



**The National Examination  
Board in Occupational Safety  
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Version: 2  
Specification date: June 2025  
Publication date: January 2026

Registered Charity Number: 1010444

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# International General Certificate in Occupational Health and Safety

## Qualification guide for Learning Partners

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# Qualification overview

# Qualification overview

## Qualification key features

<b>Unit prefixes and title/s</b>	<b>Unit GIC1:</b> Management of health and safety <b>Unit GIC2:</b> Risk assessment	
<b>Assessment</b>	<b>Unit GIC1</b>	<b>Assessment Type</b> Open book examination (OBE)
	<b>Unit GIC2</b>	<b>Assessment Time</b> 5 hours
		Practical assessment
		4 hours
<b>Modes of study</b>	Taught (face-to-face), open and distance learning Part-time Block release eLearning	
<b>Notional learning hours</b>	Unit GIC1: 49 hours Unit GIC2: 63 hours (See 'Notional learning hours' section for more)	
<b>Qualification level and number of credits</b>	SCQF Level 6 (Equivalent to RQF Level 3) Unit GIC1: 5 credits, Unit GIC2: 6 credits	
<b>Entry requirements</b>	None	
<b>Recommended minimum standards of English</b>	Learner: International English Language Testing System 6.0 or higher Tutors: International English Language Testing System 7.0 or higher	
<b>Languages available</b>	English, Arabic, French, Portuguese (European), Russian, Spanish (European) and Turkish Note: Open book examinations in languages other than English cannot be taken in the UK	
<b>Assessment dates</b>	Standard date	
<b>Pass standard</b>	The provisional pass mark for GIC1 is 45% The pass standard for GIC2 is contained in the GIC2 guidance More information on how provisional marks are set can be found in our FAQs	
<b>Qualification grades</b>	The qualification grade is based on the result from Unit GIC1 Distinction: 75 marks or higher Credit: 65 - 74 marks Pass: 45 - 64 marks	

# Qualification summary



# Qualification summary

## Introduction

The International General Certificate in Occupational Health and Safety (IGC) was launched in 2006 and is recognised around the world. There are now over 265,000 people worldwide who have passed this qualification.

The qualification looks at general workplace issues and can be applied in many sectors. On completion of the qualification, your learners will be able to:

- justify the need for health and safety improvements;
- advise on the main duties for health and safety in the workplace;
- help their organisation to manage contractors;
- work within a health and safety management system;
- positively influence health and safety culture and behaviour;
- carry out a general risk assessment (using a 5-step approach) of their workplace;
- recognise workplace changes and their impacts and understand how to minimise these impacts;
- develop basic safe systems of work that include emergency arrangements and know when to use a permit-to-work system;
- take part in incident investigations; and
- help their employer check the effectiveness of the health and safety management system through monitoring, auditing and review.



*"The NEBOSH IGC provided a strong foundation in risk management, workplace hazards, and legal compliance—key competencies I needed to excel in health and safety.... [it] was a game-changer. It gave me credibility and boosted my confidence in engaging with senior leaders on safety matters. It also helped me secure more significant roles where I could influence workplace safety culture. Beyond that, the knowledge I gained allowed me to implement practical and cost-effective safety solutions that had a direct impact on reducing workplace risks."*

**Abanum Isakpa**

# Qualification summary

## Syllabus development and review

The syllabus has been developed by NEBOSH following extensive consultation with key stakeholders, notably Learning Partners, employers, standards-setting organisations, past and present learners and subject experts. NEBOSH would like to take this opportunity to thank all those who participated in the development of the revised IGC, but in particular the following:

- ARM cement PLC;
- Traffic Tech (Gulf) W.L.L;
- Sainsbury's;
- Kier group; and
- SEGRO.

## Notional learning hours

Unit	Notional learning hours			Credits
	Taught hours	Self-study hours	Assessment hours	
GIC1	24	20	5	5 credits (49 hours)
GIC2	39	20	4	6 credits (63 hours)

A full-time block release course would take approximately 9½ days, and a part-time day release course would be spread over approximately 10 weeks. For learners studying by open or distance learning, the tuition hours should be added to the recommended private study hours to give the minimum number of hours that this mode of study will require.

## Teaching of the syllabus content

Although the syllabus sets out the elements in a specific order, your tutors can teach the elements in any order they feel is appropriate. You will need to reflect this in the timetables which are submitted for approval as part of the accreditation process.

Elements 5 to 11 are assessed only by the practical (Unit GIC2).

## Minimum standard of English required for learners

The standard of English required by learners studying for the IGC must be such that they can both understand and articulate the concepts contained in the syllabus. It is important to stress that the onus is on you to determine your learners' standards of proficiency in English.

## Qualification type

NEBOSH qualifications are categorised as 'Other' qualifications by SQA Accreditation in Scotland. These are categorised as Vocationally-Related Qualifications (VRQs) in England, Wales and Northern Ireland.

