**LEARNER STUDY GUIDE**

**Explain Basic Health Principles in and Around the Workplace**

**259639**



|  |  |
| --- | --- |
| **NAME OF LEARNER:** |  |

**TABLE OF CONTENTS**

Introduction

Unit Standards

Lesson 1 – Health and Safety in the Workplace

Legislative Procedures

Company Procedures

Cost for the Organisation

Preventative Procedures

Safety and Emergency Signs

Safety and Emergency Numbers

Adapting Safety Procedures

Lesson 2 – Personal Protective Equipment

Types of PPE

Other PPE

Lesson 3 – Good Housekeeping

Communicating Information to Staff

Importance of Inspections

Potential Problems

Lesson 4 – Emergency Procedures

Range of Accidents

Safety and Evacuation Procedures

**INTRODUCTION**

*Conducting Baseline Assessments*

Dear Learner

We welcome you to this learning programme – **EXPLAIN BASIC HEALTH PRINCIPLES IN AND AROUND THE WORKPLACE.**

Congratulations on choosing to upgrade your skills. We believe that this is one of many learning programmes that will develop and improve your skills.

Over the past couple of years, South Africa has made a significant shift from the old dispensation in education (where learners used to be bombarded with theory and very little practical work) to an outcomes-based education model (based on competency rather than on theory). The aim of the shift is to make the South African labour force more productive and show them how to apply the knowledge that they have gained from training programmes.

The learning programme you are about to start is outcomes-based and in line with the outcomes as stipulated in the applicable unit standard. The assessment is also in line with the assessment criteria as stipulated in the unit standard. Once you have been declared competent on the outcomes of this unit standard, you will receive **credits** towards a nationally recognised qualification.

You will be assessed formatively and summatively. The **formative** assessment will be conducted as you work through the lessons of this Study Guide and the **summative** assessment will be conducted when you have completed your training. Assessment can also be defined as the method that is used to determine whether you have mastered the skills that you will be taught during this learning programme. Assessment usually consists of two components, namely **instructional learning**  (as conducted during this learning programme) and the **workplace assessment** – to determine your practical skills and your ability to implement what you have learnt.

The purpose with the Practical Guide Logbook (which will be handed to you by your assessor) will be to assess whether you can apply what you have learnt in the workplace.

Another added advantage to the new dispensation is the fact that recognition of prior learning is also considered and can count towards achieving credits towards a skills programme or qualification. Life experience, work experience and previous courses attended can be taken into consideration for recognition of prior learning purposes, should it relate to the specific learning programme or qualification you are working towards. This is merely a brief description to the new dispensation and barely covers what one can learn about this.

So, you will undergo theoretical training, receive your Practical Guide Logbook and Learner Assessment Workbook & Portfolio of Evidence. These documents contain the requirements for your summative assessments that must be included in the PoE. At this point, you and your assessor will sign the Assessment Plan and your assessment will commence! You will be guided all the way.

We hope that this makes you as excited as it does us and it is a real privilege for us to be able to facilitate and assess you on the outcomes of the unit standard that we are about to start.

Please feel free to communicate any questions to your facilitator or to your assessor.

Remember, look out for the following icons in your Study Guide:

This icon indicates an activity that must be completed in or during training (Class Work)

This icon indicates an activity that must be completed and placed in your Portfolio of Evidence (PoE).

**LEARNING PROGRAMME SCHEDULE**

*Conducting Baseline Assessments*

Learning Programme Name: **EXPLAIN BASIC HEALTH PRINCIPLES IN AND AROUND THE WORKPLACE**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Standard** | **Unit ID** | **US NQF Level** | **US Credits** |
| Explain basic health principles in and around the workplace | 259639 | NQF Level 2 | 4 Credits |

**Details of the Learning Programme Schedule:**

* This learning programme will be trained over a period of 1 DAY
* The learner has 8 HOURS (2 DAYS) in which to complete the FORMATIVE and SUMMATIVE Assessments
* The learner has to spend a minimum of 28 HOURS (5 DAYS) in the work environment in the form of practical work

