

Lesson Plan for Unit 1 – Nebosh International General Certificate



Time	Title / Elements	Training intent	Resources / Aids	Learner Activity
8.30 – 9.30	Trainer & Delegate Introduction Introduction to NEBOSH Syllabus / Assessment formats Introduction to Course Aims & Objectives	Understand course syllabus and assessment formats.	Icebreaking, discussion on course using Nebosh syllabus guide document	Take turns to introduce themselves. Engage in icebreaking activity. Open discussion.
Element 1 – Why we should manage workplace health and safety.				
1.1 Morals and Money				
09.30 – 10.00	<ul style="list-style-type: none"> Moral expectations of good standards of health and safety. The financial cost of incidents (insured and uninsured costs.) 	Understand the concept of Morals and Money	Slides / Wipe Board / Flip Chart	Active listening. Take notes Share experiences related to their workplace.
Break – 15 Minutes				
1.2 Regulating health and safety				
10:15 – 11:15	<ul style="list-style-type: none"> What enforcement agencies do and what happens if you don't comply. The part played by international standards (like ISO 45001); The International Labour Organization's (ILO) Convention C155 and Recommendation RI 64: <p>- employers' responsibilities (C I55 Article 16 and 164 Recommendation 1 OJ; -</p>	Understand the importance of legal requirements, International standards and ILO conventions and recommendations.	Slides/ ISO 45001 Standards document. ILO Convention and Recommendations	Open discussion. Taking notes

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	<p>- workers' responsibilities and rights (C 155 Article 19 and R 164 Recommendation 16);</p> <ul style="list-style-type: none"> • Where you can find information on national standards. 			
	1.3 Who does what in organisations			
11:15 - 12:30	<ul style="list-style-type: none"> • Roles of directors/managers/supervisors; • How top management can demonstrate commitment by: <ul style="list-style-type: none"> ➤ making resources available to design, implement and maintain the occupational health and safety management system. ➤ 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 Article17, R164 Recommendations 11). • How Clients and Contractors should work together: <ul style="list-style-type: none"> ➤ The duties they owe each other('Safety and health in construction', ILO Code of Practice – chapter2) ➤ Effective planning and coordination of contracted work. 	Understand the roles and responsibilities of various groups of people at work, and how contractors are selected, monitored and managed.	Slides / Flipchart/show ILO Safety and health in Construction, ACoP chapter 2 for managing contractors.	Active listening. Taking notes Open discussion.

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	➤ Pre-selection and management of contractors.			
	Lunch Break – 1 hour			
Element 2 – How health and safety management system work and what they look like.				
2.1 What they are and the benefits they bring				
13.30 – 14.30	<ul style="list-style-type: none"> • The basics of a health and safety management system: the 'Plan, Do, Check, Act' model (see ISO 45001 :2018 and ILO-OSH2001); • The benefits of having a formal/certified health and safety management system. 	Understand the importance of key elements of health and safety management system and its benefit.	Slides/ wipe board	Active listening. Taking notes.
2.2 What good health and safety management systems look like				
14:30 – 15:30	<ul style="list-style-type: none"> • The occupational health and safety policy (see clause 5.2, ISO 45001 :2018): <ul style="list-style-type: none"> ➤ Role ➤ typical content ➤ proportionate to the needs of the organization. • Responsibilities - all workers at all levels of an organisation have responsibility for health and safety. • Practical arrangements for making it work: <ul style="list-style-type: none"> ➤ the importance of stating the organisation's arrangements for planning and organising, controlling hazards, consultation, communication, 	Understand the role of HSE Policy, the three sections in detail, top management commitment towards HSE Policy and the reasons for reviewing the policy.	Slides / Sample HSE Policy	Taking notes. Provide feedback. Group discussion – arrangements section.

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	<p>monitoring compliance, assessing effectiveness.</p> <ul style="list-style-type: none"> • Keeping it current: when you might need to review the health and safety management system, including passage of time, technological, organisational or legal changes, and results of monitoring. 			
		Break – 15 Minutes		
15:45 – 16:15	<p>Recap of Topics</p> <p>Provide Home assignment based on topics covered.</p>	Understand the elements and learning objectives for the day.	Wipe board/flip chart / slides	Small group interactive session. Engage in discussion.

