

Unit:

**Unit: Level 2 Health and Safety for Field Service Technicians**

Development Group: FD&A Development Group

Date Completed: 31 Jan '17

Review/Revision Date: 12 Feb 2020

Guided Learning Hours (GLH) 8

Directed Learning (DL) 0

Invigilated Assessment (IA) 1

Total Qualification Time (TQT) 9

Assessment Method: Multi Choice and Short Answer

Learning Outcomes: This unit is a generic unit required for a number of qualifications including;

- FIA AO Level 3 in Fire Detection and Alarm Design, Theory and Regulatory Requirements
- FIA AO Level 3 in Fire Detection and Alarm Installation, Theory and Regulatory Requirements
- FIA AO Level 3 in Fire Detection and Alarm Commissioning, Theory and Regulatory Requirements
- FIA AO Level 3 in Fire Detection and Alarm Maintenance, Theory and Regulatory Requirements

It is not a requirement that this unit be completed before any other units in the above qualifications, but that successful completion is achieved before award of the qualification will be made. A successful pass needs to be recorded before inclusion in other qualifications, it is not required that this unit be completed on each occasion.

The following qualifications have been recognised as either equivalent to, or advanced of this unit and are therefore recognised as prior learning. Unless stated otherwise on the certificate or award, qualifications or units submitted as RPL will only be recognised if the award of the FIA AO Qualification is within three years of the awarding date for any RPL.

The unit below is awarded with a published expiry date of 2 years and will only be recognised if within that period and valid on the date of award for the FIA AO Qualification

- ECS Health and Safety assessment issued by either JIB or SJIB

The following units or qualifications have no published expiry date and must have been completed within three years of award of the FIA AO Qualification

- NEBOSH National General Certificate in Occupational Health and Safety
- NEBOSH National Certificate in Construction Health and Safety
- City and Guilds Level 3 Diplomas in Electrotechnical Technology (2357)
- NEBOSH National Certificate in Construction Health and Safety

- NEBOSH International Diploma in Occupational Health and Safety

Learners completing this unit, will have gained knowledge and understanding of the responsibilities and duties placed on the employer and on themselves by the Health and Safety at Work Act 1974 or by the Health and Safety at Work Order 1978 (Northern Ireland), with specific focus on those regulations likely to affect them as technicians working in the Fire Detection and Alarm sector. In particular learners will gain basic knowledge and understanding of Health and Safety Legislation, Manual Handling, Working at Heights, Lone Workers, Provision and Use of Work Equipment Regulations (PUWER), Personal Protective Equipment (PPE), Asbestos and Control of Substances hazardous to Health (COSHH). As a level 2 unit this is not intended to establish the learner as an H&S Adviser or H&S Representative but instead to ensure that the learner understands the requirements and duties of the act and how to work in a safe manner.

Subject	Knowledge Criteria	Performance Criteria
<p>A. H&amp;SAW Act 1974, H&amp;SAW Order (NI) 1978</p>	<p>Learners will have knowledge and understanding of:</p> <ol style="list-style-type: none"> <li>1. Health and Safety Law</li> <li>2. The Provision of regulations supporting legislation and their status in law</li> <li>3. The responsibilities defined by the legislation               <ol style="list-style-type: none"> <li>a. The responsibilities of the employer</li> <li>b. The responsibilities of the employee</li> <li>c. The responsibilities of everyone else</li> </ol> </li> <li>4. Responsibilities for Health and Safety when working at third party premises</li> <li>5. Hierarchy of controls</li> <li>6. Risk Assessments</li> <li>7. Method Statements</li> <li>8. Permit to work</li> </ol>	<p>Learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Name and provide a brief overview of current applicable legislation for Health and Safety across all nations of the UK</li> <li>2. Name and provide a brief overview of selected regulations applicable, according to Health and Safety Law</li> <li>3. Provide a brief overview of the responsibilities according to legislation of the               <ol style="list-style-type: none"> <li>a. Employer</li> <li>b. Employee</li> <li>c. Everyone else</li> </ol> </li> <li>4. Explain the requirement to comply with both the employer's Health and Safety and those specified by other persons for premises under their control</li> <li>5. Explain the term 'Hierarchy of Controls' with examples</li> <li>6. Explain what a risk assessment is and who is responsible for producing one, with reference to:               <ol style="list-style-type: none"> <li>a. formal and dynamic risk assessments</li> <li>b. Requirements for, review and revision</li> </ol> </li> <li>7. Explain a method statement is and the:               <ol style="list-style-type: none"> <li>a. Responsibilities for their production</li> <li>b. Requirements for, review and revision</li> </ol> </li> </ol>

