.2 outline the process for carrying out a risk assessment
2.3 describe how risk assessment can be used to reduce accidents and ill health at work

Range
2.1 Hazard and risk
2.2 Carrying out a risk assessment
• categories of people who may be at risk
o employees
o visitors
o students
o general public
• how workplace hazards could be identified
o inspection
o audit
o conversation
• how the risk relating to a hazard would be determined and expressed
o High/Medium/Low
o based on a combination of severity
• reasons for recording the significant findings of risk assessment. and includes compliance
• legal requirement
• significance of 5 or more employees
• the legal requirements for people undertaking a health and safety risk assessment. They must be "deemed competent" to do so by their line manager
• List any workers to whom special considerations should be given
o home workers
o lone workers
o young workers
o pregnant women
o medical conditions
o disability
• replace all 2.2 with following
• identify the work related hazards
• identify who may be at risk from these hazards
• evaluate the level of risk
• decide how to further control the risk
• record the significant findings

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2.3 Reduce accidents and ill health at work
- to minimise future risks to employees
- to identify a plan of appropriate support for employees
- to provide a coordinated response to the needs and risks identified
- to consult fully with employees and relevant professionals
- to ensure the best interests of individuals concerned
- to set a date for a risk assessment review

Learning outcome
The learner will:
3. understand how to identify and control the risks from common workplace hazards
Assessment criteria
The learner can:
3.1 describe the hazards that are common to most workplaces
3.2 describe how hazards can cause harm or damage to people, work processes, the workplace or the environment
3.3 describe the principle of risk control hierarchy
3.4 list examples of risk controls for common workplace hazards

Range

3.1 Hazards common to most workplaces
- fire
- manual handling
- harmful agents
- electricity
- Display Screen Equipment
- slips trips and falls
- environmental pollutants

3.2 Harm or damage to people, work processes, the workplace or the environment
- People-Cause injury or ill health both physical or mental
- Processes-damage to equipment, loss of production
- Workplace-damage to the building, dangerous work environment
- Environment-damage to the flora and fauna to release to air, land or water of energy or substances

3.3 Principle of risk control hierarchy
The stages from elimination through the hierarchy down to PPE:
- Eliminate the hazard
- Reduce the use, frequency or the concentration or form of substance
- Isolate the hazard from employee or employee from the hazard
- Control (engineering)ventilation guards
- Control (management) job rotation breaks

- PPE physical barrier on the person between them and the risk
- Discipline following rules obey instructions take action against offenders

3.4   Risk controls for common workplace hazards
Fire hazard control measures

- Reduction of fuel
- Reduction of heat sources of ignition
- Fire extinguishers
- Fire doors
- smoke doors
- compartmentalisation

Manual handling

- Hierarchy of Control to reduce manual handling risks.
- factors to be considered for TILE (Task; Individual; Load; Environment) when carrying out a manual handing risk assessment

Chemicals

- COSSH Hierarchy of Control to reduce chemical risks.
- information contained in a Material Safety Data Sheet (MSDS)
- Name
- hazard
- risk factor
- medical treatment
- function of Personal Protective Equipment (PPE) in the reduction of risk

Electricity

- potential consequences of contact with electricity (eg Shock, internal and external burns)
- safety benefits of different electrical sources available for power (eg mains/battery; inherent dangers of mains voltage over 110v)
- key safety measures before using portable electrical equipment (eg visual check; check connecting cables; check plugs; maintenance; signs of overheating)

Display screen equipment usage

- hazards of poor work station ergonomics
- range of hazards to include muscular skeletal back injury
- WRULDs
- eye strain
- control measures to be applied to reduce risk when working with Display Screen Equipment
- Posture
- work load
- environment
- ergonomics

Slips, trips and falls

- relevance of good house keeping to eliminate potential hazards
- relevance of the factors that could effect the severity of the outcome

Environmental pollutants

- control measures to protect
- Land waste segregation, licensed disposal contractors
- Air emission control, filtration
- Water bunds spill kits

Learning outcome
The learner will:
4. know the procedures for responding to accidents and incidents in the workplace
Assessment criteria
The learner can:
4.1 state the common causes of workplace accidents and ill health
4.2 identify the actions that might need to be taken following an incident in the workplace
4.3 list the arrangements that should be in place in a workplace for emergencies and first aid
4.4 outline why it is important to record all incidents, accidents and ill health

