



# QUALIFI Level 2 Award in Health & Safety in the Workplace for Early Years Practitioners (ASCP2SFG2018)

Award Specification

January 2018

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- We work in partnership with business, the community and other educators
- We encourage and promote research innovation and creativity

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- Using the feedback, you are given to improve subsequent work
- Making appropriate use of teaching staff's time
- Taking responsibility for your personal development planning and skills development
- Treating staff, fellow learners and neighbours in the local community with respect at all times

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- Give you feedback on assessed work within 15 working days
- Give you clear, legible and informative feedback on your work
- Be available for timed appointments
- Treat you with respect at all times
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## QUALIFI Level 2 Award in Health & Safety in the Workplace for Early Years Practitioners (ASCP2SFG2018)

### Award Specification

### Award Aims

This unit aims to provide candidates with an understanding of Health & Safety considerations for a professional Early Years (early years) environment. It is focused on safe operational practices when caring for young children including infants within such a setting, and seeks to ensure the safety of Early Years Practitioners, children in their care, and visitors to Early Years settings (e.g. parents &

siblings). Relevant settings include day nurseries, after school clubs, child-minders, and any other context where young children are cared for by a third party outside the home.

## Award Details

QUALIFI Level 2 Award in Health & Safety in the Workplace for Early Years Practitioners

Accredited Endorsed Level 2 award accredited by QUALIFI

Approved by NDNA National Day Nurseries Association

QUALIFI is a UK Awarding Organisation regulated by OFQUAL

Award Reference	ASCP2SFG2018
Award Type	Endorsed Award with equivalence at RQF Level 2
QAN	n/a
Guided Learning Hours	6-8 hours
Level	2
Credit value	1
Assessment	Multiple choice examination (online)
Delivery	Video and text online with tutor support
Launch (review)	2014 (2021)

## Award Overview

This award seeks to address the most common factors affecting the health, safety and welfare of Early Years professionals, and young children in their care. It comprises health and safety issues affecting the Early Years professional at work (such as kitchen safety, electricity, slips, trips, falls), and hazards affecting the direct safety of the children in their care (such as choking, drowning, falls).

The unit incorporates recognised Health & Safety in the Workplace syllabus outcomes, including requirements for Health and Safety Executive, Environmental Health, employment law, and employers due-diligence requirements. It also seeks to incorporate statutory frameworks and quality practice guidance governing best practice within the Early Years industry including appropriate OFSTED and EYFS Early Years Foundation Stage guidance.

This award is appropriate for all staff working in a professional Early Years role including those from commercial nurseries, child minders, and those from not-for-profit or volunteer settings.

## Entry Requirements

There are no prerequisites for this award. It is advised that learners have a minimum of Level 1 in English and Maths or equivalent.

## Award Structure

This award is made up of one mandatory unit. Candidates must successfully complete the assessment for the unit via online multi-choice examination to achieve the award. The award can be gain as a free standing unit qualification or as part of a wider programme of learning.

## Assessment Guidance

This award is assessed via a 30 question multiple-choice examination, tested online and with a guide completion time of 1 hour. Successful candidates must answer a minimum of 25 questions out of 30 correctly (83%). Following assessment, the assessment result will be provided to the candidate, and certificates for those who are successful are generated and provided electronically.

## Age Range

This award is provided for delivery to learners aged 16+ yrs.

## Delivery Information

All learning, tutor support and examination activity is carried out online. There is no fee for additional examination entry, however unsuccessful candidates are encouraged to contact the course tutor for support and advice. Please contact delivery partner The Safer Food Group (East GB Ltd) 0800 612 6784 info@[thesaferfoodgroup.com](mailto:thesaferfoodgroup.com) for more information.