VRQs provide the knowledge and practical skills required for particular job roles through a structured study-based training programme, which combines the assessment of knowledge and understanding in written examinations with practical application of learning in the workplace.

VRQs are a popular type of qualification because they are nationally recognised, flexible and offer routes for progression to employment or further study.

# Qualification summary

## Assessments

The GIC1 assessment is an open book examination (OBE). Please see the NEBOSH website for assessment dates. Further details on the OBE can be found on the NEBOSH website.

The GIC2 assessment is a risk assessment that should be carried out in the learner's workplace. Please refer to the Unit GIC2: Risk assessment – Guidance and information for learners and Learning Partners document which can be found on the NEBOSH website.

## Achieving the qualification

The IGC has two unit assessments (see 'Qualification key features' for details on the assessments and the pass standards); your learners must achieve a 'Pass' in each unit in order to be awarded the qualification.

Your learners will have **five years** to complete their qualification. The five-year period starts from the date that they passed their first successful unit (we call this the 'declaration date'). Any unit that is five or more years old will not count towards the qualification; your learner will need to retake this/these unit(s) if they still want to complete the qualification.

## Qualification grading and issue of qualification parchment

The qualification grade is based only on the result from the question paper (Unit GIC1). But your learners need to achieve a 'Pass' in both units (GIC1 and GIC2) before the parchment can be issued. The grading boundaries are as follows:

75+	Distinction
65-74	Credit
45-64	Pass
0-44	Refer



*"I decided on a career in Health and Safety because it allows me to make a positive impact on people's lives by ensuring their well-being in the workplace... Having the NEBOSH International General Certificate in Occupational Health and Safety (IGC) significantly benefited my career by enhancing my expertise in health and safety management, making me more competitive in the job market. The IGC is a globally recognized certification that demonstrates my commitment to maintaining high safety standards and my ability to implement effective safety practices. After obtaining this certificate, I received my first job offer, underscoring the value employers placed on this qualification."*

**Asila Al Shukri**



# Qualification summary

When your learners have completed both units, they are normally considered to have completed the whole qualification. We will send out the qualification parchment within 40 working days of their final successful unit. We will only issue individual unit certificates on written request.

Once we issue the result of the second successful unit, your learners will have 20 working days to either:

- tell us in writing that they want to re-sit a successful unit to improve their grade (see 'Re-sitting unit(s)' for further information); or
- submit an Enquiry About Result (EAR) request; please see the EAR policy for further information.

## Re-sitting unit(s)

Your learners can re-sit a unit for the following reasons:

- they have unit(s) with a 'Pass' that are five or more years old, and the learner still wants to achieve the qualification;
- they were 'Referred'; or
- they want to re-sit Unit GIC1 so that a higher grade can be achieved (Unit GIC2 is 'Pass' or 'Refer' and does not count towards the qualification grade).

There is no limit to the number of times a learner can re-sit unit(s) within the five-year period. A refund will not be given if the learner registers to re-sit a unit before an original unit result is known. If the learner's re-sit result is lower than the original mark, they will keep the original mark awarded for the unit. Re-sit marks are not capped.

## Re-sitting GIC1 to improve the grade

If your learner wants to try to improve their grade in Unit GIC1, they will need to tell us in writing within 20 working days of the declaration date of their second successful unit. Otherwise, a qualification parchment will automatically be issued showing the original declaration date.

## Individual learner feedback

For more information on the assessment feedback provided for this qualification, please visit the NEBOSH website.

## Conflict of interest

Your employees (eg head of Learning Partner, tutors, administrators, examinations officers, invigilators, etc) must declare in writing to NEBOSH any employee and/or family, spouse or other close personal relationship with any person undertaking a NEBOSH examination or assessment. Further information can be found in the 'Instructions for conducting examinations' document.

## Available resources

In addition to this guide, the following resources are downloadable from the NEBOSH website:

- GIC2 Guidance for Learning Partners and learners;
- Assessment pack for Unit GIC2;
- Leaflet;
- Case studies.

# Syllabus

# Syllabus

## Syllabus summary

Element		Recommended tuition hours	Recommended self-study hours	Assessment
<b>1</b>	Why we should manage workplace health and safety	3	20	Open book examination (OBE)
<b>2</b>	How health and safety management systems work and what they look like	3		Unit GIC1: Management of health and safety
<b>3</b>	Managing risk – understanding people and processes	12		Elements 1.1, 1.2, 2 and 3 are also assessed by the practical assessment (Unit GIC2)
<b>4</b>	Health and safety monitoring and measuring	6		

Element		Recommended tuition hours	Recommended self-study hours	Assessment
<b>5</b>	Physical and psychological health	7	20	Practical assessment  Unit GIC2: Risk assessment
<b>6</b>	Musculoskeletal health	5		
<b>7</b>	Chemical and biological agents	6		
<b>8</b>	General workplace issues	9		
<b>9</b>	Work equipment	5		
<b>10</b>	Fire	4		
<b>11</b>	Electricity	3		

