

# **LEARNER GUIDE**

## ***APPLY OCCUPATIONAL HEALTH AND SAFETY PROCEDURES***

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## TABLE OF CONTENTS

	<b>PAGE</b>
<b>Introduction</b> .....	<b>1</b>
Welcome .....	1
This Competency Unit .....	1
Before you start .....	2
Planning your learning programme .....	2
How to use this Learner Guide .....	5
Using the Computer and Other Resources .....	6
Method of Assessment .....	6
Quality Assurance .....	6
 <b>Element 1: Determine occupational health and safety (oh&amp;s) issues relating to immediate work environment</b> .....	 <b>7</b>
Self-Assessment Checklist .....	14
 <b>Element 2: Deal with emergency situations</b> .....	 <b>15</b>
Self-Assessment Checklist .....	20
 <b>Element 3: Update knowledge of occupational health and safety requirements</b> .....	 <b>21</b>
Self-Assessment Checklist .....	22
 <b>Element 4: Maintain safe personal presentation standards</b> .....	 <b>23</b>
Self-Assessment Checklist .....	24
 <b>Element 5: Share basic information on ergonomic issues</b> .....	 <b>25</b>
Self-Assessment Checklist .....	29



## INTRODUCTION

### Welcome

Welcome to the Learner's guide for Competency Standard "**Apply Occupational Health and Safety procedures**". This learner guide is designed to guide you the learner, through a series of learning processes and activities that will enable you to achieve the specified learning outcomes for the competency unit.

The content of this guide was developed from the Competency Standard **ITICOR0021A**, which is one of the basic building blocks for the National Vocational Qualification of Jamaica (NVQJ) certification within the industry. Please refer to your *Learner Handbook* for a thorough explanation of standards and competencies, and how these relate to the NVQJ certification.

You are also advised to consult the Competency Standard for a better understanding of what is required to master the competency.

### This Competency Unit

"**Apply Occupational Health and Safety procedures**" addresses the knowledge and skills required for effectively applying Occupational Health and Safety procedures. This competency unit consists of the following elements:

- Element 1: Determine Occupational Health and Safety (OH&S) issues relating to immediate work environment
- Element 2: Deal with emergency situations
- Element 3: Update knowledge of occupational health and safety requirements
- Element 4: Maintain safe personal presentation standards
- Element 5: Share basic information on ergonomic issues

As you go through each element you will find critical information relating to each one. You are advised to study them carefully so that you will be able to develop the necessary knowledge, skills and attitudes for applying Occupational Health and Safety procedures.

**Before you start**

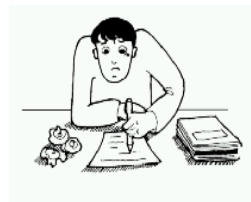
Before you start this Learner Guide, you need to:

- a. Obtain a Learner's Logbook that you will use to record evidence of your new skills/competence. As you demonstrate your new skills, record your activities and have your learning facilitator sign off on them. This will allow you to provide evidence of your competence when you are being assessed against the competency standard.
- b. Ensure that you have access to the facilities and equipment necessary for learning.
- c. Ensure that your learning resources are available.
- d. Ensure that tools and equipment are safe, and that the correct safety equipment is used.
- e. Plan your learning programme (see below).
- f. Understand how to use this Learner Guide (see below).

**Planning your learning programme**

The self-assessment checklist on the following page will assist you in planning your training programme as it will help you to think about the knowledge and skills needed to demonstrate competency in this unit. As you go through the checklist you will be able to find out what competencies you have already mastered and which one you will need to pay more attention to as you go through the learning process.

To complete the self-assessment checklist simply read the statements and tick the 'Yes' or 'No' box. You should do this exercise now.



### Self-Assessment Checklist - Apply Occupational Health & Safety Procedures

<b>Element 1</b>	<b>Determine Occupational Health and Safety issues relating to immediate work environment</b>	<b>Yes</b>	<b>No</b>
1.	I can follow Health, safety, and security procedures correctly in accordance with enterprise policy and relevant regulations and insurance requirements	( )	( )
2.	I can identify and report breaches of health, safety and security occurrences promptly	( )	( )
3.	I can report any suspicious behaviour, packages, or occurrences to designated person	( )	( )
<b>Element 2</b>	<b>Deal with emergency situation</b>	<b>Yes</b>	<b>No</b>
1.	I can recognize emergency and potential emergency situations promptly, determine and take required action within the scope of individual responsibility	( )	( )
2.	I can follow emergency procedures correctly in accordance with enterprise procedures	( )	( )
3.	I can promptly seek assistance from colleagues and/or other authorities where appropriate	( )	( )
4.	I can report details of emergency situations accurately in accordance with enterprise policy	( )	( )
<b>Element 3</b>	<b>Update knowledge of Occupational Health and Safety requirements</b>	( )	( )
1.	I can obtain and store information relating to OH&S regulations and requirements where it can be easily accessed	( )	( )
2.	I can access and use information on changes relating to Information Technology in the OH&S policies	( )	( )