*Good Luck and enjoy your learning experience!*

**UNIT STANDARD**

*Conducting Baseline Assessments*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **SAQA US ID** | | **UNIT STANDARD TITLE** | | | | |
| 259639 | | Explain basic health and safety principles in and around the workplace | | | | |
| **ORIGINATOR** | | | **ORIGINATING PROVIDER** | | | |
| SGB Occupational Health and Safety | | |  | | | |
| **QUALITY ASSURING BODY** | | | | | | |
| - | | | | | | |
| **FIELD** | | | | **SUBFIELD** | | |
| Field 09 - Health Sciences and Social Services | | | | Preventive Health | | |
| **ABET BAND** | | **UNIT STANDARD TYPE** | **OLD NQF LEVEL** | **NEW NQF LEVEL** | **CREDITS** | |
| Undefined | | Regular | Level 2 | NQF Level 02 | 4 | |
| **REGISTRATION STATUS** | | | **REGISTRATION START DATE** | **REGISTRATION END DATE** | **SAQA DECISION NUMBER** | |
| Reregistered | | | 2009-07-01 | 2012-06-30 | SAQA 0480/09 | |
| **LAST DATE FOR ENROLMENT** | | | **LAST DATE FOR ACHIEVEMENT** | | | |
| 2013-06-30 | | | 2016-06-30 | | | |
| *In all of the tables in this document, both the old and the new NQF Levels are shown. In the text (purpose statements, qualification rules, etc), any reference to NQF Levels are to the old levels unless specifically stated otherwise.* | | | | |
| This unit standard replaces: | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **US ID** | **Unit Standard Title** | **Old NQF Level** | **New NQF Level** | **Credits** | **Replacement Status** |
| 116527 | Demonstrate knowledge pertaining to basic health and safety principles in and around a workplace | Level 1 | NQF Level 01 | 2 | Complete |
| **PURPOSE OF THE UNIT STANDARD** | | | | | |
| This unit standard is for those people giving an induction of health and safety principles to new personnel and the person credited with this unit standard is able to explain the duties of both the employees and employers with regard to Occupational Safety and Heath in the workplace. Learners will be able to understand the requirements that apply to persons entering the workplace and performing any duties therein as well as the requirements for the use of Personal Protective Equipment (PPE), housekeeping and emergency procedures that apply to the workplace.  The qualifying learner is capable of:   Explaining both employer and employee duties with regard to occupational safety and health in the workplace.   Explaining the general safety rules in a workplace.   Explaining the use and application of Personal Protective Equipment in a workplace.   Explaining the need for good housekeeping in the workplace.   Explaining and applying emergency procedures in the workplace. | | | | | |
| **LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING** | | | | | |
|  Communication at NQF Level 1 or equivalent.   Mathematical Literacy at NQF Level 1 or equivalent. | | | | | |
| **Specific Outcomes and Assessment Criteria:** | | | | | |
| **SPECIFIC OUTCOME 1** | | | | | |
| Explain both employer and employee duties with regard to occupational safety and health in the workplace. | | | | | |
| **ASSESSMENT CRITERIA** | | | | | |
| **ASSESSMENT CRITERION 1** | | | | | |
| The employer's duties are described with regard to occupational safety and health in the workplace. | | | | | |
| **ASSESSMENT CRITERION 2** | | | | | |
| The employee's duties are described with regard to occupational safety and health in the workplace. | | | | | |
| **ASSESSMENT CRITERION 3** | | | | | |
| The occupational health and safety representation structure and activities are described in terms of legislative requirements. | | | | | |
| **ASSESSMENT CRITERION 4** | | | | | |
| Hazards and associated risks in the workplace are identified and addressed to ensure the health and safety of themselves and other persons. | | | | | |
| **ASSESSMENT CRITERION 5** | | | | | |
| The importance of identifying hazards and risks in the working environment is explained in terms of the consequences to the employer and employees. | | | | | |
| **ASSESSMENT CRITERION 6** | | | | | |
| The reporting procedure of hazards and risks is described in terms of organisational policies and procedures. | | | | | |
| **SPECIFIC OUTCOME 2** | | | | | |
| Explain the general safety rules in the workplace. | | | | | |
| **ASSESSMENT CRITERIA** | | | | | |
| **ASSESSMENT CRITERION 1** | | | | | |
| The requirements that apply to persons that may be medically and non-medically intoxicated are explained in terms of the consequences to general safety in the workplace. | | | | | |
| **ASSESSMENT CRITERION 2** | | | | | |
| Authorised access requirements to the workplace are explained in terms of legal and organisational requirements. | | | | | |
| **ASSESSMENT CRITERION 3** | | | | | |