		8. Provide an explanation of permits to work and their application
	<p>Explanatory Notes</p> <p>Compliance with Health and Safety is not only common sense but also a legal responsibility. Learners will understand aspects of Health and Safety law according to UK nation in which they will be employed and pertinent to their role in the fire detection and alarm sector. Intended as a common subject for technicians progressing to the more advanced units, this Health and Safety unit will be required to cover the tasks performed by technicians in general. Included within will be requirement to comply with the Health and Safety policies and method statements of the employer as well as compliance with the Health and Safety Policy of the site in which they are working. and the hierarchy of controls (Eliminate, substitute/replace, engineering controls, administrative controls, PPE).</p> <p>This unit is not intended to train the technician as a Health and Safety Manager or Advisor, rather to cover the responsibilities for the technician as an employee and to bring about safe practice in the workplace.</p> <p>Some of the aspects covered within this unit will be limited to awareness of the requirements and learners should be able to recognise where further training and/or advice should be sought</p>	

Subject	Knowledge Criteria	Performance Criteria
B. Manual Handling	<p>Learners will have knowledge and understanding of:</p> <ol style="list-style-type: none"> <li>1. Manual Handling Regulations</li> <li>2. Structure, function and operation of the spine</li> <li>3. Risk factors for back pain</li> <li>4. Application of efficient movement principles to:               <ol style="list-style-type: none"> <li>a. Routine loads</li> <li>b. Non-routine loads</li> <li>c. Pulling</li> <li>d. Pushing</li> <li>e. Team handling</li> </ol> </li> <li>5. Application of the hierarchy of controls for manual handling</li> </ol>	<p>Learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Name and provide a brief overview of current regulations for manual handling</li> <li>2. Provide a brief overview of the spine and how it operates</li> <li>3. Explain the risk factors for back pain and how manual handling techniques can prevent injuries</li> <li>4. Describe efficient manual handling techniques and the considerations necessary for manual handling of routine loads, non-routine loads, pulling, pushing and team handling</li> <li>5. Explain how the hierarchy of controls can be applied to Manual Handling</li> </ol>
<p><b>Explanatory Notes</b></p> <p>The most common causes of back injuries are the result of bad manual handling techniques. Tailored for the field service technician, learners will understand the reasons for efficient manual handling techniques, the implications of not employing such techniques and the nature of injuries that can be incurred. Learners will also cover the correct manual handling techniques for a range of manual handling tasks pertinent to the FD&amp;A technician.</p> <p>Some of the aspects covered within this unit will be limited to awareness of the requirements and learners should be able to recognise where further training and/or advice should be sought</p>		

Subject	Knowledge Criteria	Performance Criteria
C. Working at height	<p>Learners will have knowledge and understanding of:</p> <ol style="list-style-type: none"> <li>1. Work at Height Regulations</li> <li>2. The risks involved when working at height</li> <li>3. Alternatives to working at Height</li> <li>4. Different methods of working at height (e.g. scaffold (mobile/static), mobile elevated working platform, steps and ladders)</li> <li>5. Appropriate PPE and its correct use for working at height</li> <li>6. Application of the hierarchy of controls to working at height</li> </ol>	<p>Learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Name and provide a brief overview of current regulations for work at height</li> <li>2. Explain the risks involved when working at height</li> <li>3. Explain and provide examples of alternative methods to working at height</li> <li>4. Explain the different methods for working at height and the safety measures that can be applied</li> <li>5. Explain what PPE is available for working at height, its correct use, limitations and the checks required before use</li> <li>6. Explain how the hierarchy of controls can be applied to working at height</li> </ol>
<p>Explanatory Notes</p> <p>Many technicians will at times be required to work at height, be it standing on a ladder, installing a detector head or alarm sounder or running cabling through a ceiling void or roof space. Some tasks have been made safer through the development of specialised tools, such as a long reach equipment, but others still require a direct approach.</p> <p>This section will detail to the learner what it means to be working at height and develops understanding, which may lead to safer working practices and the application of risk reducing equipment. For technicians involved in design, this may also lead to design consideration of physical access for installation and maintenance.</p> <p>Some of the aspects covered within this unit will be limited to awareness of the requirements and learners should be able to recognise where further training and/or advice should be sought</p>		