Range
4.1 Common causes of workplace accidents and ill health
• trips/slips
• falls
• electrical incidents
• manual handling/lifting
• occupational asthma
• deafness
• vibration white finger
• dermatitis
4.2 Actions that may be taken following an incident in the workplace
• care of injured party
• isolation of the area
• making area safe

Further actions
- report to relevant parties such as line manger/management, HSE (RIDDOR), next of kin, insurance company
- internal investigation into the incident
- addressing issues to prevent reoccurrence
- review risk assessments

4.3 Arrangements in a workplace for emergencies and first aid
- emergency plans should be produced, communicated and practiced for all emergencies
- appropriate training should be given to staff
- first aid risk assessment should be undertaken

4.4 Recording incidents, accidents and ill health
- prevention of reoccurrence of the accident, incident or ill health condition
- to enable trend analysis to be undertaken
- to instigate accident investigation
- to provide evidence in defence of legal action
- to enable benchmarking either internally or against external companies
- comply with legal requirements

Unit 202 Fire Safety Principles

UAN:	D/601/9698
Level:	2
Credit value:	1
GLH:	9
Endorsement by a sector or regulatory body:	This unit is endorsed by Proskills
Aim:	The aim of this unit is to provide candidates with sufficiently detailed fire safety knowledge to undertake specific fire safety roles in the workplace to assist their employer in managing fire risk.

Learning outcome
The learner will:
2. understand the hazards and risks associated with fire in the workplace
Assessment criteria
The learner can:
1.1 explain **how fires are caused** in the workplace
1.2 describe the **components** of the fire triangle.
1.3 identify the **hazards** during or after a fire, including the products of combustion.
1.4 describe the **characteristics** of fire and smoke spread

Range
1.1 How fires are caused in the workplace
- poor housekeeping   - electrical faults   - incorrect storage of hazardous and flammable substances   - gas leaks   - arson   - naked flame
1.2 Components
- fuel   - ignition   - oxygen

1.3 Hazards during a fire:

- smoke
- breathing difficulties
- extreme heat
- poor visibility
- risk of explosion
- flashover
- source of fire
- immediate environment
- toxic fumes
- heat.

Hazards after a fire:

- structural weakness and damage
- electrical faults
- gas leaks
- debris
- toxic materials
- environmental effects

1.4 Characteristics of fire and smoke spread:
Fire spread

- backdraft
- flashover
- conduction
- radiated heat.
- Smoke spread
- air/wind flow

Learning outcome
The learner will:
2. understand how fire risk is controlled in the workplace
Assessment criteria
The learner can:
2.1 state the different methods used to identify and control fire hazards.
2.2 define the term 'means of escape' in relation to fire hazards.
2.3 outline **typical components** for means of escape from fire hazards.
2.4 describe **methods** of fire detection and raising the alarm.
2.5 describe the principle of how fires are extinguished.
2.6 describe how portable fire-fighting equipment should be used safely.
2.7 identify **common fixed fire-fighting systems** and where they might be used

Range

2.1 Methods used to identify and control fire hazards
Methods used to identify

- good housekeeping
- staff training
- being vigilant to take the correct action immediately in the event of an emergency
- inspections.

Methods used to control

- good housekeeping
- staff training
- maintenance and testing of equipment
- keeping records
- reviewing procedures
- appointment of one or more Fire Wardens
- making sure non-employees are aware of fire procedures

2.3 Typical components

- designated escape routes
- protected escape routes
- emergency lighting
- fire doors
- refuge areas
- signage
- equipment to assist exit.

2.4 Methods of fire detection and raising the alarm

- automatic detection systems
- activating the alarm button when a visual identification of a fire is located
- audible fire alarm
- visual aids/alarms
- contact fire service
- automated systems linked to contact centre/Fire & Rescue Emergency Services
- sensortory alarms

2.5 Describe the principle of how fires are extinguished

- Remove any one of the three elements of the fire triangle

2.6 Describe how portable fire-fighting equipment should be used safely

- only use appropriate fire fighting equipment on type/class of fire
- follow operating instructions on fire fighting equipment
- prioritise personal safety