<b>Element 4</b>	<b>Maintain safe personal presentation standards</b>	<b>Yes</b>	<b>No</b>
1.	I can take account of the workplace environment and health and safety issues in my personal attire	( )	( )
<b>Element 5</b>	<b>Share basic information on ergonomic issues</b>	<b>Yes</b>	<b>No</b>
1.	I can accurately identify basic ergonomic requirements of colleagues and clients	( )	( )
2.	I can provide information relating to basic ergonomic issues to clients and colleagues based on vendor requirements, workplace policies and the latest OH&S information	( )	( )
3.	I can record and pass on information on ergonomic issues to clients and supervisor according to established procedures	( )	( )

How did you do?

If you ticked most of the 'Yes' boxes then you might not need to go through the entire guide.

Ask your learning facilitator to assist you in determining the most appropriate direction for this competency.

If you ticked few of the 'Yes' boxes or none at all then you should work through all of the guide, even though some of the material might be familiar to you.

Plan your learning based on your answers. Be sure to involve your learning facilitator in the planning process.

## How to use this Learner Guide

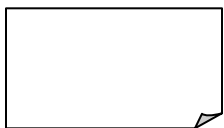
This Learner Guide is designed to assist you in working and learning at your own pace. We suggest that you:

- Go through the sections/elements as they are presented (starting at Section 1)
- Check your progress at each checkpoint to ensure that you have understood the material.
- Observe the icons and special graphics used throughout this guide to remind you of what you have to do to enhance your learning. The icons and their meanings are as follows:



### Complete Assessment Exercise

This exercise requires you to think about the knowledge and skills that you have or will develop in this competency unit.



### Definition Box

Words/phrases are defined or explained in this box. The words/phrases being explained are in bold print.



### Checkpoint

This denotes a brain teaser and is used to check your understanding of the materials presented. No answers are provided for the questions asked.



### Activity

This denotes something for you to do either alone or with the assistance of your trainer/supervisor.



### Reference

This points you to the reference materials and other support documents or resources used in compiling the unit content.

- Ask your learning facilitator for help if you have any problems with the interpretation of the contents, the procedures, or the availability.

- Complete each activity as you come to it. If the activity requires you to perform an actual task, be sure to tell your learning facilitator when you get to that activity so that he/she can make arrangements, if necessary.
- Get your learning facilitator to sign and date the Learner Logbook when you have completed an activity.
- Complete the self-assessment checklist at the end of each section or element

When you have worked through all elements of the guide, and when you can tick every 'Yes' box, you are ready for assessment and may ask your learning facilitator to assist you in making the arrangements to have your performance assessed.

### **Using the Computer and Other Resources**

Where your activities refer you to the library, computer and Internet resources, ask your learning facilitator to assist you with locating these resources. If you are getting your training in an institution, there may be a library and computer laboratory. If this is not the case, visit the local library and find out what resources are available.

If you are new to the computer and the Internet, someone should be able to show you how to use these resources.

Please note that in many of your activities you have been referred to information on the Internet. This is because the Internet has a vast amount of information that can help you in acquiring the particular competencies. We would like to advise you, however, that we cannot guarantee that all the sites will be available when you need them. If this happens, ask your learning facilitator to assist you with locating other sites that have the information you require.

### **Method of Assessment**

Competency will be assessed while work is being undertaken under direct supervision with regular checks, but may include some autonomy when working as a team. You are advised to consult the associated competency standard for further details relating to the assessment strategies.

### **Quality Assurance**

A feedback form is included at the back of each learner guide, so all users are given the opportunity to document any concerns which they may have in regard to any aspect of the guide. Such feedback will assist in the review of the guide. Users are encouraged to complete the form and send it to the address given.

You may now start your learning. Have fun while you work!