# Syllabus

## Learning outcomes and assessment criteria

Learning outcome The learner will be able to:	Related content	Assessment criteria	Assessment
Understand how to justify health and safety improvements using moral, financial and legal arguments	<b>1.1–1.2</b>	Discuss the moral, financial and legal reasons for managing health and safety in the workplace Recognise how health and safety is regulated	GIC1, GIC2
Understand when the main duties for health and safety apply to the workplace and the important role that contractors undertake in the workplace and how they should be managed	<b>1.3</b>	Recognise the main health and safety duties of different groups of people at work Describe how contractors should be selected, monitored and managed	GIC1
Work within a health and safety management system, and know what an effective health and safety policy should look like	<b>2.1–2.2</b>	Identify the key components of a health and safety management system (ISO 45001 and ILO-OSH2001) Recognise the benefits and limitations of different types of health and safety management systems Recognise the key components of an effective health and safety policy	GIC1, GIC2
Positively influence health and safety culture and behaviour to improve performance in their organisation	<b>3.1–3.3</b>	Recognise how health and safety culture influences performance Recognise how to improve health and safety culture at work Outline how human factors influence behaviour in a way that can affect health and safety	GIC1, GIC2
Assess general workplace risks	<b>1.1 1.2 3.4 (5–11)</b>	Apply the principles of the risk assessment process and Produce a suitable and sufficient risk assessment	GIC1, GIC2

# Syllabus

Learning outcome The learner will be able to:	Related content	Assessment criteria	Assessment
Understand the impact of workplace changes and on health and safety and how these can be managed	<b>3.5</b>	Describe how change can have significant health and safety impacts and how to manage those impacts	GIC, GIC2
Develop safe systems of work and emergency procedures, and know how to use them appropriately	<b>3.6–3.8</b>	Outline what to consider when developing and implementing a safe system of work for general work activities  Identify the role, function and operation of a permit-to-work system  Understand typical emergency procedures (including training and testing), and how to decide what level of first aid is needed in the workplace	GIC, GIC2
Take part in incident investigations	<b>4.1</b>	Recognise why and how incidents should be investigated, recorded and reported	GIC1
Help their employer to monitor the effectiveness of their health and safety management system	<b>4.2–4.4</b>	Recognise how to monitor the effectiveness of management systems  Recognise why and how audits are used to evaluate a management system  Recognise why regular reviews of health and safety performance are needed and how they are carried out	GIC1
Understand a range of common workplace hazards and their associated risks and recommend suitable control measures.	<b>5–11</b>	Describe hazards present in the workplace and associated risks  Outline existing control measures  Evaluate existing control measures  Explain suitable additional control measures	GIC2

# Syllabus

## Syllabus content

### Use of the term 'incident'

There are various terms that can be used interchangeably when referring to incidents. This includes accident (generally used when there has been actual harm/ill-health/damage caused) or near miss/close call (generally used when there has been the potential for harm/ill-health/damage to be caused but it did not actually occur in that instance).

NEBOSH has, therefore, adopted the approach taken in the 'Occupational health and safety management systems' (ISO 45001) standard in that an incident is: 'An event that happens in the workplace that causes (or has the potential to cause) harm, injury, ill-health or damage'.

When the term 'incident' is used in an assessment, the context of the question and other supporting information will provide context for the term. For example, if a question in a scenario-based assessment is asking about the outcome of an incident, information will be provided in the scenario to give context. This could be something like 'the worker fell from a ladder and broke their leg'.

The term 'accident' may still occur in the syllabus if this is a recognised term or part of a title, eg, Reason's model of accident causation etc.

### Element 1: Why we should manage workplace health and safety

#### 1.1 Morals and money

- Moral and societal expectations of good standards of health and safety
  - > The right to a safe and healthy working environment (ILO Declaration on Fundamental Principles and Rights at Work)
- The financial cost of incidents (insured and uninsured costs, direct and indirect costs).

#### 1.2 Regulating health and safety

- What enforcement agencies do and what happens if you don't comply
- The part played by international standards (like ISO 45001)
- The International Labour Organisation's (ILO) Convention C155 and Recommendation R164:
  - > employers' responsibilities (C155 Article 16 and R164 recommendation 10)
  - > workers' responsibilities and rights (C155 Article 19 and R164 recommendation 16)
- Where you can find information on national standards.

#### 1.3 Who does what in organisations

- Roles of directors/managers/supervisors
- How top management can demonstrate commitment by:
  - > making resources available to design, implement and maintain the occupational health and safety management system



## Element 1: Why we should manage workplace health and safety

- 1.3**
- > defining roles and responsibilities
  - > appointing senior managers with specific responsibility for health and safety
  - > appointing competent people (internal and external, including specialists) to help the organisation meet its health and safety obligations
  - > reviewing health and safety performance
  - Responsibilities of organisations who share a workplace to work together on health and safety issues (C155 Article 17, R164 Recommendation 11)
  - How clients and contractors should work together:
    - > the duties they owe each other ('Safety and health in construction', ILO Code of Practice - Chapter 2)
    - > effective planning and co-ordination of contracted work
    - > pre-selection and management of contractors.