| The use of motorised and mobile equipment in the workplace is explained in terms of legal and organisational requirements. | | | | | |
| **ASSESSMENT CRITERION 4** | | | | | |
| Lock out procedures in the workplace are explained in terms of legal and organisational requirements. | | | | | |
| **ASSESSMENT CRITERION 5** | | | | | |
| Symbolic and other signage applicable to the workplace is explained in terms of legal and organisational requirements. | | | | | |
| **ASSESSMENT CRITERION RANGE** | | | | | |
| Symbolic and other signage may include but is not limited to mandatory, information, warning signs and colour coding. | | | | | |
| **SPECIFIC OUTCOME 3** | | | | | |
| Explain the use and application of Personal Protective Equipment in the workplace. | | | | | |
| **ASSESSMENT CRITERIA** | | | | | |
| **ASSESSMENT CRITERION 1** | | | | | |
| Specific workplace Personal Protective Equipment (PPE) requirements are explained in terms of the correct usage and application. | | | | | |
| **ASSESSMENT CRITERION 2** | | | | | |
| Maintenance and storage practices for PPE are explained in order to ensure functionality. | | | | | |
| **ASSESSMENT CRITERION 3** | | | | | |
| Reporting and replacement procedures of substandard PPE are explained in order to ensure functionality. | | | | | |
| **ASSESSMENT CRITERION 4** | | | | | |
| The importance of wearing PPE and the consequences of non-compliance are explained with in terms of the effects on employer and employees. | | | | | |
| **ASSESSMENT CRITERION 5** | | | | | |
| The limitations of PPE used in and around the workplace are explained in terms of its protective restrictions. | | | | | |
| **SPECIFIC OUTCOME 4** | | | | | |
| Explain good housekeeping in the workplace. | | | | | |
| **ASSESSMENT CRITERIA** | | | | | |
| **ASSESSMENT CRITERION 1** | | | | | |
| The need for good housekeeping in the workplace is explained in terms of the impact on health and safety to people and the immediate environment. | | | | | |
| **ASSESSMENT CRITERION 2** | | | | | |
| Specific requirements pertaining to stacking and storage of materials are explained in terms of health and safety. | | | | | |
| **ASSESSMENT CRITERION 3** | | | | | |
| Demarcation and colour coding practices in the workplace are explained in terms of health and safety. | | | | | |
| **SPECIFIC OUTCOME 5** | | | | | |
| Explain and apply emergency procedures in the workplace. | | | | | |
| **ASSESSMENT CRITERIA** | | | | | |
| **ASSESSMENT CRITERION 1** | | | | | |
| Emergency escape routes, assembly points and refuge bays in the work area are explained according to the organisational emergency plan. | | | | | |
| **ASSESSMENT CRITERION 2** | | | | | |
| Emergency communication procedures in the workplace are explained according to the organisational emergency plan. | | | | | |
| **ASSESSMENT CRITERION 3** | | | | | |
| A simulated exercise of an emergency situation is planned and carried out to assess the response/reaction of all employees. | | | | | |
| **UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS** | | | | | |
|  An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA or an ETQA that has a Memorandum of Understanding in place with the relevant ETQA.   Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA or an ETQA that has a Memorandum of Understanding in place with the relevant ETQA.   Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA or an ETQA that has a Memorandum of Understanding in place with the relevant ETQA.   Moderation of assessment will be conducted by the relevant ETQA at its discretion. | | | | | |
| **UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE** | | | | | |
| Knowledge and understanding of workplace health and safety requirements. | | | | | |
| **Critical Cross-field Outcomes (CCFO):** | | | | | |
| **UNIT STANDARD CCFO IDENTIFYING** | | | | | |
| Identify and solve problems pertaining to understanding basic health and safety principles in and around the workplace. | | | | | |
| **UNIT STANDARD CCFO ORGANISING** | | | | | |
| Organise and manage oneself and one's activities so that one is aware of all the rules and regulations that impact on safety and health in and around the workplace. | | | | | |
| **UNIT STANDARD CCFO COLLECTING** | | | | | |
| Collect, analyse, organise and critically evaluate information in order to make decision regarding responding to an emergency situation. | | | | | |
| **UNIT STANDARD CCFO DEMONSTRATING** | | | | | |
| Demonstrate an understanding of the world as a set of related systems where not understanding the basic health and safety principles in and around the workplace could have a devastating impact on both the employee and employer. | | | | | |