**ELEMENT 1: DETERMINE OCCUPATIONAL HEALTH AND SAFETY (OH&S) ISSUES RELATING TO IMMEDIATE WORK ENVIRONMENT****LEARNING OUTCOMES**

As you go through this element you will acquire the necessary knowledge, skills and attitudes to determine occupational health and safety (OH&S) issues relating to immediate work environment. Your learning facilitator is there to assist you with the various activities, so that on completion you should be able to:

1. Follow health, safety and security procedures correctly in accordance with enterprise policy, relevant regulations and insurance requirements
2. Identify and report promptly breaches of health, safety and security procedures
3. Report any suspicious behaviour, packages or occurrences to the designated person

**OCCUPATIONAL HEALTH & SAFETY (OH&S)****Principles**

- The principle of Occupational Health and Safety is that employers must provide a safe and healthy environment for their employees. Some of the ways in which they ensure that this done is to provide:
  - Fire extinguishers
  - Fire alarms
  - Smoke detectors
  - Burglar Alarms
  - Non-skid mats on slippery surfaces
  - Appropriate safety signs
  - Door Chains
  - Electronic locks
  - Health, safety and security procedures

**Responsibilities**

The responsibility for OH&S rests both with the employer, the employee and also with visitors and clients.

- **Employers** - The primary responsibility for the promotion, implementation, maintenance and the dissemination of OH&S information rests with management of the organization.
- **Employees** - Employees also have the responsibility of ensuring that they protect themselves and others from harm by carrying out their work according to the safe work practices,

wearing protective equipment provided and using all plant, materials, tools and equipment in the manner for which they were intended.

- All employees should know their rights and ensure that they are protected at work
- All organizations should have a Health and Safety Monitor from among their employees.

All employees should know:

- Designated first aid and safety monitors and how to contact them
  - Location of the first aid kit
  - Location of fire extinguishers
  - Location of accident report book
  - How to raise an alarm
  - Person(s) to whom hazards are reported
- **Visitors and Clients** - Visitors and clients also have the responsibility of complying with the organization's OH&S policies, procedures and programmes and to observe safety directions on health and safety from designated officers

The reference noted below provides an example of an organization's OH&S policy and will help you to understand how procedures are developed.



**Refer to:**

*The Council of the City of Sydney's Occupational Health and Safety Policy*  
[http://www.cityofsydney.nsw.gov.au/pdf/cs\\_sydney\\_town\\_hall\\_ohs\\_policy\\_2002.pdf](http://www.cityofsydney.nsw.gov.au/pdf/cs_sydney_town_hall_ohs_policy_2002.pdf)  
Retrieved December 7, 2004

**Legislation**

The Jamaican WORKPLACE HEALTH AND SAFETY ACT 1995 requires workplaces to have a written health and safety policy for some of the following reasons:

- to state clearly what the employer intends to do by declaring commitment and support for a sound occupational health and safety program
- to assist the organization in preventing accidents
- to ensure that adequate human and financial resources are made available

***You are advised to locate a copy of this Act and read its provisions thoroughly. One should be at your institution of learning or in your organization. Check with your learning facilitator or your supervisor.***

***CHECKPOINT***

Can you list the provisions of the Workplace Health and Safety Act 1995?

**FOLLOW HEALTH, SAFETY AND SECURITY PROCEDURES**

Health, safety and security procedures are those measures that specifically relate to maintaining health, safety and security in the workplace. These procedures include but are not limited to:

- OH&S training and education for all employees
- Workplace environment and safety
- Use and maintenance of tools and equipment
- Handling and disposal of materials
- Protective clothing and equipment
- Removal of obstacles
- Personal grooming and hygiene
- Response to emergency, fire and accident
- Security of documents, personnel and equipment

An information technology environment has its own unique set of health, safety and security procedures to follow. For example, there are:

**Health** - guidelines for using the computer:

- Ergonomic principles to avoid eye, wrist and back strain
- Procedures and exercises to prevent strain and injury
- Correct posture for sitting at workstation
- Minimizing electromagnetic radiation

**Safety** - issues (environmental):

- Air quality
- Lighting
- Noise level
- Cleanliness of equipment, furniture and surroundings
- Fire hazards

***Note: These environmental safety issues do not relate strictly to an information technology environment***

**Safety** - issues (industry/organizational):

- Not touching the computer nor its peripheral devices with wet hands
- Not eating or drinking at the workstation
- Ensuring that electrical cables or wires do not run across walkways
- Using proper shutdown procedures for the computer

**Security** regulations (organization):

- Security relating to company and customer data
- Use of passwords, access cards, access codes



**Refer to:** HEART TRUST/NTA (2002) *Data Operations, Level One Curriculum*, pages M1-18-M1-19

### **Insurance and liability requirements**

Apart from legislative requirements, companies are also obliged to have certain health and safety procedures in place to satisfy their insurer. Each insurer has its own unique set of rules and failure by an organization to comply with them can lead to loss of benefits in the event of a claim.