## Element 2: How health and safety management systems work and what they look like

- 2.1 Key components of health and safety management systems**
- The structure of a health and safety management system: the 'Plan, Do, Check, Act' model (see ISO 45001 and ILO-OSH2001)
  - The benefits and limitations of having formal/certified and informal health and safety management system.
- 2.2 Key components of a health and safety policy**
- The occupational health and safety policy (see clause 5.2 ISO 45001:2018):
    - > role
    - > typical content
    - > proportionate to the needs of the organisation
  - Responsibilities – all workers at all levels of an organisation have responsibility for health and safety
  - Practical arrangements for making it work:
    - > setting overall objectives and quantifiable targets (specific, measurable, achievable, reasonable, timebound – SMART principles)
    - > the importance of stating the organisation's arrangements for planning and organising, controlling hazards, consultation, communication, monitoring compliance, assessing effectiveness
  - Keeping it current: when you might need to review, including passage of time, technological, organisational or legal changes, and results of monitoring.

## Element 3: Managing risk – understanding people and processes

### 3.1 Health and safety culture

- Meaning of the term 'health and safety culture'
- Relationship between health and safety culture and health and safety performance
- Indicators of an organisation's health and safety culture:
  - > incidents, absenteeism, sickness rates, worker turnover, level of compliance with health and safety rules and procedures, complaints about working conditions
- Influence of peers on health and safety culture.

### 3.2 Improving health and safety culture

- The impact of the following on health and safety culture:
  - > Gaining commitment of management
  - > Leadership involvement in health and safety and appropriate use of disciplinary procedures
  - > Competent workers (including the role of training)
  - > Good communication within the organisation:
    - benefits and limitations of different methods of communication (verbal, written and graphic)
    - use and effectiveness of different types of internal communication
    - co-operation and consultation with the workforce and contractors, including:
      - » benefits of worker participation (including worker feedback)
      - » the role of health and safety committees.

### 3.3 How human factors influence behaviour positively or negatively

- Organisational factors, including: culture, leadership, resources, work patterns, communications
- Job factors, including: task, workload, environment, display and controls, procedures
- Individual factors, including: competence, skills, personality, attitude and risk perception
- Link between individual, job and organisational factors.

### 3.4 Assessing risk

- Meaning of hazard, risk, risk profiling and risk assessment
- Risk profiling: What is involved? Who should be involved? The risk profiling process
- Purpose of risk assessment and the 'suitable and sufficient' standard it needs to reach (see HSG65: 'Managing for health and safety')

## Element 3: Managing risk – understanding people and processes

- 3.4**
- A general approach to risk assessment:
    - > identify hazards:
      - sources and form of harm; sources of information to consult; use of task analysis, legislation, manufacturers' information, incident data, guidance
      - identify people at risk, including workers, contractors, visitors and public
    - > assess the risk (taking account of what you already do) and decide if you need to do more:
      - likelihood of harm and probable severity
      - possible acute and chronic health effects
      - risk rating
    - > control the risks:
      - principles to consider when controlling risk (section 3.10.1 ILO-OSH 2001 – 'Guidelines on occupational safety and health management systems')
      - practical application of the principles – applying the general hierarchy of control (clause 8.1.2 of ISO 45001)
      - application based on prioritisation of risk
      - use of guidance; sources and examples of legislation
      - applying controls to specified hazards
      - residual risk; acceptable/tolerable risk levels
      - distinction between priorities and timescales
    - > record findings
    - > review the controls
  - Application of risk assessment for specific types of risk and special cases:
    - > examples of when and why they are required, including fire, display screen equipment, manual handling, hazardous substances, noise
    - > why specific risk assessment methods are used for certain risks – to enable proper, systematic consideration of all relevant issues that contribute to the risk
    - > special case applications to young people, expectant and nursing mothers; also consideration of disabled workers and lone workers.

## Element 3: Managing risk – understanding people and processes

### 3.5 Management of change

- Typical types of change faced in the workplace and the possible impact of such change, including: construction works, change of process, change of equipment, change in working practices (cross-reference 5.4)
- Managing the impact of change:
  - > communication and co-operation
  - > risk assessment
  - > appointment of competent people
  - > segregation of work areas
  - > amendment of emergency procedures
  - > welfare provision
- Review of change (during and after).

### 3.6 Safe systems of work for general work activities

- Why workers should be involved when developing safe systems of work
- Why procedures should be recorded/written down
- The differences between technical, procedural and behavioural controls
- Developing a safe system of work:
  - > analysing tasks, identifying hazards and assessing risks
  - > introducing controls and formulating procedures
  - > instruction and training in how to use the system
- Monitoring the system.