**LESSON 1**

**Health and Safety in the Workplace**

This Learning Unit is aligned to US 259639 Specific Outcome 1:

**Explain both employer and employee duties with regard to occupational safety and health in the workplace**

Specific Outcome 2:

**Explain the general safety rules in the workplace**

This Learning Unit comprises the theoretical component of your learning and includes activities that are class-based and of a formative nature.**After completing this Lesson, you should be able to:**

* Explain duties for the employer and employee
* Identify hazards and associated risks in the workplace
* Describe the reporting procedure used for hazards and risks
* Explain the general safety rules in the workplace
* Explain the symbols and other signage

Activity 5A

Obtain a copy of the Occupational Health and Safety Act.

**LEGISLATIVE PROCEDURES**

Every organisation has a safety risk to both staff and customers. To minimise the risk of injury to staff and customers, staff need to acknowledge and practice certain safety procedures. The safety of staff is regulated by the Occupational Health and Safety Act and Regulations. All organisations need to subscribe to legislative procedures in order to ensure the safety of staff and customers.

|  |  |
| --- | --- |
| **Step** | **Criteria** |
| **1** | Maintain in good condition insulated stands, trestles, mats or other such protective equipment as may be necessary to prevent accidents for use of persons working in close proximity to electrical equipment. |
| **2** | Staff must take reasonable care for the safety of themselves |
| **3** | Staff must take steps as may be reasonably practicable to eliminate or mitigate any hazard or potential hazard to the safety of themselves, other staff members and customers |
| **4** | Staff must take precautionary measures which are prescribed |
| **5** | Staff must ensure that relevant signage is visible |
| **6** | Affix a prominent notice or sign in a conspicuous place at the workplace, indicating where the first aid box or boxes are kept as well as the name of the person in charge of such first aid box or boxes |
| **7** | Where more than 10 employees are employed at a workplace, take steps to ensure that for every group of up to 50, a minimum of one qualified first aid representative is available at that workplace |

**COMPANY PROCEDURES**

Depending on the type of organisation, procedures are implemented to suit the specific needs of the particular organisation. There are however general expectations with regard to company procedures concerning safety. For every 50 employees in the organisation, there should be one safety officer. This person attends safety committee meetings and is responsible for ensuring that safety hazards are dealt with promptly. See below for further procedures:

|  |  |
| --- | --- |
| **Step** | **Criteria** |
| **1** | Do not run in the workplace |
| **2** | Wear shoes with non slip soles |
| **3** | Clean up spills immediately |
| **4** | Put up signs to mark wet areas |
| **5** | Be familiar with the location of the first aid box |
| **6** | Make sure that staff know the names of the first aid and safety officers in their departments and how to contact them |
| **7** | Have knowledge of the relevant emergency authorities and how to contact them |
| **8** | Display emergency and caution signs where they are easily accessible and observed |
| **9** | Effectively display fire exits |

**COST FOR THE ORGANISATION**

Activity 5B

Find out where there has been an accident in your workplace. What happened and what were the costs involved?

The customer visits the organisation with the pre-conceived notion that they are entering a safe environment. It is important to maintain a safe working environment for customers in order to meet expectations and facilitate customer satisfaction.

Staff need to feel reassured that they are working in a safe and hazard-free environment. This contributes to a positive, less stressful and enthusiastic work ethic. A safe working environment affects staff turnover and impacts on production. Failure to maintain a safe working environment may have grave costs for the organisation.

Failure to take preventative action can result in injury to customers and staff and could result in the following:

* When preventable harm comes to a customer or staff member unnecessarily, staff spend time assisting that person and handling and managing the situation
* When harm comes to a customer, it is very likely that the organisation will lose that customer. This can represent a considerable cost to the company
* Equipment hazards that are unattended may well result in damage to that equipment which may result in expensive repair costs.
* Damaged equipment that results from the failure to report hazards and potential hazards can result in expensive “down time”.

**PREVENTATIVE PROCEDURES**

All staff members need to be completely familiar with the safety procedures within their organisation and for their particular area of work. General, staff need to take the necessary preventative measures to avoid accidents from occurring in the workplace.

|  |  |
| --- | --- |
| **Step** | **Criteria** |
| **1** | Whenever staff notice something dangerous or potentially dangerous that cannot be personally handled, notify the relevant person immediately |
| **2** | If staff notice a hazard or potential hazard which they can do something about, take the necessary action. If staff notice electrical wiring lying where someone could trip over it, either secure it out of the way yourself, or have it done by a maintenance person |
| **3** | If staff notice hazards or potential hazards while walking with a customer, visitor or other staff member, draw their attention to the hazard so they can take the proper care. For example, if staff notice that a tiled floor is wet, the could say *Be careful here, Sir / Madam. The floor is wet and slippery* |
| **4** | If maintenance or cleaning work is being carried out, safety signs should be displayed to warn staff and customers – if staff notice that these signs are not being used, they need to take this up with the relevant person |
| **5** | If staff notice suspicious people hanging around on the property, inform the relevant person or security (if applicable) |
| **6** | Do not allow unauthorised people to walk through your work areas or use your equipment |
| **7** | Always check that your equipment is in good repair before using it |
| **8** | Always make sure that the workplace areas are tidy and that there are no obstructions in the passages and doorways. Especially make sure that emergency exits and staircases are clear |
| **9** | Clean up any spills on the floor immediately to ensure that you, customers and other staff do not slip and hurt themselves. There is also a danger in any place where there is electrical equipment as the combination of electrical wires and liquid are highly dangerous |
| **10** | Never run in the workplace as you could slip, or you could crash into another person causing injury to both of you. Always walk on the left of a passage and slow down as you round a corner, in case there is someone walking towards you |