2.7 Common fixed fire-fighting systems and where they might be used
• automated sprinkler systems in warehouses or other industries,
• automated gas release fire suppression systems over large boilers or specific types of machinery in industry
• foam systems over large boilers or specific types of machinery in industry
• dry risers and wet risers in high rise buildings (used by the Fire & Rescue Service)

Learning outcome
The learner will:
3. understand the principles and practice of fire safety management at work
Assessment criteria
The learner can:
3.1 outline the duties of employers and employees with respect to fire safety in the workplace.
3.2 outline how to undertake a simple fire safety inspection in the workplace.
3.3 describe the stages involved in a fire risk assessment

Range
3.1 Duties and responsibilities of employees:
• activate alarm if they see a fire
• follow fire evacuation procedures
• report any potential fire hazards
• follow safe working/operating procedures
Duties and responsibilities of employers:
• set up systems and procedures in line with updated legislation for fire safety which include the below:
• undertaking a check of fire fighting & other equipment regularly
• activating a test on the alarm system
• activating a test evacuation of the premises
• completing a sweep of the premises as evacuation is completed
• liaison with the fire service
• facilitating a real evacuation
• liaison with the Fire Manager
• keeping records
3.2 Outline how to undertake a simple fire safety inspection in the workplace
• general observation of all areas

3.3	Describe the stages involved in a fire risk assessment

- control hierarchy
- identify fire risk areas
- identify potential fire hazards
- check control measures
- implement new control measures where needed
- revise risk assessment
- monitor and review regularly

Learning outcome
The learner will:
4. understand the role of the nominated fire warden
Assessment criteria
The learner can:
4.1 state the **role** and **function** of fire wardens in their workplace: - on a day-to-day basis   - during an emergency   - if they are not in their designated areas of responsibility when the alarm is raised.   **4.2** outline the **content** of a fire safety briefing

Range

4.1 Day to day:

- ensure escape routes are kept clear
- identify hazards in the workplace
- control hazards in the workplace
- record and report observations

During an emergency

- to take appropriate effective action if a fire occurs
- raise the alarm (if it has not been activated)
- evacuate staff, visitors and others from the building to the assembly point
- ensure all staff, visitors and others are accounted for

During an alarm when off site

- follow company procedures

4.2 Outline the content of a fire safety briefing

- roles and responsibilities of employees and fire wardens
- explain all evacuation routes, exits, where to assemble and the procedure for returning to the building
- know identity of fire wardens/responsible person and reporting procedures
- when routine fire alarm tests are carried out
- what the fire alarm sounds like and how to activate it

- identify locations and explain use of fire fighting equipment
- signage
- any automated systems

Unit 203 Risk Assessment

UAN:	Y/602/1997
Level:	2
Credit value:	2
GLH:	18
Endorsement by a sector or regulatory body:	This unit is endorsed by Proskills
Aim:	To provide candidates with a knowledge and understanding of the risk assessment process.

Learning outcome
The learner will:
1. understand the importance of risk assessments
Assessment criteria
The learner can:
1.1 outline the reasons for conducting risk assessments
1.2 outline the **main legislation** relating to risk assessments

Range
1.1 Outline the reasons for conducting risk assessments
• to comply with legislation
• to identify hazards
• to identify risks
• to implement control measures
1.2 Outline the main legislation relating to risk assessments
• Health and Safety at Work etc. Act (1974)
• Management of Health and Safety at Work Regulations.
• Other appropriate relevant regulations

Learning outcome
The learner will:
2. understand the principles of controlling risks
Assessment criteria
The learner can:
2.1 identify the main health and safety hazards in the workplace
2.2 list control measures that can reduce risks to an acceptable level

Range
2.1 Identify the main health and safety hazards in the workplace • plant and machinery • electrical • fire • inappropriately trained staff • noise • hazardous substances **2.2 List control measures that can reduce risks to an acceptable level** • control hierarchy • eliminate or substitute • reduce • isolate • control • PPE • discipline

Learning outcome
The learner will: 3.   understand how a risk assessment is undertaken
Assessment criteria
The learner can: **3.1**   describe the stages involved in a risk assessment **3.2**   outline the circumstances in which a risk assessment should be reviewed