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8.30 – 9.30	Mock Assessment	Assess learners preparation	Mock questions. White papers	Attend mock assessment
Element 3 – Managing Risk – understanding people and process.				
3.1 Health and safety culture:				
09.30 – 10.30	<ul style="list-style-type: none"> • 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. • Influence of peers on health and safety culture. 	To make learners understand the concept of health and safety culture.	Slides / Wipe Board / Flip Chart HSG 65 – Managing for health and safety	Active listening. Take notes Refer website
Break – 15 Minutes				
3.2 Improving health and safety culture				
10:45 – 13:00	<ul style="list-style-type: none"> • Gaining commitment of management. • Promoting health and safety standards by leadership and example and appropriate use of disciplinary procedures. • Competent workers. • Good communication within the organization. • When training is needed. 	To make learners understand how health and safety culture at work can be improved.	Slides/ Napo film - video	Active listening. Taking notes. Open discussion

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	Lunch Break			
3.3 How human factors influence behaviour positively or negatively				
14:00 - 16:00	<ul style="list-style-type: none"> Organizational 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. 	To recognize how human factors influence behaviour positively or negatively.	Slides https://www.hse.gov.uk/humanfactors/jee.htm	Active listening. Taking notes Open discussion.
BREAK – 15 Minutes				
3.4 Assessing Risks				
16:15 – 17:30	<ul style="list-style-type: none"> Meaning of hazard, risk, risk profiling and risk assessment. Risk profiling: What is involved? Who should be involved? The risk profiling process 	Understand the term hazard, risks and risk assessment terminology.	Slides/ wipe board Show video on Risk assessment.	Active listening. Taking notes.
17:30 – 18:00	Recap of Topics Provide Home assignment based on topics covered.	Understand the elements and learning objectives for the day.	Wipe board/flip chart / slides	Small group interactive session. Engage in discussion.

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Time	Title / Elements	Training intent	Resources / Aids	Learner Activity
08:30 – 09:30	Mock Assessment	Assess learner's preparation	Mock questions. White papers	Attend mock assessment
	3.4 Assessing Risks			
09:30 – 10:30	<ul style="list-style-type: none"> Purpose of risk assessment and the 'suitable and sufficient' standard it needs to reach A general approach to risk assessment (5 steps): <ul style="list-style-type: none"> Identify hazards Identify people at risk Evaluate risk Record significant findings Reasons for review <p>Risk assessment for specific types of risk and special cases.</p>	<p>To make learners understand the purpose of risk assessment.</p> <p>To make learners the concept of hazard identification and the steps in carrying out and special cases.</p>	<p>Slides</p> <p>Wipe board</p> <p>Video of risk assessment steps.</p>	<p>Active listening</p> <p>Taking notes</p> <p>Open discussion</p>
BREAK 15 Mins				
10:45 – 13:00	<ul style="list-style-type: none"> A general approach to risk assessment (5 steps): <ul style="list-style-type: none"> Identify hazards Identify people at risk Evaluate risk Record significant findings Reasons for review 	<p>To make learners the concept of hazard identification and the steps in carrying out and special cases.</p>	<p>Slides</p> <p>Wipe board</p> <p>Video of risk assessment steps.</p>	<p>Active listening</p> <p>Taking notes</p> <p>Open discussion</p>

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	Risk assessment for specific types of risk and special cases.			
Lunch Break				
3.5 What good health and safety management systems look like.				
Management of Change				
14:00 – 15:45	<ul style="list-style-type: none"> • Typical types of changes faced in the workplace. • Managing the impact of change. • Review of change 	To make learners understand how to manage change at workplace.	Slides / wipe board	Taking notes. Active listening.
Break – 15 Minutes				
3.6 Safe System of work for general work activities				
16:00 – 17:30	<ul style="list-style-type: none"> • 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. 	To recognize the importance of involving workers when developing SSoW, the written document and the differences between technical, procedural and behavioural controls.	Slides Show sample safe system of work document	Active listening Taking notes. Open discussion.
17:30 – 18:00	<p>Recap of Topics</p> <p>Provide Home assignment based on topics covered.</p>	Understand the elements and learning objectives for the day.	Wipe board/flip chart / slides	Small group interactive session. Engage in discussion.