#### ***CHECKPOINT***

Can you identify 5 common health, safety and security requirements for the workplace?



### **ACTIVITY**

Ask your learning facilitator to assign different groups to complete one of the following activities and then reassemble the entire group when you are ready to make your presentations.

- Research and present to a group the main factors of the WORKPLACE HEALTH AND SAFETY ACT 1995. Your learning facilitator will define the format for the information to be submitted, as well as presented.
- In groups of 3 or 4, choose an organization and source information about the organization's health, safety and security procedures. Be sure to find out if any of the procedures are specifically designed to comply with insurance requirements.

Prepare your report using Microsoft Word.

Role play any aspect of their OH&S procedures such as response to a fire and follow the required steps.

### **IDENTIFY AND REPORT OH& S BREACHES**

Your organization's OH&S system is likely to contain procedures for identifying, assessing and

**Breach** - The breaking of or failure to observe the law or a promise or commitment made.

controlling workplace hazards. In the foregoing section you were given examples of some of the measures that would be in place. Failure to observe any one of them constitutes a breach. Always remember that it is your responsibility to become familiar with these requirements so that you will not only be able to recognize breaches but also to avoid

committing any yourself. When it comes to health and safety, policy, procedure and adherence are equally weighted. A breach of any one or more will cancel out all the procedures and can prove to be very costly and dangerous for all the stakeholders (shareholders, employers, suppliers, employees and customers)

**TIP!** Safety is everybody's responsibility. **Be alert!** Identify and report breaches promptly.

**CHECKPOINT**

- Who can breach the OH&S procedures?
  - b) Employer
  - c) Employee
  - d) Customers/Clients
  - e) All of the above
- Can you identify 5 possible breaches of OH&S procedures?

**ACTIVITY**

Over a period of one week record any breaches of the OH&S Regulations that you observe at your learning institution or place of business. Design a form using Microsoft Word to report your findings. Consult your learning facilitator for assistance, as required.

**TIP:** You will need to get a copy of organization's safety procedures manual.

**HANDLE SUSPICIOUS BEHAVIOUR, PACKAGES OR OCCURRENCES**

**Suspicious item:** An item (packet, carton, suitcase) that has been left unattended over a period of time or something that looks out of place and which may have illegal contents.

**NB:** Suspicious items may be explosive. Their presence must be reported immediately to avoid endangering life and property.

Companies/organizations, employers, employees and customers/clients are at risk because of potential arson, terrorism, theft, burglary, and industrial espionage, among many other possibilities. These are some of the actual OH&S situations faced by various companies/organization in the world.

As an employee you need to be alert at all times to any suspicious behaviour,

packages or occurrences. For example, you should get to know your janitorial staff and do not open your door to anyone you do not expect or cannot identify.

Many organizations are opting for the use of electronically operated access cards for all employees. If for any reason you suspect that someone is an unauthorized visitor or is behaving in a way that makes you feel intuitively uncomfortable, you should make discreet enquiries. You will find that very often your instinct is correct.

***TIP! Risk looking foolish but report suspicious looking persons, packages or occurrences to the designated person(s) without delay.***

Reference: If you are studying in a HEART TRUST/NTA institution, ask the librarian to lend you any curriculum. Module 1 “Orientation to the Occupation” will have a unit that deals with maintaining a safe and secure working environment/ Occupational Health & Safety Procedures. You will find additional information that will assist you in mastering this unit competency.



### ***CHECKPOINT***

- You observe someone lurking around a particular car in the parking lot for quite some time. What should you do?
- You receive a package from and hear a ticking sound. What would you do?



### ***ACTIVITY***

Role-play or stage a drama showing a workplace experience with a suspicious behaviour or packages or occurrence.

In your play you must display the suspicious behaviour, package or occurrence, the detection, detector, reporting procedures followed, and actions taken.