C:\Users\Maria\AppData\Local\Microsoft\Windows\Temporary Internet Files\Low\Content.IE5\U4231BN8\MC900434411[1].WMF **TASK 1 – This task needs to be completed and placed in your Portfolio of Evidence.**

Walk through your organisation and look for safety and emergency signs. Are they clearly visible and are there enough? Are there any hazards around the emergency pathways? What can be done about them?

This Task is aligned to 259639, Specific Outcomes 1 and 2

**SAFETY AND EMERGENCY SIGNS**

The emergency signs and notices enable staff to act quickly, getting customers and staff out of the area as quickly as possible. In the event of a fire, it is very important that everyone in the area moves as quickly as possible in order to prevent injury to themselves and to others. Therefore, everyone must behave in the same way and do the same things. The safety and emergency signs tell everyone what they are required to do. Remember that in an emergency situation there is a human tendency to panic and not to think clearly – signs make it unnecessary for one to have to make decisions.

Emergency signs are located near emergency exits and fire extinguishers. They must be observed by everybody. That is why there is a general standard regarding them.

* All emergency exits are marked with a sign of a running man
* Stairs are indicated by a sign that looks like a flight of stairs. They may also be indicated by an arrow
* All fire extinguishers are marked with an appropriate sign



**SAFETY AND EMERGENCY NUMBERS**

Emergency telephone numbers should be clearly displayed next to all telephones – this should include Fire Brigade, Police, Ambulance, Manager, Security Company, Insurance Company. This facilitates for easy access in an emergency situation when staff need to act quickly.

Activity 5C

Fill in the numbers on the table below:

|  |  |  |
| --- | --- | --- |
| Organisation | Telephone Number | Name |
| Fire Department |  | Local Fire Chief: |
| Local Police Station |  | Station Commander: |
| Bomb Squad |  |  |
| Ambulance |  |  |
| Doctor |  |  |
| Traffic Department |  |  |
| Electricity Faults |  |  |
| Water Faults |  |  |
| General Manager | Home | Cellular |

**ADAPTING SAFETY PROCEDURES**

Performance and safety will differ in different organisations depending on the type of organisation itself and factors that have an impact on it. Factors that need to be considered when considering adapting safety performance.

* The type of injuries that are likely to occur at a workplace
* The nature of the activities performed
* The number of employees employed at such workplace

See below for examples:

* At a workplace where a high-risk substance or toxic, corrosive or similar hazardous substances are used, handled, processed or manufactured ensure that the first aid worker is trained in the first aid procedures that are necessary for the treatment of injuries that may result from such activities including the acute detrimental effects of exposure to such substances, and in the emergency procedures which are necessary in the cause of accidental leakage or dumping of such substances
* An employee with an open wound, cut, sore or any similar injury who works in a workplace where a chemical substance is used, handled, processed or manufactured, shall immediately report such injury to his employer. The employee may not continue to work until the injury has been cleaned with soap and water or with a diluted disinfectant and dressed.
* Where an employee is exposed or can be exposed to potential hazards of injury to the eye through contact with a biological or chemical substance, make sure that there is an eye-wash fountain in the immediate vicinity of the workplace and that employees are trained in the use thereof.

Where an employee at a workplace is exposed or can be exposed to a potential hazard of injury to or absorption through the skin as a result of sudden contact with a large amount of toxic, corrosive, high risk or similar hazardous substance, make sure that there is a fast reacting deluge-shower with clean water or a similar facility in the immediate vicinity of the workplace and that the employee is trained in the use thereof.

C:\Users\Maria\AppData\Local\Microsoft\Windows\Temporary Internet Files\Low\Content.IE5\U4231BN8\MC900434411[1].WMF **TASK 2 – This task needs to be completed and placed in your Portfolio of Evidence.**

Using your Learner Manual as reference, briefly write down the general rules for safety in the workplace, identifying the responsibilities of the employer and the employee.