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Time	Title / Elements	Training intent	Resources / Aids	Learner Activity
08:30 – 09:30	Mock Assessment	Assess learner's preparation	Mock questions. White papers	Attend mock assessment
3.6 Safe System of work for general work activities				
09:30 – 10:45	<ul style="list-style-type: none"> Developing a safe system of work: <ul style="list-style-type: none"> > analysing tasks, identifying hazards and assessing risks > introducing controls and formulating procedures > instruction and training in how to use the system Monitoring the system. 	To clear the concept and importance of Safe system of work.	Wipe board Slides	Active listening Take notes
Break – 15 Minutes				
3.7 Permit to Work System				
11:00 – 12:00	<ul style="list-style-type: none"> 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. 	<p>To make learners understand how a permit-to-work operates in the workplace.</p> <p>To give a clear picture on the different types of permit to work system that are used in the workplace</p>	Slides / Wipe Board / Flip Chart Sample Permit to work document	Active listening Taking notes
Break – 15 Minutes				

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3.8 Emergency Procedures				
12:00 – 13:00	<ul style="list-style-type: none"> Why emergency procedures need to be developed. What to include in an emergency procedure (see HSG268: 'The health and safety toolbox'). Why people need training in emergency procedures. 	Understand the importance of emergency procedures at workplace and the need to train employees on emergency procedures.	Slides/ wipe board HSG 268 – The health and safety toolbox	Active listening. Taking notes. Open discussion
Lunch Break				
14:00 – 15:30	<ul style="list-style-type: none"> Why emergency procedures need to be tested. What to consider when deciding on first aid needs in a workplace: <ul style="list-style-type: none"> > shift patterns > location of site > activities carried out > number of workers > location relative to hospitals/emergency services 	Understand the importance of testing emergency procedures and factors to consider when deciding first aid needs at workplace.	Slides/ wipe board HSG268 - The health and safety toolbox	Active listening. Taking notes. Open discussion
Break – 15 Minutes				
Element 4 Health and Safety Monitoring and Measuring				
4.1 Active and Reactive Monitoring				
15:45 – 17:30	<p>The differences between active and reactive monitoring.</p> <ul style="list-style-type: none"> Active monitoring methods (health and safety inspections, sampling and tours) and their usefulness: <ul style="list-style-type: none"> > differences between the methods; frequency; competence and objectivity of people doing them; use of checklists; allocation of responsibilities and priorities for action. 	To make learners to improve knowledge on active monitoring and reactive monitoring.	Slides / wipe board	Taking notes. Group discussion – active monitoring methods and reactive monitoring methods.

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	<ul style="list-style-type: none"> • Reactive monitoring measures and their usefulness: <ul style="list-style-type: none"> > data on accidents, dangerous occurrences, near misses, ill-health, complaints by workforce, and enforcement action and incident investigations. • Why lessons need to be learnt from beneficial <i>and</i> adverse events. <p>The difference between leading and lagging indicators.</p>			
17:30 – 18:00	<p>Recap of Topics</p> <p>Provide Home assignment based on topics covered.</p>	Understand the elements and learning objectives for the day.	Wipe board/flip chart / slides	Small group interactive session. Engage in discussion.