Range
3.1 Describe the stages involved in a risk assessment • identify responsible people • identify risk areas and prioritise • identify potential hazards • check and review control measures • implement new control measures where needed • revise risk assessment as appropriate • monitor and review regularly *(refer to unit 201 2.2)* **3.2 Outline the circumstances in which a risk assessment should be reviewed** • change in legislation • change of process/new processes • following enforcement action

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- new machinery
- vulnerable people
- following a major accident
- after elapsed time
- any time you think the risk assessment may not be sufficient

Unit 208   Fundamentals of Display Screen Equipment

UAN:	D/503/3400
Level:	2
Credit value:	2
GLH:	20
Endorsement by a sector or regulatory body:	This unit is endorsed by Proskills
Aim:	

Learning outcome
The learner will:
1. know the importance of health and safety in relation to display screen equipment
Assessment criteria
The learner can:
1.1 outline the **duties** of employers in relation to display screen equipment

Range
1.1 Duties of employers
• conduct a work station assessment
• provision of suitable equipment that complies to the regulations
• training and information
• encourage planning of work to incorporate breaks and changes of activities.
• provision of eyesight testing and contributions towards glasses where applicable

Learning outcome
The learner will:
2. know the health risks associated with using display screen equipment
Assessment criteria
The learner can:
2.1 describe the **symptoms** and causes of health risks associated with using display screen equipment
2.2 state the importance of early identification of symptoms associated with the use of display screen equipment

Range

2.1 Symptoms
    • work related upper limb disorders/RSI
    • stress
    • fatigue
    • headaches
    • eye strain
 	
Causes
    • lack of training
    • ineffective control measures
    • inappropriate workstation
    • inappropriate equipment
    • equipment malfunction
 	
2.2 State the importance of early identification of symptoms associated with the use of display screen equipment
    • to prevent long term health problems
    • to maintain lifestyle

Learning outcome
The learner will: 3. know work station assessments and hazards
Assessment criteria
The learner can: **3.1** describe how the **benefits** of work station assessments for users **3.2** identify **types** of display screen equipment users **3.3** describe the term ergonomic **3.4** state the **components** of work station assessments and potential hazards **3.5** describe risk reduction **methods** associated with display screen equipment **3.6** state the heath and safety law associated with display screen equipment

Range

3.1 Benefits of work station assessments for users
    • maintain and improve working conditions
    • helps to prevent:
        o work related upper limb disorders/RSI
        o stress
        o fatigue
        o headaches
        o eye strain

3.2 Identify types of display screen equipment users
- office workers
- home workers
- students
- teachers
- retail workers

3.3 Ergonomic
- fitting the equipment to the user

3.4 Components of work station assessments and potential hazards
- desk- poor layout, poor positioning, incorrect height
- display- glare, flickering, poor positioning
- keyboard- incorrect positioning
- chair- incorrect chair
- environment- lack of space, lack of under-desk space, poor lighting levels, unacceptable noise levels, unacceptable temperature
- software- not easy to use

3.5 Describe risk reduction methods associated with display screen equipment
- training and supervision
- ensure correct position of a monitor, keyboard and mouse
- ensure correct adjust of a chair to ensure a good seated posture
- ensure correct adjustment of the contrast and brightness of a monitor
- ensure correct arrangement of work station and the immediate surroundings to reduce poor posture and environmental hazards

3.6 State the heath and safety law associated with display screen equipment
- H&S at work act
- DSE regulations
- Workplace (Health Safety and welfare regulations)

Unit 210 Manual Handling Safety at Work

UAN:	D/602/4593
Level:	2
Credit value:	2
GLH:	20
Endorsement by a sector or regulatory body:	This unit is endorsed by Proskills
Aim:	

Learning outcome
The learner will:
1. understand the reasons for safe manual handling
Assessment criteria
The learner can:
1.1 outline the potential injuries and ill health associated with incorrect manual handing
1.2 outline employers and employees duties relating to manual handling at work
1.3 outline the consequences for non-compliance with health and safety requirements at work

Range
1.1 Outline the potential injuries and ill health associated with incorrect manual handing
- musculoskeletal disorders – back, neck and upper limbs, muscles, ligaments and nerves   - sprains and strains   - fractures/broken bones   - lacerations   - RSI/work related upper limb disorders/carpal tunnel syndrome   - Stress   - fatigue
1.2 Outline employers and employees duties relating to manual handling at work
Employers
- avoid need for manual handling as far as reasonably practicable   - assess the risk of injury from any manual handing

- reduce the risk of injury from manual handling as far as reasonably practicable
- assess the physical suitability of their employees to carry out the operation
- ensure sufficient knowledge and training is provided
- carry out relevant risk assessment implement control measures
- assess whether the employee is within a group identified as being vulnerable
- implement the results of health and safety surveillance
- assess the required PPE to suit the role

Employees
- follow appropriate systems of work laid down for their safety
- co-operate with their employer on Health & Safety matters
- make proper use of equipment provided for their safety
- inform the employer if they identify hazardous handling activities
- take care to ensure that their activities do not put themselves others at risk.