Subject	Knowledge Criteria	Performance Criteria
<p>D. Lone Workers and Working in Confined Spaces</p>	<p>Learners will have knowledge and understanding of:</p> <ol style="list-style-type: none"> <li>1. Confined Spaces Regulations, Health and safety guidance on the risks of lone working</li> <li>2. The risks of lone working, including road risk</li> <li>3. Working in confined spaces</li> <li>4. Control measures</li> <li>5. Compliance with site safety regulations</li> <li>6. Application of the hierarchy of controls to Lone Workers and Working in Confined Spaces</li> <li>7. Working Time Regulations</li> </ol>	<p>Learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Name and provide a brief overview of current regulations, approved codes of practice and guidance for lone workers and working in confined spaces</li> <li>2. Define what is meant by lone working and provide a brief overview of the risks</li> <li>3. State the definition of 'Confined Spaces' and provide a brief overview of the risks to persons</li> <li>4. Explain the need for applicable control measures</li> <li>5. Explain the need for compliance with onsite safety regulations</li> <li>6. Explain how the hierarchy of controls can be applied to lone workers and working in confined spaces</li> <li>7. Provide a brief explanation of the working time regulations</li> </ol>
	<p>Explanatory Notes:</p> <p>Technicians will often find themselves working alone or in positions where a working partner is removed from their own direct contact. As a result, learners must develop knowledge and understanding of how to safeguard themselves and the importance of safeguarding others, the permit to work process and the importance of its implementation in conjunction with compliance with onsite Health and Safety Policy.</p> <p>Some of the aspects covered within this unit will be limited to awareness of the requirements and learners should be able to recognise where further training and/or advice should be sought</p>	

Subject	Knowledge Criteria	Performance Criteria
E. Provision and Use of Work Equipment Regulations (PUWER)	Learners will have knowledge and understanding of: <ol style="list-style-type: none"> <li>1. PUWER regulations</li> <li>2. Scope of equipment covered by PUWER</li> <li>3. Ensuring that equipment used is suitable, maintained and inspected</li> <li>4. Use of safety guards and PPE</li> </ol>	Learners will be able to: <ol style="list-style-type: none"> <li>1. Name and provide a brief overview of current regulations for the provision and use of work equipment</li> <li>2. Provide an explanation of the equipment included within the requirements of current regulations</li> <li>3. Explain the importance of a comprehensive inspection and maintenance regime and what inspections should be completed before using work equipment</li> <li>4. Explain the importance of ensuring correct installation/fitting and the use of safety guards and of PPE</li> </ol>
<p><b>Explanatory Notes</b></p> <p>Work equipment is not simply limited to power tools, but will also cover other construction tools such as hammers, manual screwdriver, test meters and long reach testing equipment. Ensuring that the technician is safe in their correct use of any work equipment is a key aspect of the legislation in protecting the health and safety of both the technician and all persons in the area.</p> <p>Some of the aspects covered within this unit will be limited to awareness of the requirements and learners should be able to recognise where further training and/or advice should be sought</p>		



Subject	Knowledge Criteria	Performance Criteria
<p>F. Personal Protective Equipment (PPE)</p>	<p>Learners will have knowledge and understanding of:</p> <ol style="list-style-type: none"> <li>1. Why is PPE important and its role as a control measure</li> <li>2. Types of PPE available</li> <li>3. Selection and use of PPE</li> <li>4. Maintenance</li> </ol>	<p>Learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the reasons for using PPE and its role as a control measure</li> <li>2. List the types of PPE available and explain the protection provided</li> <li>3. Explain the considerations when selecting the correct PPE according and appropriate to the hazard</li> <li>4. Explain the importance of maintenance and the checks required to ensure PPE is still serviceable</li> </ol>
<p>Explanatory Notes:</p> <p>PPE should only be implemented to supplement other protection measures or as a last resort. However, where it is required and provided by the employer the initial issue at least, must be made free of charge. Ensuring that the technician has the correct PPE and that it is in good serviceable condition is not only the responsibility of the employer, but also of the technician. Understanding these requirements will ensure correct and appropriate use of PPE.</p> <p>Some of the aspects covered within this unit will be limited to awareness of the requirements and learners should be able to recognise where further training and/or advice should be sought</p>		