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Time	Title / Elements	Training intent	Resources / Aids	Learner Activity
8.30 – 9.30	Mock Assessment	Assess learner's preparation	Mock questions. White papers	Attend mock assessment
Element 4 Health and Safety Monitoring and Measuring				
4.2 Investigating Incidents				
09.30 – 10.30	<ul style="list-style-type: none"> • The different levels of investigations: minimal, low, medium and high. • Basic incident investigation steps: <ul style="list-style-type: none"> > step one: gathering the information > step two: analysing the information > step three: identifying risk control measures > step four: the action plan and its implementation 	<p>To clear the concepts to the learners on how to carry out accident investigation and types of investigation.</p> <p>To understand basic investigation techniques.</p>	<p>Slides / Wipe Board / Flip Chart</p> <p>HSG 245 – Investigating accidents and incidents.</p>	<p>Active listening.</p> <p>Take notes.</p> <p>Open discussion</p>
Break – 15 Minutes				
10:45 – 12:00	<p>Basic incident investigation steps:</p> <ul style="list-style-type: none"> > step one: gathering the information > step two: analysing the information > step three: identifying risk control measures > step four: the action plan and its implementation <ul style="list-style-type: none"> • How occupational accidents and diseases are recorded and notified by the organisation 	<p>To understand basic investigation techniques and reporting of accidents and diseases to regulated authority.</p>	<p>Slides / Wipe Board / Flip Chart</p> <p>ILO ACoP - Recording and notification of occupational accidents and diseases- Chapters 4 - 7</p> <p>Show video on accident investigation.</p>	<p>Active listening.</p> <p>Take notes</p> <p>Open discussion.</p>

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4.3 Health and Safety Auditing				
12:00 – 13:30	<ul style="list-style-type: none"> • Definition of the term ‘audit’. • Why health and safety management systems should be audited, including: <ul style="list-style-type: none"> > negative: identifying failing of a management system > positive: organisational learning and assurance • Difference between audits and inspections 	Understand the term HSE audit, importance of health and safety audit at workplace and the difference between audit and inspection.	Slides/ wipe board HSG 65 ISO 45001:2018	Active listening. Taking notes. Open discussion
Lunch Break – 1 hour				
Break 15 Mins				
4.4 Review of health and safety performance				
15:45 – 17:30	<ul style="list-style-type: none"> • Why health and safety performance should be reviewed. • What the review should consider: 	To make learners to understand the importance of performance review.	Slides / wipe board	Taking notes. Group discussion – review topics.
17:30 – 18:00	<p>Recap of Topics</p> <p>Provide Home assignment based on topics covered.</p>	Understand the elements and learning objectives for the day.	Wipe board/flip chart / slides	Small group interactive session. Engage in discussion.

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Time	Title / Elements	Training intent	Resources / Aids	Learner Activity
Element 5 – Physical and psychological health				
5.1 Noise:				
08:30 – 10:30	<ul style="list-style-type: none"> 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). 	Learner to understand Noise terminology, effects of noise and control measures.	Slides / Wipe Board / Flip Chart / Napo films https://youtu.be/eCFYUuFOp7A https://youtu.be/YkN496jrxZs	Active listening. Take notes
Break – 15 Minutes				
5.2 Vibration				
10:45 – 12:00	<ul style="list-style-type: none"> 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 	To make learner aware of effects of vibration HAV / WBV, the standards and control measures.	Slides/ Napo film – video https://youtu.be/-0VSj1u7-J0	Active listening. Taking notes. Open discussion

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	<p>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.</p> <ul style="list-style-type: none"> • Role of health surveillance. 			
5.3 Radiation				
12:00 - 13:00	<ul style="list-style-type: none"> • 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. 	To recognize types of radiation, health effects and control measures	Slides / Flipchart. Show video on radiation – Hiroshima / Nagasaki.	Active listening. Taking notes Open discussion.
	Lunch Break – 1 hour			
5.4 Mental ill-health				
14:00 – 15:00	<ul style="list-style-type: none"> • The frequency and extent of mental ill-health at work • Common symptoms of workers with mental ill-health: depression, anxiety/panic attacks, post-traumatic stress disorder (PTSD). • The causes of, and controls for, work-related mental ill-health (see the HSE's Management Standards): > demands 	To make learners understand mental ill-health, symptoms and the control measures.	Slides/ wipe board HSG65: 'Managing for health and safety' https://youtu.be/t8vPEs65QCY	Active listening. Taking notes.