Then, design a form for recording these kinds of incidents/occurrences. Be sure that your form captures any additional information that would be necessary. Ask your learning facilitator to help you select the most appropriate software for this activity.

**READY TO PROVE YOUR COMPETENCE?**

Now that you have completed this element, check whether you have fully grasped all the components by doing the following self-assessment:

<b>Checklist 1</b>	<b>Yes</b>	<b>No</b>
1. I know how to follow health, safety and security procedures correctly in accordance with enterprise policy and relevant regulations and insurance requirements	( )	( )
2. I understand how to identify and promptly report breaches of health, safety and security procedures	( )	( )
3. I know how to report any suspicious behaviour, packages or occurrences promptly to the designated person	( )	( )
<b>Checklist 2</b>	<b>Yes</b>	<b>No</b>
1. Health, safety and security procedures are correctly followed in accordance with enterprise policy and relevant regulations and insurance requirements	( )	( )
2. Breaches of health, safety and security procedures are identified and promptly reported	( )	( )
3. Any suspicious behaviour, packages or occurrences are promptly reported to the designated person	( )	( )



## **ELEMENT 2:        DEAL WITH EMERGENCY SITUATIONS**

### **LEARNING OUTCOMES**

As you go through this element you will acquire the necessary knowledge, skills and attitudes to deal with emergency situations. Your learning facilitator is there to assist you as you go through the various activities, so that on completion you will be able to:

1. Recognize emergency and potential emergency situations promptly
2. Determine and take required action within scope of individual responsibility during emergency and potential emergency situations
3. Follow correctly, emergency procedures in accordance with enterprise procedures.
4. Seek prompt assistance from colleagues and/or other authorities where appropriate.
5. Report accurately, details of emergency situations in accordance with enterprise policy.

### **RECOGNISE AND HANDLE EMERGENCIES/POTENTIAL EMERGENCIES**

**Emergency** - a sudden unforeseen crisis (usually involving danger) that requires immediate action or remedy.

Emergency situations may occur at any time during any given day and very often could have been avoided had their potential danger been detected early and corrected speedily. Emergency situations may include but are not limited to:

- Accidents
- Health issues – heart attacks, fainting, bleeding, etc.
- Deranged customers
- Fire
- Flood
- Robbery
- Armed hold up
- Bomb threats
- Earthquakes

**First Aid** - Help given to an injured person until proper medical treatment is available

There are distinct procedures to be followed for certain types of emergency situations. Medical emergencies for example, require knowledge of first aid. First aid procedures are vital and often make the difference between:

- Life and death
- Temporary and permanent disability
- Rapid recovery and long hospitalization

Always pay particular attention to situations or things that are potentially hazardous and act promptly to either contain or prevent accidents. A loose electrical wire in the pathway is an example of a potentially hazardous situation, so are:

- Electrical faults
- Trailing electric or telephone leads
- Loose objects
- Loose fixtures
- Chemicals
- Malfunctioning equipment
- Overloading of sockets
- Slippery/wet floors
- Poorly maintained or frayed carpets

A word of caution, always ensure that the action that you take is within the scope of your individual responsibility. Refer to your supervisor or the procedures handbook for guidelines.



### ***CHECKPOINT***

Put an 'e' for emergency and 'pe' for potential emergency beside the appropriate statement.

- A nose bleed \_\_\_\_\_
- Wet floor \_\_\_\_\_
- Broken glass \_\_\_\_\_
- Sharp chest pains \_\_\_\_\_
- Bomb threat \_\_\_\_\_
- Electrical fire \_\_\_\_\_



### ***ACTIVITY***

Working in teams, identify a company/organization and list 10 potential hazards that can be found in the work environment. Create this list using a table format. Be sure to include the action you would take to handle these situations. Ask your learning facilitator to guide you in the selection of the most appropriate software for this activity.

## FOLLOW EMERGENCY PROCEDURES

Many organizations have an emergency plan or procedures handbook which outlines the steps to be followed in case of emergencies. If you have not seen one at your place of work or learning, check with your supervisor or learning facilitator. The website noted below gives you an idea of what an emergency plan/guideline entails.