1.3 Outline the consequences for non-compliance with health and safety requirements at work
- corrective work
- increased insurance premiums
- loss of staff (injuries and fatalities)
- staff absence
- stress and low morale
- recruitment costs
- loss of orders during any potential shut down
- legal implications
- plant and machinery costs
- material costs
- environmental costs

Learning outcome
The learner will:
2. understand how manual handling risk assessments contribute to improving health and safety
Assessment criteria
The learner can:
2.1 explain the terms 'hazard' and 'risk' in the context of manual handling work
2.2 outline the process for carrying out a manual handling risk assessment
2.3 describe the principle of the risk control hierarchy when applied to manual handling

Range
2.2   Outline the process for carrying out a manual handling risk assessment • identify task • identify load • identify work environment • identify individual capacity **2.3   Describe the principle of the risk control hierarchy when applied to manual handling** • avoid hazardous manual handling operations so far as is reasonably practicable • make a suitable and sufficient assessment of any manual handling operations that cannot be avoided • reduce the risk of injury so far as is reasonably practicable • where possible provide mechanical assistance • review and change the task where this is not reasonably practicable.

Learning outcome
The learner will: 3.   understand the principles, types of equipment and testing requirements associated with manual handling safety
Assessment criteria
The learner can: **3.1** describe safe movement principles associated with manual handling **3.2** outline the types of equipment designed to be used for manual handling tasks **3.3** outline the requirements for the testing, servicing and examination of manual handling and lifting equipment

Range
3.1 Describe safe movement principles associated with manual handling • plan the activity (individual and team lifts) • consider the load • consider the environment • identify lifting technique • examples of safe lifting techniques **3.2 Outline the types of equipment designed to be used for manual handling tasks** • sack barrows • rollers • pallet trucks • powered pallet trucks • fork lift truck attachments

3.3 Outline the requirements for the testing, servicing and examination of manual handling and lifting equipment

- comply with manufacturer's instructions
- pre-use inspections
- daily inspections
- servicing record
- external inspection including LOLER and PUWER
- statutory inspections

Learning outcome
The learner will:
4. be able to apply safe manual handling principles
Assessment criteria
The learner can:
4.1 Demonstrate efficient and safe manual handling principles when; • applying effort to, or moving a load or object manually on their own • when using manual handling aids and equipment • when undertaking a manual handling task as part of a team

Unit 211   Moving People Safely

UAN:	M/602/4596
Level:	2
Credit value:	2
GLH:	10
Endorsement by a sector or regulatory body:	This unit is endorsed by Proskills
Aim:	

Learning outcome
The learner will:
1. understand the personal safety, health and dignity issues relating to the movement of a person by others.
Assessment criteria
The learner can:
1.1   outline the potential **impact** to a person who is moved incorrectly
1.2   outline the **ways** in which the dignity, health and safety of the person being moved can be preserved

Range
1.1   Outline the potential impact to a person who is moved incorrectly
• the original injury can be made worse
• the person could suffer further injuries/paralysis
• stress
• death
• it discourages the person from moving themselves
• loss of dignity.
1.2   Outline the ways in which the dignity, health and safety of the person being moved can be preserved
Dignity
• maintain privacy
• determine the level of assistance required,
• allow as much independence as possible

Health and safety
• determine the level of assistance required,
• ensure correct staffing levels
• ensure staff are sufficiently trained
• use correct lifting technique
• use mechanical aids where necessary and ensure they are correctly functioning