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	<ul style="list-style-type: none"> > control > support > relationships > role > change • Home–work interface: commuting, childcare issues, relocation, care of frail (vulnerable) relatives. • Recognition that most people with mental ill-health can continue to work effectively. 			
	5.5 Violence at work			
15:00 – 16:00	<ul style="list-style-type: none"> • Types of violence at work including: physical, psychological, verbal, bullying. • 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. • Control measures to reduce risks from violence at work. 	Understand violence at work and the control measures.	Slides/ wipe board. Show video on Violence at work Video on Bullying - https://youtu.be/ZV4gkk6wkO0	Active listening. Taking notes Open discussion Watch videos
	Break – 15 Mins			
	5.6 Substance abuse at work			
16:15 – 17:45	<ul style="list-style-type: none"> • Risks to health and safety from substance abuse at work (alcohol, legal/illegal drugs and solvents). • Control measures to reduce risks from substance abuse at work. 	The learner have to understand the hazards from substance abuse and control measures	Slides / Wipe board Show video on Substance abuse at work	Active listening. Taking notes Open discussion.
17:45 – 18:15	Recap of Topics Provide instructions to start working on IG2 Risk Assessment – Part 1			

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6.1 Work-related upper limb disorders				
08:30– 10:30	<ul style="list-style-type: none"> Meaning of musculoskeletal disorders and work-related upper limb disorders (WRULDs). Possible ill-health conditions from poorly designed tasks and workstations. Avoiding/minimising risks from poorly designed tasks and workstations by considering: <ul style="list-style-type: none"> > task (including repetitive, strenuous) > environment (including lighting, glare) > equipment (including user requirements, adjustability, matching the workplace to individual needs of workers). 	<p>Understand MSD, WRULD terminology and hazards associated with them.</p> <p>To recognize the hazards associated with DSE and the control measures</p>	<p>Slides / wipe board</p> <p>https://youtu.be/uh1qnVAoY1k</p>	<p>Active listening. Taking notes Open discussion.</p>
BREAK 15 Mins				
6.2 Manual handling				
10:45 – 12:00	<ul style="list-style-type: none"> Common types of manual handling injury Good handling technique for manually lifting loads. Avoiding/minimising manual handling risks by considering the task, the individual, the load and the working environment. 	<p>Learners to understand common injuries with manual handling and how to avoid risk considering TILE.</p>	<p>Slides/ wipe board</p> <p>https://youtu.be/q3C7i6ISyPs</p>	<p>Active listening. Taking notes Open discussion. Watch videos</p>
6.3 Load-handling equipment				
12:00 – 13:00	<ul style="list-style-type: none"> Hazards and controls for common types of load-handling aids and equipment: sack trucks and trolleys; pallet trucks; people- 	<p>Understand the common types of load handling</p>	<p>Slides Video on Fork lift accidents, conveyors, cranes etc</p>	<p>Taking notes. Active listening Watch videos</p>

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	<p>handling aids; fork-lift trucks; lifts; hoists for loads and people; conveyors and cranes.</p> <ul style="list-style-type: none"> Requirements for lifting operations: <ul style="list-style-type: none"> > strong, stable and suitable equipment > positioned and installed correctly > visibly marked with safe working load 	equipment, hazards and controls		Group discussion – arrangements section.
	LUNCH BREAK – 1 hour			
14:00 – 16:00	<ul style="list-style-type: none"> > 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. 	To recognize lifting operation and requirements.	Slides / Wipe board	Taking notes Active listening
	BREAK 15 MINS			
	7.1 Hazardous Substances			
16:15 – 18:15	<ul style="list-style-type: none"> • 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. <p>Health hazard classifications: acute toxicity; skin corrosion/irritation; serious eye damage/eye irritation; respiratory or skin sensitisation; germ cell mutagenicity; carcinogenicity; reproductive toxicity; specific</p>	<p>To get an idea of forms of hazardous substances – chemical and biological.</p> <p>To understand health hazards associated with hazardous substances.</p>	Slides / wipe boards	Active listening Taking notes

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	target organ toxicity (single and repeated exposure); aspiration hazard.			
18:15 – 18:30	Recap of Topics Provide instructions to start working on IG2 Risk Assessment – Part 2	Understand the elements and learning objectives for the day.	Wipe board/flip chart / slides	Small group interactive session. Engage in discussion.