Subject	Knowledge Criteria	Performance Criteria
G. Asbestos Awareness	<p>Learners will have knowledge and understanding of:</p> <ol style="list-style-type: none"> <li>1. Control of Asbestos Regulations</li> <li>2. What Asbestos is and where it was commonly used</li> <li>3. Why Asbestos is dangerous</li> <li>4. Limiting exposure to asbestos and the asbestos register</li> <li>5. Licenced or Unlicensed work</li> <li>6. Requirements for Asbestos training</li> </ol>	<p>Learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Name and provide a brief overview of current regulations for the control of asbestos</li> <li>2. Explain what Asbestos is, the different types of asbestos and where it has commonly been used in buildings</li> <li>3. List the serious illnesses that can result from exposure to Asbestos</li> <li>4. Provide an outline description of recommendations to limit exposure to asbestos and the use of an asbestos register and its limitations</li> <li>5. Explain the difference between work involving asbestos that requires licencing and work that may be carried out without a licence</li> <li>6. State the requirements for provision of formal training in the handling of Asbestos</li> </ol>
	<p><b>Explanatory Notes</b></p> <p>The health risks to Asbestos are significant and usually do not become apparent until many years after exposure. Asbestos was a common constituent of a range of building materials until as recently as 2000 and so it remains vitally important that the hazards and the danger posed, are managed effectively.</p> <p>This section is awareness only and is not intended to replace formal asbestos training. Learners working in any building liable to contain asbestos should carry out formal training appropriate to the work environment.</p>	

Subject	Knowledge Criteria	Performance Criteria
<p>H. Control of Substances Hazardous to Health (COSHH)</p>	<p>Learners will have knowledge and understanding of:</p> <ol style="list-style-type: none"> <li>1. COSHH Regulations</li> <li>2. Definitions of Substances Hazardous to Health</li> <li>3. Substances not covered by COSHH and their associated regulations               <ol style="list-style-type: none"> <li>a. Lead (Control of Lead at Work Regulations)</li> <li>b. Asbestos (Control of Asbestos Regulations)</li> <li>c. Radioactive substances (Ionising Radiation Regulations)</li> </ol> </li> <li>4. Safety Data Sheets</li> <li>5. Hierarchy of controls</li> <li>6. Emergencies</li> </ol>	<p>Learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Name and provide a brief overview of current COSHH Regulations</li> <li>2. Explain what is meant by “substances hazardous to health” and provide examples with their health hazards</li> <li>3. List the substances not covered by COSHH and name the regulations for each</li> <li>4. Explain the requirements for safety data sheets with examples of the information contained within them</li> <li>5. State the methods of risk assessment and measures available to eliminate/reduce risk according to the hierarchy controls</li> <li>6. Explain what facilities should be in place for dealing with emergencies</li> </ol>
	<p>Explanatory Notes:</p> <p>Substances covered by COSHH have significant risks to personal health and safety through both immediate injury and ill health. Such effects on personal health may not become apparent for numerous years. The effective application of the COSHH regulations will reduce those risks to manageable levels. Learners will have sufficient knowledge and understanding of the COSHH regulations to apply defined controls to their working role and practices.</p> <p>Some of the aspects covered within this unit will be limited to awareness of the requirements and learners should be able to recognise where further training and/or advice should be sought</p>	

Subject	Knowledge Criteria	Performance Criteria
<p>I. General Safety Awareness</p>	<p>Learners will have knowledge and understanding of:</p> <ol style="list-style-type: none"> <li>1. Fire safety</li> <li>2. Safety signs and signals regulations</li> <li>3. Electrical safety</li> <li>4. Health and hygiene</li> </ol>	<p>Learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Provide an explanation of fire safety systems and procedures when working on site including:               <ol style="list-style-type: none"> <li>a. Identification of portable extinguishers</li> <li>b. Site evacuation</li> <li>c. Appropriate measures when carrying out high risk activities (e.g. hot wire testing)</li> </ol> </li> <li>2. Provide an outline description of the Safety signs and signals regulations including the identification of signs by shape and colour and their application</li> <li>3. Provide an explanation of requirements for electrical safety and safe isolation of low voltage systems</li> <li>4. Provide an explanation of requirements for personal health and hygiene including:               <ol style="list-style-type: none"> <li>a. Provision of first aid and individual responsibilities</li> <li>b. Accident reporting and RIDDOR reporting</li> <li>c. Preventing the spread of infectious diseases</li> <li>d. Preventative first aid measures</li> <li>e. Drugs and alcohol</li> </ol> </li> </ol>
	<p>Explanatory Notes:</p> <p>Learners should have general awareness of elements of health and safety that will influence their place of work or others, whether working at employers' premises or on site at a third party. This section is intended to cover subject areas not included elsewhere within this unit but will have an impact or influence on their work and working environment.</p> <p>Some of the aspects covered within this unit will be limited to awareness of the requirements and learners should be able to recognise where further training and/or advice should be sought</p>	

NB. It is important that the unit fulfils the H&S needs of the fire industry, and that any recognition of prior learning should demonstrate that such prior learning and qualification should fully achieve the aims of this unit.