## Learning Outcomes and Assessment Criteria

Learning Outcome	Assessment Criteria
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1. Understand roles and responsibilities for Health & Safety in the Early Years' workplace	<p>1.1 Outline the duties of employers and staff in professional Early Years setting in relation to health, safety and welfare of the Early Years worker, colleagues and children in their care</p> <p>1.2 Outline the possible legal consequences for not complying with Health &amp; Safety Law affecting the Early Years Workplace</p> <p>1.3 Identify the objectives of training and safety related competences needed for the Early Years workplace</p>
2. Understand the role risk assessment performs in contributing to a safe working environment	<p>2.1 Understand the meaning and relationship between the terms Hazard, Risk and severity in the context of a professional Early Years environment</p> <p>2.2 Identify appropriate approaches to risk assessment</p> <p>2.3 Understand how risk assessment can be used to reduce the incidence and severity of workplace accidents and associated ill health</p>
3. Understand how to identify, assess and control risks from a range of hazards commonly found Early Years environment	<p>3.1 Identify hazards typically found in a professional Early Years environment</p> <p>3.2 Understand how hazards can cause harm to adults, children, and the wider environment</p> <p>3.3 Understand approaches to controlling common hazards within the Professional Early Years workplace</p>
4. Understand procedures for dealing with accidents and incidents in a typical professional Early Years environment	<p>4.1 Identify common causes of accidents and ill health in a professional Early Years environment</p> <p>4.2 State actions that should be taken following an accident or incident in the Early Years workplace</p> <p>4.3 Identify facilities and procedures that should be in place to deal effectively with Early Years workplace emergencies</p>

## Programme Syllabus

### A. Introduction to health and safety

Candidates should understand the importance and scope of health and safety in an early years setting, and be aware of important terms, accident rate figures, and causes of accidents to Early Years practitioners and children in their care. They should be able to:

- I. Define the term health and safety in the context of a Early Years setting
- II. Describe what constitutes a safe environment as a workplace and Early Years setting
- III. Give examples of common accidents in the Early Years setting to staff and children
- IV. State the consequences of poor health and safety standards and of good standards

V. Demonstrate an awareness of figures for accidents and injuries in the UK

## **B. Health and safety law**

Candidates should be aware of relevant Health and Safety legislation affecting Early Years professionals and young children in an early years setting in the UK. They should be able to:

- I. State the purpose and scope of the Health & Safety at Work Act 1974 and the responsibilities of employees, employers and the self-employed
- II. Be aware of statutory notices and systems for health and safety in the workplace
- III. State the role of Early Years Foundation Stage and OFSTED in the context of child safety
- IV. Describe the term due diligence in the context of health and safety in an early years setting
- V. Describe the role and powers of Enforcement Officers including the HSE and OFSTED
- VI. State the consequences of non-compliance with health and safety legislation

## **C. Accident classification and reporting**

Candidates should understand how accidents at work are classified, be able to define the term and significance of a near-miss, and how to report an accident appropriately. They should be able to:

- I. An understanding how and why accidents occur in Early Years workplaces
- II. Define the term unsafe condition and offer practical examples of unsafe conditions
- III. Define the term unsafe act and offer practical examples of unsafe acts at work
- IV. Describe the accident reporting procedure and what constitutes a near-miss incident
- V. Describe the basis for RIDDOR and explain the difference between a reportable incident and a recordable incident
- VI. Give examples of occupational, environmental and human factors affecting health and safety

## **D. Risk and risk assessment**

Candidates should understand the terms risk and risk assessment and be able to explain the relationship between hazard and risk, describing approaches to informal and formal risk assessment that will limit risk of injury to Early Years practitioners and children in their care. They should be able to:

- I. Define the terms hazard, risk, severity, risk assessment, in regard to workplace safety
- II. Describe the relationship between hazard, risk and severity
- III. Understand the importance of risk assessment in maintaining health and safety
- IV. Describe factors and behaviours that are likely to increase risk of injury or ill health
- V. Offer examples of informal and formal risk assessment in the workplace
- VI. Outline an approach to risk assessment and hazard control in the workplace
- VII. Understand the need for specialist risk assessment in certain situations