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7.2 Assessment of Health Risks				
8:30 – 10:45	<ul style="list-style-type: none"> • Routes of entry of hazardous substances into the body • The body's defence mechanisms (superficial and cellular) • 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. 	<p>To identify hazardous substances routes of entry, body defense mechanism.</p> <p>To obtain skills on assessing health risks.</p> <p>To know the information that are available in the labels, MSDS.</p> <p>To gain knowledge on hazardous substance monitoring.</p>	<p>Slides / Images related to routes of entry.</p> <p>Show MSDS sample</p> <p>Show label for hazardous substances.</p>	<p>Active listening</p> <p>Taking notes.</p> <p>Open discussion.</p>
BREAK 15 Mins				
7.3 Occupational exposure limits				
11:00– 12:00	<ul style="list-style-type: none"> • 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. 	<p>To understand OEL – STEL, LTEL, TWA – standards and limitations.</p>	<p>Slides</p> <p>EH40/2005 Workplace exposure limits</p>	<p>Active listening</p> <p>Taking notes</p> <p>Open discussion</p> <p>Refer HSE website.</p>

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	7.4 Control Measures			
12:00 – 13:00	<p>The need to prevent exposure or, where this is not reasonably practicable, adequately control it</p> <p>Common measures used to control exposure to hazardous substances.</p> <p>Additional controls that are needed for substances that can cause cancer, asthma or genetic damage that can be passed from one generation to another.</p>	To understand the concept of controlling exposure to hazardous substances.	<p>Slides / wipe boards</p> <p>ILO ACop Ambient Factors in the workplace – chapter 4.3 – 4.5)</p>	<p>Active listening</p> <p>Taking notes.</p>
	LUNCH BREAK			
	7.5 Specific Agents			
14:00- 15:00	<p>Health risks, controls and likely workplace activities/locations where the following specific agents can be found:</p> <ul style="list-style-type: none"> > asbestos (excluding removal and disposal) > blood-borne viruses > carbon monoxide > cement > Legionella > Leptospira. > silica > wood dust. 	To recognize controls for specific agents found in the workplace.	<p>Slides.</p> <p>Videos: Worksafe BC</p> <p>Asbestos Silica Wood dust</p>	<p>Active listening</p> <p>Open discussion.</p> <p>Provide feedback.</p> <p>Watch videos</p>
	BREAK – 15 Mins			
	Element 8 – General workplace issues.			
	8.1 Health, welfare and work environment			
15:15 – 16:00	<p>Health and welfare:</p> <ul style="list-style-type: none"> > supply of drinking water, washing facilities, sanitary conveniences, accommodation for clothing, rest and eating facilities, seating, ventilation, heating and lighting. <p>• The effects of exposure to extremes of temperature; control measures.</p>	To understand the requirements of workplace welfare facilities.	<p>Slides / Images</p> <p>Napo films https://youtu.be/DeVJmPMsOlw</p>	<p>Active listening</p> <p>Taking notes</p>

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16:00 – 18:30	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> > avoid working at height > prevent a fall from occurring > minimise the distance and/or consequence of a fall. 	<p>To understand the term work at height, hazards associated with working different roof surfaces.</p> <p>To recognize the hierarchy of controls for WAH.</p>	<p>Slides / wipe board</p> <p>Videos – Work at height. https://youtu.be/YxoNg9ejl6o.</p>	<p>Active listening. Take notes. Open discussion Watch videos.</p>
17:30 – 18:00	<p>Recap of Topics</p> <p>Provide instructions to start working on IG2 Risk Assessment – Part 2</p>	<p>Understand the elements and learning objectives for the day.</p>	<p>Wipe board/flip chart / slides</p>	<p>Small group interactive session. Engage in discussion.</p>