### Refer to:

*Emergency Procedures*

<http://www.ehs.indiana.edu/resources/handbook/> Accessed December 7, 2004)

When an emergency occurs we often instinctively want to rush in and do something. Depending on the situation, this is not necessarily the best option. For example, unless you have been trained to handle emergency situations especially those requiring first aid, you should refrain from taking action as a procedure that is incorrectly applied could result in any of the following disasters:

- Death
- Temporary and permanently disability
- Long hospitalization

The rule of thumb is to quickly assess the situation and take action. This could be simply to alert the designated personnel who could either be:

- Colleagues assigned as Health and Safety representatives
- Managers or supervisors



### ***CHECKPOINT***

- Can you identify 3 possible causes of accidents in the workplace? Confine your answers to the IT workplace.
- Can you identify 5 emergency situations and the procedures that should be used for handling them?



### **ACTIVITY**

*Team Work.* Using the information you have gathered from previous activities in this guide, develop an emergency procedures manual. It should include the following information:

- Definition and categories/types for each of the emergency identified so far
- Guidelines for detecting these emergencies
- Response
- First aid treatment to be given for each and by whom

Discuss with your learning facilitator or someone at work, the legal implications in the case of an accident with the victim being the employee, or customer/clients.

### **REPORT DETAILS OF EMERGENCY SITUATIONS**

A very important aspect of handling emergencies is documenting and reporting these incidents. These reports should always be in accordance with enterprise policy. There is likely to be some kind of system in place for reporting and recording, accidents, injuries, illnesses and other incidents. This may include a standard form known as an “Accident Report” which should be filled out by anyone involved in on-the-job accidents/injuries regardless of how minor they might be. This report will aid in determining:

- Cause
- Damages
- Liability
- New measures/enforcement of procedures

**NB:** It is best to write the report while the details of the emergency are fresh in your memory. It has been proven that the longer the witness takes to document a report the less accurate it becomes.

**ACTIVITY**

Develop an official enterprise emergency report template. This must include but not be limited to the following:

- Time, date and location (department if possible) of emergency.
- Name of individuals present at the time of the emergency
- Supervisor in charge for the department or shift
- Detail column for step by step report of the accident
- Signature of reporter and that of a witness if there be any.
- Post-emergency actions.

Ask your learning facilitator or colleague to guide you in developing this emergency report template.

**NB:** If you need assistance on how to create your own emergency report template please use the reference below.

**Refer to:**

*Responding to Workforce Emergency*

<http://www.safetyinfocur.com/factsheets/OSHA9219.html>

**READY TO PROVE YOUR COMPETENCE?**

Now that you have completed this element, check whether you have fully grasped all the components by doing the following self-assessment:

<b>Checklist 1</b>	<b>Yes</b>	<b>No</b>
1. I can recognize emergency and potential emergency situations promptly; determine and take required action within scope of individual responsibility	( )	( )
2. I know how to follow emergency procedures correctly in accordance with enterprise procedures	( )	( )
3. I know how to seek assistance promptly from colleagues and/or other authorities where appropriate	( )	( )
4. I know how to report details of emergency situations accurately in accordance with enterprise policy	( )	( )
<b>Checklist 2</b>	<b>Yes</b>	<b>No</b>
1. Emergency and potential emergency situations are promptly recognized and required action is determined and taken within scope of individual responsibility	( )	( )
2. Emergency procedures are correctly followed in accordance with enterprise procedures.	( )	( )
3. Assistance is promptly sought from colleagues and/or other authorities where appropriate	( )	( )
4. Details of emergency situations are accurately reported in accordance with enterprise policy	( )	( )

### **ELEMENT 3:        UPDATE KNOWLEDGE OF OCCUPATIONAL HEALTH AND SAFETY REQUIREMENTS**

#### **LEARNING OUTCOMES**

As you go through this element you will acquire the necessary knowledge, skills and attitudes to update knowledge of occupational health and safety requirements. Your learning facilitator is there to assist you with the various activities, so that on completion you should be able to:

1. Obtain and store information relating to Occupational Health and Safety regulations and requirements where they can be easily accessed.
2. Access and use information on changes in the Occupational Health and Safety policies relating to Information Technology

#### **OBTAIN AND STORE OH&S REGULATIONS AND REQUIREMENTS**

You should obtain and store OH&S regulations and requirements somewhere that is easily accessible. This will ensure that you know exactly where to locate vital information when the need arises as you are unlikely to remember every single requirement or procedure. Regulations can be conspicuously posted on a wall or notice board to remind yourself and others. You should be able to get these documents from your emergency response coordinator or your supervisor.