This Task is aligned to 259639, Specific Outcome 1

**LESSON 2**

**Personal Protective Equipment**

This Learning Unit is aligned to US 259639 Specific Outcome 3:

**Explain the use and application of Personal Protective Equipment in the workplace**

This Learning Unit comprises the theoretical component of your learning and includes activities that are class-based and of a formative nature.

**After completing this Lesson, you should be able to:**

* Explain the use of Personal Protective Equipment (PPE)
* Explain maintenance and storage practices for PPE
* Describe the importance of wearing PPE

In some industries or workplace it is necessary for employees to wear special items of clothing for protection. For example, in construction workers are required to wear hard hats. This is to protect them from any object or tool that falls and that may hurt their heads.

C:\Users\Maria\AppData\Local\Microsoft\Windows\Temporary Internet Files\Low\Content.IE5\U4231BN8\MC900434411[1].WMF**TASK 3 – This task needs to be completed and placed in your Portfolio of Evidence.**

With the assistance of your workplace mentor, try and find out which sectors of the economy require employees to wear Personal Protective Equipment and describe the use for each example.

This Task is aligned to 259639, Specific Outcome 3

In these workplaces, the following is important:

* The employees must ensure that they wear the equipment / clothing when so required
* Any damage or loss to the PPE must be reported
* Any damage or lost PPE must be replaced by the employer
* Procedures and policies must be in place to ensure that an employee is protected should any harm or danger come upon him/her even though they have been adhering to PPE

C:\Users\Maria\AppData\Local\Microsoft\Windows\Temporary Internet Files\Low\Content.IE5\U4231BN8\MC900434411[1].WMF **TASK 4 – This task needs to be completed and placed in your Portfolio of Evidence.**

Find out from any one sector / industry that prescribes the use of PPE and how damaged or lost PPE is reported and replaced.

This Task is aligned to 259639, Specific Outcome 3

If any harm or danger comes upon an employee that has not adhered to the use of PPE – is the employee’s responsibility.

**TYPES OF PPE**

PPE can be considered in the following categories, based on the type of protection afforded by the equipment:

|  |  |
| --- | --- |
| **Type** | **Examples** |
| **Respiratory Protection** | Disposable, cartridge, air line, half or full face |
| **Eye Protection** | Spectacles, goggles, shields, visors |
| **Hearing Protection** | Ear muffs and plugs |
| **Hand Protection** | Gloves and barrier creams |
| **Foot Protection** | Shoes / boots |
| **Head Protection** | Helmets, caps, hoods, hats |
| **Protection from Falls** | Harness and fall arrest devices |
| **Skin Protection** | Hats, sunburn cream, long sleeved clothes |
| **Other Personal Protective Equipment** | Protective clothing for cryogenic work or environments with high temperatures |

**Head Protection -**

A safety helmet must be worn where:

* There is a possibility that a person may be struck on the head by a falling object
* A person may strike his/her head against a fixed object, or
* Inadvertent head contact may be made with electrical hazards

**Eye Protection –**

Appropriate hazard specific eye protection shall be provided for all people where a risk of eye injury exists. Typical hazards might include: flying particles, dust, splashing substances, harmful gases, vapours, aerosols and high intensity radiation from welding operations, lasers, transilluminators and strong heat sources.

Consideration must be given to the head for protecting persons who are working nearby or passing close to hazardous areas. It is essential that the maximum degree of eye protection is provided.

**Hearing Protection –**

It is a legislated obligation for an employer to provide personal hearing protection as necessary for any person working in or near a noisy environment. The need for hearing protection shall be assessed by implementing noise surveys in potential noise hazard areas. Noise surveys can be arranged.

**Respiratory Protection –**

* The organisation must take all practicable measures to ensure that no employee is exposed to an atmosphere that is or may be injurious to health.
* The organisation shall also ensure that no person at the workplace is exposed to an atmospheric contaminant at concentrations in excess of exposure standards or an un-breathable atmosphere.
* In complying with this requirement, the organisation shall, as far as practicable, avoid the presence of the contaminant concerned or control the level of the contaminant using:
  + A ventilation or exhaust system that effectively extracts the contaminant, or, if impractical,
  + Other suitable means.