## **E. Kitchen environment hazards**

Candidates should be aware of a range of hazards associated with a kitchen area, key health and safety differences between a domestic and a commercial kitchen setting, and be aware of safety considerations of working with knives, heat and the dangers of slips, trips and falls in the kitchen. They should be able to:

- I. Describe the mandatory facilities for a commercial kitchen premises serving the public
- II. Describe kitchen related safety guidelines including knife safety and working with heat
- III. Understand the hazards associated with heating infant milk in a microwave
- IV. Describe the dangers of slip and trip hazards in a kitchen environment

## **F. Nursery environment hazards**

Candidates should be aware of a range of common accidents that can take place in the nursery or classroom environment and understand how through good procedures and training the risk to child safety associated with the nursery environment can be minimised. They should be able to:

- I. Demonstrate an awareness of a range of child injuries and injury classifications that can occur in or around a Early Years/nursery environment and explain why these accidents occur
- II. Describe controls to limit the threat of a range of hazards in a Early Years/nursery environment
- III. Describe appropriate physical security measures to limit the accidental loss or deliberate removal of a child from a Early Years/nursery premises

## **G. Play and play equipment hazards**

Candidates should be aware of a range hazards and resulting accident involving play activities and play equipment in a professional Early Years environment, both indoors and out-of-doors, and be able to describe how through good procedures and training the risk to child safety can be minimised and controlled. They should be able to:

- I. Demonstrate an awareness of a range of play and play equipment safety threats and explain why the circumstances these accidents may occur
- II. Describe controls to limit the threat of a range of play and play equipment related hazards in a Early Years/nursery environment
- III. Describe UK and EU play equipment quality standards including CE, Kite mark and Lion Mark
- IV. Explain the need for prior risk assessment, training and suitable authorisation prior to using play equipment.

## **H. Hazardous substances**

Candidates should understand what constitutes a hazardous substance in a professional Early Years environment, and be able to identify and classify a range of hazardous substances including physical, chemical and biohazards. They should be aware of a range of hazard controls associated with COSHH regulations (Control of Substances Hazardous to Health). Candidates should be able to:

- I. Explain the threat of hazardous substances and how they enter the body
- II. Give examples of a range of hazardous substances in a professional Early Years workplace
- III. Describe suitable control measures that should be used when handling a range of hazardous substances including storage and clear labelling methods
- IV. State the importance of risk assessment in the handling of hazardous substances
- V. Describe the purpose of COSHH regulations and assessment and what PPE to use to protect the Early Years practitioner
- VI. Explain the need for training and suitable authorisation prior to handling or otherwise being exposed to hazardous substances

## **I. Food, feeding and medicines**

Candidates should understand the importance of safe food preparation, feeding, and administering of medicines. They should also be aware of food allergies and familiar with basic first aid necessary to deal with a choking related emergency. Candidates should be able to:

- I. Describe approaches and controls used to limit the threat of food poisoning
- II. Describe approaches to safe, age-appropriate portioning of foods
- III. Identify symptoms of choking and describe the associated emergency first aid procedure
- IV. Identify a range of allergenic ingredients and their health threat to allergy sufferers
- V. Describe practical storage, controls and procedures to limit the threat of food allergens
- VI. Explain the need for planning and training in the administering of medicines
- VII. Describe how to administer EpiPen injections in response to an anaphylactic emergency

## **J. Manual handling**

Candidates should understand the term manual handling in the workplace, and be aware of common handling injuries. They should be familiar with hazards associated with lifting and otherwise manipulating children and other heavy or bulky items (e.g. play equipment) in a Early Years environment. Candidates should be able to:

- I. Describe a range of manual handling hazards and injuries
- II. Describe a basic manual handling task assessment and task design to limit injury
- III. Demonstrate an awareness of what constitutes manual handling good practice
- IV. Describe an appropriate lifting technique for the lifting of young children