### 3.7 Permit-to-work systems

- Meaning of a permit-to-work system
- Why permit-to-work systems are used
- How permit-to-work systems work and are used
- When to use a permit-to-work system, including: hot work, work on non-live (isolated) electrical systems, machinery maintenance, confined spaces, work at height.

## Element 3: Managing risk – understanding people and processes

### 3.8 Emergency procedures

- Why emergency procedures need to be developed
- What to include in an emergency procedure
- Why people need training in emergency procedures
- Why emergency procedures need to be tested
- What to consider when deciding on first aid needs in a workplace:
  - > shift patterns
  - > location of site
  - > activities carried out
  - > number of workers
  - > location relative to hospitals/emergency services.

## Element 4: Health and safety monitoring and measuring

### 4.1 Investigating and reporting incidents

- The different levels of investigations: minimal, low, medium and high (see HSG245)
- Basic incident investigation steps:
  - > step one: gathering the information
  - > step two: analysing the information
  - > step three: identifying risk control measures
  - > step four: the action plan and its implementation
- How occupational accidents and diseases are recorded and notified by the organisation (Recording and notification of occupational accidents and diseases, ILO Code of Practice – chapters 4–7)

### 4.2 Active and reactive monitoring

- The differences between active and reactive monitoring
- Active monitoring methods (including health and safety inspections, sampling and tours) and their usefulness:
  - > differences between the methods; frequency; competence and objectivity of people doing them; use of checklists; allocation of responsibilities and priorities for action
- Reactive monitoring measures (including ill health, incident data, and incident investigations) and their usefulness
- Why lessons need to be learnt from beneficial and adverse events
- The difference between leading and lagging indicators.

## Element 4: Health and safety monitoring and measuring

### 4.3 Health and safety auditing

- Definition of the term 'audit' (clause 3.32, ISO 45001:2018)
- Why health and safety management systems should be audited, including:
  - > negative: identifying failing of a management system
  - > positive: organisational learning and assurance
- Difference between audits and inspections
- Types of audit: product/services, process, system
- Advantages and disadvantages of external and internal audits
- The audit stages:
  - > notification of the audit and timetable for auditing
  - > pre-audit preparations, including competent audit team, time and resources required
  - > information gathering
  - > information analysis
  - > completion of audit report.

### 4.4 Review of health and safety performance

- Why health and safety performance should be reviewed
- What the review should consider:
  - > level of compliance with relevant legal and organisational requirements
  - > incident data, corrective and preventive actions
  - > summarised results of inspections, tours and sampling
  - > absences and sickness
  - > quality assurance reports
  - > audit results
  - > monitoring data/records/reports
  - > external communications and complaints
  - > results of participation and consultation
  - > whether objectives have been met
  - > actions from previous management reviews
  - > legal/good practice developments
  - > assessing opportunities for improvement and the need for change
- Reporting on health and safety performance
- Feeding review outputs into action and development plans as part of continuous improvement.



## Element 5: Physical and psychological health

### 5.1 Noise

- The physical and psychological effects of exposure to noise
- The meaning of commonly used terms: sound pressure, intensity, frequency, the decibel scale, dB(A) and dB(C)
- When exposure should be assessed; comparison of measurements to exposure limits established by recognised standards
- Basic noise control measures, including: isolation, absorption, insulation, damping and silencing; the purpose, use and limitations of personal hearing protection (types, selection, use, maintenance and attenuation factors)
- Role of health surveillance.

### 5.2 Vibration

- The effects on the body of exposure to hand–arm vibration and whole-body vibration
- When exposure should be assessed; comparison of measurements to exposure limits established by recognised standards
- Basic vibration control measures, including: alternative methods of working (mechanisation where possible); low-vibration emission tools; selection of suitable equipment; maintenance programmes; limiting the time workers are exposed to vibration (use of rotas, planning work to avoid long periods of exposure); suitable PPE
- Role of health surveillance.

### 5.3 Radiation

- The types of, and differences between, non-ionising and ionising radiation (including radon) and their health effects
- Typical occupational sources of non-ionising and ionising radiation
- The basic ways of controlling exposures to non-ionising and ionising radiation
- Basic radiation protection strategies, including the role of the competent person in the workplace
- The role of monitoring and health surveillance.