#### **ACCESS AND USE NEW INFORMATION**

**Disseminate** - scatter about or spread widely or distribute.

In all fields especially information technology, policy governing OH&S changes rapidly. You should always try to keep abreast of these changes. Ergonomic issues and reducing the number of occupational related injuries are key areas of concern. The internet is an excellent source of obtaining updated information.



#### ***CHECKPOINT***

Using the reference cited below how would you respond to a bomb threat?

**ACTIVITY**

Design a poster of a list of actions to be taken by your institution/company to access, and distribute new OH&S information to its employees and customers. You may need the assistance of your learning facilitator.

**Refer to:**

Management directive

[www.oa.state.pa.us/oac/cwp/view.asp?A=12&Q=132569](http://www.oa.state.pa.us/oac/cwp/view.asp?A=12&Q=132569) Accessed December 7, 2004

**READY TO PROVE YOUR COMPETENCE?**

Now that you have completed this element, check whether you have fully grasped all the components by doing the following self-assessment:

<b>Checklist 1</b>		<b>Yes</b>	<b>No</b>
1.	I know how to obtain and store information relating to Occupational Health and Safety regulations and requirement where it can be easily accessed.	( )	( )
2.	I know how to access and use information regarding changes in the Occupational Health and Safety policies relating to Information Technology being disseminated	( )	( )
<b>Checklist 2</b>		<b>Yes</b>	<b>No</b>
1.	Information relating to Occupational Health and Safety regulations and requirements is obtained and stored where it can be accessed easily	( )	( )
2.	Changes in the Occupation Health and Safety policies relating to Information Technology being disseminated is accessed and information is used	( )	( )



**ELEMENT 4:        MAINTAIN SAFE PERSONAL PRESENTATION STANDARDS****LEARNING OUTCOMES**

As you go through this element you need to ensure that you acquire the necessary knowledge, skills and attitudes to maintain safe personal presentation standards. Your learning facilitator is there to assist you with the various activities, so that on completion you should be able to:

1. Take workplace environment and health and safety issues into account in selecting personal attire

**SELECT APPROPRIATE PERSONAL ATTIRE**

When it comes to health and safety issues even your personal attire contributes to the achievement of a safe working environment. Many fabrics for example, are highly flammable and emit static electricity. It is always in your best interest to be very knowledgeable about the kinds of fabrics which are fire hazards. Your safety manual may provide guidelines in this regard.

**Attire** – the way individuals dress or wear clothing and other articles on them.

Some organizations require their employees to wear protective clothing. Once again, check with your manager or supervisor

Apart from your clothing you also need to ensure that your jewellery does not dangle as it could for example, become entangled in the keyboard.

**TIP! Safety first.**

***CHECKPOINT***

- What might happen if you are not properly attired?



### ***ACTIVITY***

Working in teams, generate a dress code for a fictitious IT company taking all you have learnt into consideration. Present it as a booklet.

Where applicable, ask your learning facilitator to assist you.

### **READY TO PROVE YOUR COMPETENCE?**

Now that you have completed this element, check whether you have fully grasped all the components by doing the following self-assessment:

<b>Checklist 1</b>	<b>Yes</b>	<b>No</b>
1. I know how to take account of workplace environment and health and safety issues in personal attire	( )	( )
<b>Checklist 2</b>	<b>Yes</b>	<b>No</b>
1. Personal attire takes account of the workplace environment and health and safety issues	( )	( )

**ELEMENT 5: SHARE BASIC INFORMATION ON ERGONOMIC ISSUES****LEARNING OUTCOMES**

As you go through this element you will acquire the necessary knowledge, skills and attitudes to share basic information on ergonomic issues. Your learning facilitator is there to assist you with the various activities, so that on completion you should be able to:

1. Identify basic ergonomic requirements of clients and colleagues
2. Provide the latest basic ergonomic information promptly to colleagues and clients
3. Record and pass on information on ergonomic issues to client and supervisor according to established procedures

**IDENTIFY BASIC ERGONOMIC REQUIREMENTS**

**Ergonomics** - The study of the efficiency of persons in their working environment.

In the Information Technology industry, ergonomics plays an important role in the design of monitors and keyboards. Ergonomic studies suggest preventive measures you can take to protect your health as you work with computers. These guidelines may specify:

- The types of equipment used
- Appropriate furniture
- Safe usage times
- Seating posture
- Lifting posture
- Visual Display unit screen brightness and maintenance



**Refer to:** For detailed information on ergonomics [HEART Trust/NTA, \(2004\). LG-ITICOR0231A Operate a Personal Computer, pages 11 and 19 – 20](#)

There may be general ergonomic requirements for different types of work environment, but it is best to conduct an interview to determine how efficient and effective individuals are in their work environment.