**Skin Protection –**

Employees who are required to work outdoors and are exposed to the sun’s rays should:

* Attempt to schedule work in full sun, outside the hours of 10am to 3pm
* Use shade wherever possible
* Wear dark, loose and closely woven clothing
* Wear a 10cm wide brimmed hat or hat with a neck flap
* Wear gloves
* Put on broad spectrum water resistant SPF30+ sunscreen at least 10-15 minutes before going out in the sun. Reapply every 2 hours while outdoors
* Drink plenty of water
* Check your skin regularly for changes

**Hand Protection –**

Protection must be provided wherever there is a hazard. A comprehensive list of hazards must be compiled for each workplace and suitable hand protection obtained for each process.

**Foot Protection –**

It is important that footwear provide adequate protection from injury and comfortable support for the feet.

Occupational protective footwear is classified into types depending on the type of duties performed. The parameters include: grade of protective toecap, thickness and type of upper materials, thickness and type of sole. Special features such as chemical resistant soles, penetration resistant mid soles and electrical conductive / antistatic properties are also available.

**Protection from Falls –**

A full body harness with lanyard attachment at the back should be used, to ensure a person cannot slip out of the harness. Systems must also be put in place to ensure that a person suspended this way can quickly be rescued if the need arises. The use of the harness and fall arrest systems requires good design, thorough planning, specialist advice and highly trained operators to ensure its success.

**OTHER PPE**

This may include PPE for specific tasks such as disposable clothing for working with chemicals, radiation hazards, welding, painting. Examples include lead aprons, sleeve protectors, leather jackets and thermal and cold protective clothing for work near furnaces and cool rooms.

C:\Users\Maria\AppData\Local\Microsoft\Windows\Temporary Internet Files\Low\Content.IE5\U4231BN8\MC900434411[1].WMF **TASK 5 – This task needs to be completed and placed in your Portfolio of Evidence. *This activity must be completed in your working groups***

Select any one type of the PPE as listed above. Describe the maintenance and storage applications for the chosen PPE.

This Task is aligned to 259639, Specific Outcome 3

Management shall ensure that:

* The needs for PPE are assessed by a person who is competent to judge whether other methods of risk control can offer better protection of safety and health than the provision of PPE
* Professional advice is obtained, where necessary, to identify the most suitable types of PPE for the tasks to be carried out
* Training is provided to supervisors and employees to enable them to ensure the proper selection, fit, use, cleaning and maintenance of PPE
* Supervision and enforcement of the PPE policy is undertaken
* Evaluation of the effectiveness of the PPE programme is carried out on a regular basis
* Suitable PPE is provided for visitors who may be exposed to hazards in the workplace. Equipment shall be properly cleaned before re-issue
* All equipment must comply with the current relevant standards. Existing PPE must be re-assessed regularly to ensure compliance

**LESSON 3**

**Good Housekeeping**

This Learning Unit is aligned to US 259639 Specific Outcome 4:

**Explain good housekeeping in the workplace**

This Learning Unit comprises the theoretical component of your learning and includes activities that are class-based and of a formative nature.

**After completing this Lesson, you should be able to:**

* Explain good housekeeping in the workplace

|  |  |
| --- | --- |
| **Potential Hazard** | **Appropriate Action to reduce / report hazard** |
| **Equipment** | Chillers, boilers and other equipment that is housed in storerooms should have cautionary signage posted where it is clear to read.  Equipment that is dangerous due to high voltage should be appropriately marked |
| **Storage equipment** | Storage equipment should be packed away and secures when not in use. Do not pack shelving high that it is likely to fall over if someone touches it |
| **Chemicals** | Ensure that the appropriate storage conditions are strictly observed and that chemicals are stored in a separate storage area to other stocked items. Ensure that all chemicals are clearly marked |
| **Access control** | Ensure sufficient signage is posted for customers to see that certain areas are out of bounds |
| **Maintenance workers in public space with heavy / dangerous equipment** | Demarcate area with red tape and post signage clearly around the workers |
| **Wiring** | Ensure that no wiring is left loose. Secure it out of the way as soon as possible. Ensure that the insulation of the wiring is not worn |
| **Wet floors** | Post signage where there are wet floor surfaces, even outside the entrance area |

**COMMUNICATING INFORMATION TO STAFF**

Below are guidelines in deciding what to communicate to staff about safety and security procedures.