### 5.4 Mental ill-health

- The frequency and extent of mental ill-health at work
- Common signs of stress, depression, anxiety/panic attacks, post-traumatic stress disorder (PTSD)
- The causes of, and controls for, work-related stress (see the HSE's Management Standards):
  - > demands
  - > control
  - > support
  - > relationships
  - > role
  - > change

## Element 5: Physical and psychological health

<b>5.4</b>	<ul style="list-style-type: none"> <li>• Home–work interface: commuting, childcare issues, relocation, care of vulnerable relatives</li> <li>• Recognition that most people with mental ill-health can continue to work effectively, with appropriate support where necessary.</li> </ul>
<b>5.5</b>	<b>Violence at work</b> <ul style="list-style-type: none"> <li>• Types of violence at work including: physical, psychological, verbal, bullying</li> <li>• Jobs and activities which increase the risk of violence, including: police, fire, medical, social workers, those in customer services, lone workers, those working with people under the influence of drugs and alcohol, those who handle money or valuables</li> <li>• Control measures to reduce risks from violence at work.</li> </ul>
<b>5.6</b>	<b>Substance abuse at work</b> <ul style="list-style-type: none"> <li>• Risks to health and safety from substance abuse at work (alcohol, legal/illegal drugs and solvents)</li> <li>• Control measures to reduce risks from substance abuse at work.</li> </ul>

## Element 6: Musculoskeletal health

<b>6.1</b>	<b>Work-related upper limb disorders</b> <ul style="list-style-type: none"> <li>• Meaning of musculoskeletal disorders and work-related upper limb disorders (WRULDs)</li> <li>• Possible ill-health conditions from poorly designed tasks and workstations</li> <li>• Avoiding/minimising risks from poorly designed tasks and workstations by considering: <ul style="list-style-type: none"> <li>&gt; task (including repetitive, strenuous)</li> <li>&gt; environment (including lighting, glare)</li> <li>&gt; equipment (including user requirements, adjustability, matching the workplace to individual needs of workers).</li> </ul> </li> </ul>
<b>6.2</b>	<b>Manual handling</b> <ul style="list-style-type: none"> <li>• Common types of manual handling injury</li> <li>• Good handling technique for manually lifting loads</li> <li>• Avoiding/minimising manual handling risks by considering the task, the individual, the load and the working environment.</li> </ul>
<b>6.3</b>	<b>Load-handling equipment</b> <ul style="list-style-type: none"> <li>• Hazards and controls for common types of load-handling aids and equipment: sack trucks and trolleys; pallet trucks; people-handling aids; fork-lift trucks; lifts; hoists for loads and people; conveyors and cranes</li> <li>• Requirements for lifting operations using mechanically-operated load handling equipment: <ul style="list-style-type: none"> <li>&gt; strong, stable and suitable equipment</li> <li>&gt; positioned and installed correctly</li> <li>&gt; visibly marked with safe working load</li> </ul> </li> </ul>

## Element 6: Musculoskeletal health

- 6.3**
- > lifting operations are planned, supervised and carried out in safe manner by competent persons
  - > special requirements for lifting equipment used for lifting people
  - Periodic inspection and examination/testing of lifting equipment.

## Element 7: Chemical and biological agents

### 7.1 Hazardous substances

- Forms of chemical agent: dusts, fibres, fumes, gases, mists, vapours and liquids
- Forms of biological agents: fungi, bacteria and viruses
- Difference between acute and chronic health effects
- Health hazard classifications: acute toxicity; skin corrosion/irritation; serious eye damage/eye irritation; respiratory or skin sensitisation; germ cell mutagenicity; carcinogenicity; reproductive toxicity; specific target organ toxicity (single and repeated exposure); aspiration hazard.

### 7.2 Assessment of health risks

- Routes of entry of hazardous substances into the body
- The body's defence mechanisms
- What needs to be taken into account when assessing health risks
- Sources of information:
  - > product labels
  - > safety data sheets (who must provide them and information that they must contain)
- Limitations of information used when assessing risks to health
- Role and limitations of hazardous substance monitoring.

### 7.3 Introduction to occupational exposure limits

- Purpose of occupational exposure limits
- Long-term and short-term limits
- Why time-weighted averages are used
- Limitations of exposure limits
- Comparison of measurements to recognised standards.

### 7.4 Control measures

- The need to prevent exposure or, where this is not reasonably practicable, adequately control it
- Common measures used to control exposure to hazardous substances ('Ambient factors in the workplace', ILO Code of Practice – chapters 4.3–4.5)
- Additional controls that are needed for substances that can cause cancer, asthma or genetic damage that can be passed from one generation to another.

## Element 7: Chemical and biological agents

### 7.5 Specific agents

- Health risks, controls and likely workplace activities/locations where the following specific agents can be found:
  - > asbestos (excluding removal and disposal)
  - > blood-borne viruses
  - > carbon monoxide
  - > cement
  - > *Legionella*
  - > *Leptospira*
  - > silica
  - > wood dust.

## Element 8: General workplace issues

### 8.1 Health, welfare and work environment

- Health and welfare:
  - > supply of drinking water, washing facilities, sanitary conveniences, accommodation for clothing, rest and eating facilities, seating, ventilation, heating and lighting
- The effects of exposure to extremes of temperature; control measures.