There are several means of identifying ergonomic requirements of clients and employees. It may be done as part of an audit or the updating of a company's fixed asset register or by a form completed by visitors.

The process of identifying ergonomic requirements can be referred to as “**Job Hazard Analysis and Control**”

The reference cited below is an example:



**Refer to:**

*Get the jump on OSHA and ideas for solving workplace problems. 04/21/2000*

[http://www.ishn.com/CDA/ArticleInformation/features/BNP\\_Features\\_Item/0,2162,1568,00.html](http://www.ishn.com/CDA/ArticleInformation/features/BNP_Features_Item/0,2162,1568,00.html) Accessed December 7, 2004

**Tip! Make sure your analysis is accurate!**



***CHECKPOINT***

- If your feet cannot comfortably reach the floor what should you do?
- Can you name some of the common complaints in relation to ergonomics?
- How often should you take a break when using a computer?



***ACTIVITY***

Using the information gathered from the website noted above, identify the basic ergonomic requirements of clients and colleagues in one of your classrooms or in your organization.

Where applicable, ask your learning facilitator to guide you with this activity.

**PROVIDE INFORMATION RELATING TO BASIC ERGONOMIC ISSUES**

By now you will have learnt that basic ergonomic advice may include the following:

- OH&S procedures
- Using and cleaning Visual Display Units (VDUs)
- Advice on footrests
- Exercises
- Times for breaks
- Armrests
- Chairs

This information must be promptly relayed to clients and colleagues based on vendor requirements, workplace policies and the latest OH&S information.

**RECORD INFORMATION GIVEN ON ERGONOMIC ISSUES**

If you work in an organization that sells IT furniture and equipment, you may be required to record the ergonomic information given to clients. This may be a verbal presentation/demonstration and/or documentation which details ergonomic issues. However the information is disseminated; ensure that you follow the procedures established by your organization which may include notifying your supervisor.

***CHECKPOINT***

You have sold a computer and workstation to a first time computer owner. What ergonomic advice would you give to your client?

***ACTIVITY***

Choose an appropriate office with at least one computer or computer lab in your place of learning and carry out the following tasks:

- Investigate the OH&S practices which are in place
- Identify any environmental Breaches
- Identify any electrical hazards
- What OH&S reporting procedures are in place
- Is the furniture ergonomically designed?
- Make recommendations for any improvements that you feel are necessary.

**Note:** You may simply build on information which you may have gathered during your previous activities. This activity should be presented as a group project and will require supervision. Consult your learning facilitator where applicable.

**READY TO PROVE YOUR COMPETENCE?**

Now that you have completed this element, check whether you have fully grasped all the components by doing the following self-assessment:

<b>Checklist 1</b>	<b>Yes</b>	<b>No</b>
1. I can identify basic ergonomic requirements of clients and colleagues accurately	( )	( )
2. I know how to promptly provide information relating to basic ergonomic issues to clients and colleagues based on vendor requirements, workplace and policies and the latest OH&S information	( )	( )
3. I know how to record and pass on information given on ergonomic issues to client and supervisor according to established procedures	( )	( )
<b>Checklist 2</b>	<b>Yes</b>	<b>No</b>
1. Basic ergonomic requirements of clients and colleagues are accurately identified	( )	( )
2. Information relating to basic ergonomic issues is provided promptly to clients and colleagues based on vendor requirements, workplace policies and the latest OH&S information	( )	( )
3. Information given on ergonomic issues is recorded and passed on to client and supervisor according to established procedures	( )	( )



**Learning Management Services Department  
Learning Resources Development Unit  
Learner Guide Feedback Form**

Your feedback on the Learner Guides is important to us. Please complete the form below to indicate areas for review as you see necessary. For each component tick [✓] the appropriate column.

Learner Guide Title: \_\_\_\_\_

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***LEARNER GUIDE INVESTIGATION***

<b>Area of Concern</b>	<b>Good</b>	<b>Fair</b>	<b>Weak</b>	<b>Element/Page</b>
<input type="checkbox"/> Self Assessment Checklist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Checkpoints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Element Checklists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Graphics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> References	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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**Your contact details:**

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