## **K. Transport and travel**

Candidates should understand the dangers of transport and travel to child health and safety, and consider how through appropriate planning and procedures, the hazards associated with transportation, and child collection and drop-off can be minimised. Candidates should be able to:

- I. Give common types and causes of accident associated with transportation, pickup up and drop off of children, and travel away the Early Years premises
- II. Describe the need for a proactive approach to vehicle safety and appropriate driving considerations and car seat use for the transportation of young children
- III. Explain the need for planning and risk assessment of the safety implications of trips and outings away from the Early Years premises
- IV. State recommended actions in the event of a child going missing or being unaccounted for

## **L. Electricity and emergency first aid**

Candidates should be aware of the hazards associated with electricity in a professional Early Years premises, including basic safety precautions and emergency First Aid when dealing with a victim of electrocution. They should be able to:

- I. Explain the dangers of a combination of water and electricity in the same environment
- II. Describe a range of safety precautions when dealing with electricity in the Early Years premises including the kitchen area
- III. Describe an emergency first aid procedure for treating a casualty of electrocution using CPR for a range of ages including adult, young child, and child under one year's old

## **N. Fire safety and evacuation**

Candidates should understand how fires start and spread, how the risk of fires can be reduced, and what to do in the event of a fire or other need to evacuate the Early Years premises. They should be able to:

- I. Describe the common causes of fire in the workplace including Early Years setting
- II. Describe the elements and conditions fires need to start and spread
- III. Explain the purpose of fire risk assessment, and developing fire and evacuation plans
- IV. Describe an appropriate response when encountering a fire in the Early Years workplace

## **O. Noise, stress and violence**

Candidates should understand how noise can affect safety, and be able to identify incidences and possible causes of stress and violence in the Early Years workplace, and what constitutes

unacceptable versus unacceptable exposure. They should be able to:

- I. Describe the safety hazards associated with noise in the Early Years workplace
- II. Describe an employee's right to a working environment free from unnecessary stress and the importance of reporting unacceptable conditions or behaviour
- III. Describe the main effects of stress and offer examples of how stress may be reduced
- IV. Offer examples of what would constitute a violent act, bullying, or threat of violence according to HSE Health and Safety Executive
- V. Describe an employee's right to a working environment free from the threat of violence and the importance of reporting unacceptable working conditions or behaviour

## **P. Infection prevention and control**

Candidates should understand the threat of infectious diseases in the Early Years setting, how infectious/communicable diseases spread, and how to limit them through the use of approved Early Years IPC working practices. They should be able to:

- I. Define the term Infection Prevention and Control (IPC) in the context of a Early Years setting
- II. Describe how infections or communicable diseases spread in a Early Years setting
- III. Outline a range of approved IPC working practices for a Early Years setting including appropriate hand-hygiene technique and cleaning regimes

## **Q. Other health, safety and welfare issues**

Candidates should be aware of the minimum facilities Early Years professionals should be provided with by employers, basic behavioural standards expected in terms of Health and Safety, awareness of safety signage, and how to work safely with steps and objects at height. They should be able to:

- I. Describe the minimum employee facilities requirement for a working environment
- II. Describe the use and meaning of safety signage and first aid provision
- III. Describe basic mandatory first aid requirements including personnel and equipment
- IV. Appreciate the importance of following instructions and the need to report any potential problems or incidences
- V. Describe basic safe approaches to the use of steps and ladders
- VI. State how alcohol and drugs can affect health, safety and welfare at work and the minimum standards of behaviour and conduct of a Early Years professional

## **Further professional development and training**

Qualifi supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

You can request customised training through your registered centre in the first instance. If you need to contact Qualifi directly:

Our customer service number: +44 (0) 161 818 9904

or delivery partner

The Safer Food Group Tel **0800 612 6784** [info@thesaferfoodgroup.com](mailto:info@thesaferfoodgroup.com).