### 8.2 Working at height

- What affects risk from working at height, including vertical distance, fragile roofs, deterioration of materials, unprotected edges, unstable/poorly maintained access equipment, weather and falling materials
- Hierarchy for selecting equipment for working safely at height:
  - > avoid working at height by, for example, using extendable tools to work from ground level; assembly of components/equipment at ground level
  - > prevent a fall from occurring by using an existing workplace that is known to be safe, such as a solid roof with fixed guardrails; use of suitable equipment such as mobile elevating work platforms (MEWPs), scaffolds; work restraint systems
  - > minimise the distance and/or consequence of a fall, by collective measures such as safety nets and airbags installed close to the level of work, and personal protective measures such as fall-arrest systems
- Main precautions necessary to prevent falls and falling materials, including proper planning and supervision of work, avoiding working in adverse weather conditions
- Emergency rescue
- Provision of training, instruction and other measures

## Element 8: General workplace issues

- |            |   |
|------------|---|
| <b>8.2</b> | <ul style="list-style-type: none"> <li>• General precautions when using common forms of work equipment to prevent falls, including: ladders, stepladders, scaffolds (independent tied and mobile tower), MEWPs, and guardrails</li> <li>• Prevention of falling materials through safe stacking and storage.</li> </ul>   |
| <b>8.3</b> | <b>Safe working in confined spaces</b> <ul style="list-style-type: none"> <li>• Types of confined spaces and why they are dangerous</li> <li>• The main hazards and associated risks with working within a confined space</li> <li>• What should be considered when assessing risks from a confined space</li> <li>• The precautions to be included in a safe system of work for confined spaces.</li> </ul>  |
| <b>8.4</b> | <b>Lone working</b> <ul style="list-style-type: none"> <li>• What a lone worker is and typical examples of lone working</li> <li>• Particular hazards of lone working</li> <li>• Control measures for lone working</li> <li>• What should be considered when assessing risks of lone working.</li> </ul>  |
| <b>8.5</b> | <b>Slips and trips</b> <ul style="list-style-type: none"> <li>• Common causes of slips and trips, including: uneven or unsuitable surfaces, trailing cables, obstructions in walkways, unsuitable footwear</li> <li>• Main control measures for slips and trips, including: non-slip surfaces, maintenance, housekeeping.</li> </ul>  |
| <b>8.6</b> | <b>Safe movement of people and vehicles in the workplace</b> <ul style="list-style-type: none"> <li>• Hazards to pedestrians:               <ul style="list-style-type: none"> <li>&gt; being struck by moving, flying or falling objects</li> <li>&gt; collisions with moving vehicles</li> <li>&gt; striking against fixed or stationary objects</li> </ul> </li> <li>• Hazards from workplace transport operations (vehicle movement, non-movement)</li> <li>• Control measures to manage workplace transport:               <ul style="list-style-type: none"> <li>&gt; safe site (design and activity)                   <ul style="list-style-type: none"> <li>- suitability of traffic routes (including site access and egress pedestrian-only zones and crossing points)</li> <li>- spillage control</li> <li>- management of vehicle movements</li> <li>- environmental considerations: visibility/lighting, gradients, changes of level, surface conditions (use of non-slip coatings)</li> </ul> </li> <li>- segregating pedestrians and vehicles and measures to be taken when segregation is not practicable</li> </ul> </li> </ul> |

## Element 8: General workplace issues

- 8.6**
- protective measures for people and structures (barriers, marking signs, warnings of vehicle approach and reversing)
  - site rules (including speed limits)
  - > safe vehicles
    - suitable vehicles
    - maintenance/repair of vehicles
    - visibility from vehicles/reversing aids
    - driver protection and restraint systems
  - > safe drivers
    - selection and training of drivers
    - banksman (reversing assistant)
    - management systems for assuring driver competence.

- 8.7 Work-related driving**
- Managing work-related driving:
    - > plan
      - assess the risks
      - policy
      - top management commitment
      - roles and responsibilities
    - > do
      - co-operation between departments (where relevant)
      - adequate systems in place, including maintenance strategies
      - communication and consultation with the workforce
      - provision of adequate instruction and training
    - > check
      - monitor performance (ensures the policy is working correctly)
      - ensure all workers report work-related road incidents
    - > act
      - review performance and learn from experience
      - regularly update the policy



## Element 8: General workplace issues

- 8.7**
- Work-related driving control measures:
    - > safe driver (competence – checks on level of skill/experience, validity of driving licence; provision of instruction; fitness to drive)
    - > safe vehicle (vehicles fit for purpose for which they are being used; maintained in a safe condition; adequate safety devices; maximum load weight not exceeded; adequate restraints for securing goods)
    - > safe journey (planning of routes; realistic work schedule – enough time to complete the journey safely, allowing for driving breaks; consideration of weather conditions; consideration of legal driving hours where relevant)
  - Hazards associated with the use of electric and hybrid vehicles:
    - > silent operation/pedestrians not being aware of vehicles manoeuvring
    - > availability and location of charging points
    - > electric shock for high voltage components and cabling
    - > retained electrical charge in components even when the vehicle is switched off
    - > unexpected movement of the vehicle or engine components due to the motor's magnetic forces
    - > potential for the release of explosive gases and harmful liquids from damaged batteries.