Ideally all staff should be trained regularly in safety and security measures. All staff should be made aware of the following:

* Names and contact numbers of direct superior to whom they should report an incident
* Procedure and documentation for reporting incidents and concerns, including hazards and potential hazards
* The type of situations which would constitute cause for concern within the bounds of safety and security in the organisation

| **Step** | **Criteria** |
| --- | --- |
| **1** | Set up a training schedule to facilitate regular / monthly training in safety and security measures |
| **2** | Encourage staff to ask questions and communicate their concerns about carrying out safety and security procedures |
| **3** | Make training material available to staff in a language that they fully understand |
| **4** | Use the training session to delegate responsibility, reinforce procedures and update the staff on any new developments |

**IMPORTANCE OF INSPECTIONS**

Frequent inspections of safety and effective operation of fire fighting equipment and any other equipment should be carried out to ensure that:

* In the event of an emergency, safety equipment is functional, because failure of operational function can result in a life or death situation as there is no time to check whether or not the safety equipment is functional at that time
* The organisation complies with the law and provides a safe and secure environment for customers. The organisation can be held responsible for damage or injury related to negligence with emergency equipment
* Consistent compliance to standards of fire fighting equipment to avoid the organisation being shut down or fined if equipment is found to be faulty or non-functional.

**POTENTIAL PROBLEMS**

| **Problem** | **Criteria** |
| --- | --- |
| **Problems with safety equipment** | Notify the maintenance manager |
| **Problems with security** | Notify the security officer or company. Ensure that you have the necessary details to update the officer about the area where the incident occurred and the full description of the persons involved |
| **Injury incident within the jurisdiction of health and hygiene** | Notify the officer on duty for first aid. The responsible persons must evaluate the incident and make a decision to contact outside service providers in the event that medical assistance is required or other health and hygiene control measures are required |

C:\Users\Maria\AppData\Local\Microsoft\Windows\Temporary Internet Files\Low\Content.IE5\U4231BN8\MC900434411[1].WMF **TASK 6 – This task needs to be completed and placed in your Portfolio of Evidence.**

Explain the requirements that relate to the stacking and storage of materials and equipment in your own organisation. Explain the importance of adhering to these requirements.

This Task is aligned to 259639, Specific Outcome 4

**LESSON 4**

**Emergency Procedures**

This Learning Unit is aligned to US 259639 Specific Outcome 5:

**Explain and apply emergency procedures in the workplace**

This Learning Unit comprises the theoretical component of your learning and includes activities that are class-based and of a formative nature.

**After completing this Lesson, you should be able to:**

* Explain the emergency procedures in your workplace
* Explain emergency procedure communication in the workplace

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Get a copy of your organisation’s accident procedures. Find out who you must report accidents to.

This Task is aligned to 259639, Specific Outcome 5

Inform the first aid officer and the relevant emergency services:

| **Step** | **Action** |
| --- | --- |
| **1** | You may be asked to assist with an incident. When a colleague or customer contacts you, quickly find out:   * What happened * What the injuries are * Where the injured are |
| **2** | Contact your organisations’ safety officer and the first aid officer and request assistance |
| **3** | Inform the Manager |
| **4** | When instructed to do so, ask Reception or Switchboard to telephone for an ambulance and/or contact any other relevant medical organisations |

See to the safety of the injured and non injured people

| **Step** | **Action** |
| --- | --- |
| **1** | Politely and firmly ask non injured customers and staff to leave the area immediately |
| **2** | Only accept assistance from customers or staff that are either doctors or nurses |
| **3** | If there are moveable items lying on the injured persons, and they can be safely moved, do so – if there is any risk of further danger to the injured persons by moving anything, do not touch! |
| **4** | Obtain blankets and pillows  Cover the injured persons with blankets. Do not move them |
| **5** | Only if there is no danger of the injured person having suffered a neck injury should you place a pillow under the person’s head. If the person is unconscious do not lift their head – call a manager or first aid officer to make that decision |

Comforting and Reassuring the Injured

| **Step** | **Action** |
| --- | --- |
| **1** | Don’t give alcohol to shocked or injured people. Rather give them sweet tea or sugar water. |
| **2** | Speak to injured people in calm tones, and reassure them that they are being taken care of and that help is on the way |
| **3** | If the injured person is concerned about another person, try to obtain information that will be reassuring to them. Do not give an injured person bad news |
| **4** | Holding the hand of an injured person is reassuring and lets them know that they are not alone. Someone should stay with the injured person |

Accident Report

| **Step** | **Action** |
| --- | --- |
| **1** | Once the emergency is over, complete the accident report form with your manager. Try to provide as much information as possible. |

**RANGE OF ACCIDENTS**

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Find out what accidents have occurred recently in your organisation. What corrective action / measures were taken and what needs to still be done to ensure these accidents will not happen again?

This Task is aligned to 259639, Specific Outcome 5

**SAFETY AND EVACUATION PROCEDURES**

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Obtain copies of your organisation’s safety and evacuation procedures.

This Task is aligned to 259639, Specific Outcome 5