Learning outcome
The learner will:
2. understand how a personal handling plan and risk assessment reduce the risk of injury to everyone involved in moving a person
Assessment criteria
The learner can:
2.1 outline the **process** of risk assessment in relation to moving a person
2.2 outline the **control measures** that might be used to reduce the risks associated with moving people
2.3 state the **content** of a personal handling plan
2.4 list the **states of functional mobility** a person who needs to be moved might have

Range
2.1 Outline the process of risk assessment in relation to moving a person
• identify the task
• assess individual capabilities
• assess the load
• assess the environment
• identify and select equipment
2.2 Outline the control measures that might be used to reduce the risks associated with moving people
2.3 State the content of a personal handling plan
• person's details
• physical circumstances
• communication
• agree outcome of risk assessment
2.4 List the states of functional mobility a person who needs to be moved might have
• total mobility
• partial mobility
• immobility

Learning outcome
The learner will:
3. understand the principles, types of equipment and testing requirements associated with moving people safely

Assessment criteria
The learner can:
3.1 describe safe movement principles associated with moving people
3.2 outline the types of handling or lifting equipment designed to be used for moving people
3.3 describe the requirements for the testing, servicing and examination of people handling or lifting equipment

Range
3.1 Describe safe movement principles associated with moving people
• plan the activity
• consider the individual's needs
• consider the individual's capability
• consider the environment
• consider the equipment available
• identify correct lifting/moving technique
3.2 Outline the types of handling or lifting equipment designed to be used for moving people
• wheelchair
• zimmer frame/walking aid
• hoist
• slide board
• Stairlift
• Transfer boards
• Mattress variator
3.3 Describe the requirements for the testing, servicing and examination of people handling or lifting equipment
• comply with manufacturer's instructions
• daily inspections
• servicing record
• external inspection including LOLER and PUWER

Learning outcome
The learner will:
4. be able to apply safe principles when moving a person
Assessment criteria

The learner can:
4.1   demonstrate efficient and safe movement principles when;
     • applying effort to support or move a person manually on their own
     • when using movement aides and equipment
     • when moving a person as part of a team

Unit 112   Internet Safety for IT Users

UAN:	H/502/9154
Level:	1
Credit value:	3
GLH:	20
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by e-skills UK
Aim:	This unit is about the skills and knowledge required by the IT user to work safely and responsibly online. As a result of this unit, IT users will understand the risks of working online and be able to take appropriate precautions to safeguard themselves and others.

Learning outcome
the learner will:
1.   understand the risks that can exist when using the internet
assessment criteria
the learner can:
1.1   identify risks to user safety and privacy
1.2   identify risks to data security
1.3   identify risks to system performance and integrity
1.4   outline how to minimise internet risks
1.5   outline factors that affect the reliability of information on websites

Learning outcome
the learner will:
2.   know how to safeguard self and others when working online
assessment criteria
the learner can:
2.1   take appropriate precautions to ensure own safety and privacy
2.2   protect personal information online
2.3   carry out checks on others' online identity
2.4   describe the forms and features of cyberbullying
2.5   identify when and how to report online safety issues
2.6   identify where to get online help and information on e-safety

Learning outcome
the learner will:
3. take precautions to maintain data security
assessment criteria
the learner can:
3.1 take appropriate precautions to maintain data security
3.2 take appropriate precautions to maintain system performance and integrity
3.3 use appropriate browser safety and security settings
3.4 use appropriate client software safety and security settings

Learning outcome
the learner will:
4. follow legal constraints, guidelines and procedures which apply when working online
assessment criteria
the learner can:
4.1 identify legal constraints on the uploading and downloading of software and other digital content
4.2 identify legal constraints on online behaviour
4.3 correctly observe guidelines and procedures for the safe use of the internet

Appendix 1 Relationships to other qualifications

Literacy, language, numeracy and ICT skills development

This qualification can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see **www.cityandguilds.com/functionalskills**
- Essential Skills (Northern Ireland) – see **www.cityandguilds.com/essentialskillsni**
- Essential Skills Wales (from September 2010). – see **www.cityandguilds.com/esw**

Appendix 2   Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Providing City & Guilds qualifications – a guide to centre and qualification approval contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF)**: general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events**: dates and information on the latest Centre events

- **Online assessment**: information on how to register for GOLA assessments.

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Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: **learnersupport@cityandguilds.com**
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: **intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **centresupport@cityandguilds.com**
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: **singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, GOLA, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: **business@cityandguilds.com**
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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