## Element 9: Work equipment

- 9.1 General requirements**
- Providing suitable equipment
  - Preventing access to dangerous parts of machinery
  - When the use and maintenance of equipment with specific risks needs to be restricted
  - Providing information, instruction and training about specific risks to people at risk, including users, maintenance staff and managers
  - Why equipment should be maintained and maintenance conducted safely
  - Emergency operation controls, stability, lighting, markings and warnings, clear workspace.
- 9.2 Hand-held tools**
- General considerations for selecting hand-held tools (whether powered or manual):
    - > requirements for safe use
    - > condition and fitness for use
    - > suitability for purpose
    - > location to be used in (including flammable atmosphere)
  - Hazards of a range of hand-held tools (whether powered or manual) and how these hazards are controlled.

## Element 9: Work equipment

### 9.3 Machinery hazards

- Potential consequences as a result of contact with, or exposure to, mechanical or other hazards (see ISO 12100:2010 (Table B.1))
- Hazards of a range of equipment:
  - > manufacturing/maintenance machinery (including bench-top grinder, pedestal drill)
  - > agricultural/horticultural machinery (including cylinder mower, strimmer/brush cutter, chainsaw)
  - > retail machinery (including compactor)
  - > construction machinery (including cement mixer, bench-mounted circular saw)
  - > use of aerial drones in the workplace.

### 9.4 Control measures for machinery

- The basic principles of operation, advantages and limitations of the following control methods:
  - > guards: fixed, interlocking and adjustable/self-adjusting
  - > protective devices: two-hand, hold-to-run, sensitive protective equipment (trip devices), emergency stop controls
  - > jigs, holders, push-sticks
  - > information, instruction, training and supervision
  - > personal protective equipment
- Use of the above control methods for the range of equipment listed in 9.3
- Basic requirements for guards and safety devices:
  - > compatibility with process
  - > adequate strength, maintained
  - > allow for maintenance without removal
  - > do not increase risk or restrict view
  - > are not easily bypassed.

## Element 10: Fire

### 10.1 Fire principles

- The fire triangle: sources of ignition; fuel and oxygen in a typical workplace; oxidising materials
- Classification of fires (different local classifications will be accepted)
- Principles of heat transmission and fire spread: convection, conduction, radiation, direct burning
- Common causes and consequences of fires in workplaces.

## Element 10: Fire

### 10.2 Preventing fire and fire spread

- Control measures to minimise the risk of fire starting in a workplace:
  - > eliminate/reduce quantities of flammable and combustible materials used or stored
  - > control ignition sources, including suitable electrical equipment in flammable atmospheres
  - > use of safe systems of work
  - > good housekeeping
- Storage of flammable liquids in workrooms and other locations
- Structural measures to prevent the spread of fire and smoke: properties of common building materials (including fire doors); compartmentation; protection of openings and voids.

### 10.3 Fire alarms and fire-fighting

- Common fire-detection and alarm systems
- Portable fire-fighting equipment: siting, maintenance and training requirements
- Extinguishing media: water, foam, dry powder, carbon dioxide, wet chemical; advantages and limitations
- Access for fire and rescue services and vehicles.

### 10.4 Fire evacuation

- Means of escape: travel distances, stairs, passageways, doors, emergency lighting, exit and directional signs, assembly points
- Emergency evacuation procedures
- Role and appointment of fire marshals
- The purpose of fire drills, including roll call
- Provisions for people with disabilities
- Emergency escape routes to be recorded in building plans.

## Element 11: Electricity

### 11.1 Hazards and risks

- Electric shock and its effects on the body; what affects severity: voltage, frequency, duration, resistance, current path; electrical burns (from direct and indirect contact with an electrical source)
- Workplace electrical equipment, including portable: what is likely to lead to incidents or electrical fires (unsuitable equipment; inadequate maintenance; use of defective/poorly maintained electrical equipment; use of electrical equipment in wet environments, overheating of portable equipment when charging)
- Secondary effects, including falls from height
- Work near overhead power lines; contact with underground power cables during excavation work.

## Element 11: Electricity

### 11.2 Control measures

- Protection of conductors
- Strength and capability of equipment
- Advantages and limitations of protective systems: fuses, earthing, isolation of supply, double insulation, residual current devices, reduced and low voltage systems
- Use of competent people
- Use of safe systems of work (no live working unless no other option; isolation; locating buried services; protection against overhead cables)
- Emergency procedures following an electrical incident
- Inspection and maintenance strategies: user checks; formal inspection and tests of the electrical installation and equipment; frequency of inspection and testing; records of inspection and testing; advantages and limitations of portable appliance testing (PAT).