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Time	Title / Elements	Training intent	Resources / Aids	Learner Activity
Element 8 – General workplace issues.				
8.2 Working at height				
8:30 – 10:15	<ul style="list-style-type: none"> • 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. • General precautions when using common forms of work equipment to prevent falls, including: ladders, stepladders, scaffolds (independent tied and mobile tower), MEWPs, trestles, staging platforms and leading-edge protection systems • Prevention of falling materials through safe stacking and storage. 	To recognize the hierarchy of controls for WAH.	Slides / wipe board Napo films: https://youtu.be/9wVw0OGNLFc	Active listening. Take notes. Open discussion Watch videos.
BREAK 15 Mins				
8.3 Safe Working in confined spaces				
10:30 – 11:30	<ul style="list-style-type: none"> • Types of confined spaces and why they are dangerous • The main hazards associated with working within a confined space • What should be considered when assessing risks from a confined space • The precautions to be included in a safe system of work for confined spaces • When a permit-to-work for confined spaces would not be required. 	To recognize hazards in confined space and the precautions to be introduced. To go through PTW again.	Slides/ Napo film – video https://youtu.be/394vWGeITKU	Active listening. Taking notes. Open discussion

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8.4 Lone working				
11:30 – 12:00	<ul style="list-style-type: none"> • What a lone worker is and typical examples of lone working • Particular hazards of lone working • Control measures for lone working • What should be considered when assessing risks of lone working. 	<p>To get familiarize with term lone worker.</p> <p>Understand the hazards and controls for lone workers.</p>	<p>Slides/ wipe board</p> <p>Show video on Lone working.</p>	<p>Active listening.</p> <p>Taking notes.</p>
8.5 Slips and Trips				
12:00 - 12:30	<ul style="list-style-type: none"> • Common causes of slips and trips, including: uneven or unsuitable surfaces, trailing cables, obstructions in walkways, unsuitable footwear . • Main control measures for slips and trips, including: non-slip surfaces, maintenance, housekeeping. 	<p>To get an idea of slips and trips.</p> <p>To identify the suitable controls for slips and trips.</p>	<p>Slides</p> <p>https://youtu.be/RZQn10m9SHc</p>	<p>Taking notes.</p> <p>Provide feedback.</p> <p>Group discussion./</p>
LUNCH BREAK				
8.6 Safe Movement of people and vehicles in the workplace.				
13:30 – 14:45	<ul style="list-style-type: none"> • Hazards to pedestrians: <ul style="list-style-type: none"> > being struck by moving, flying or falling objects > collisions with moving vehicles > striking against fixed or stationary objects • Hazards from workplace transport operations (vehicle movement, non-movement). • Control measures to manage workplace transport: <ul style="list-style-type: none"> > safe site (design and activity) > safe vehicles > safe drivers. 	<p>To understand the hazards and controls with movement of people and vehicle in the workplace.</p>	<p>Slides.</p> <p>Video – Napo Films</p> <p>https://youtu.be/HAEIASesJaw</p>	<p>Active Listening.</p> <p>Taking notes.</p> <p>Open discussion.</p>
	BREAK 15 Mins			

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	8.7 Work-related driving			
15:00-16:00	<ul style="list-style-type: none"> • Managing work-related driving: <ul style="list-style-type: none"> > plan > do > check > act • Work-related driving control measures: <ul style="list-style-type: none"> > safe driver > safe vehicle > safe journey • Hazards associated with the use of electric and hybrid vehicles: 	<p>To understand the how to manage work related driving and the control measures.</p> <p>To recognize the hazards associated with hybrid vehicles.</p>	<p>Slides</p> <p>Show Video on work related driving</p>	<p>Active listening.</p> <p>Take notes</p> <p>Open discussion.</p> <p>Share experiences related to their workplace vehicle accidents</p>
	Element 9 – Work Equipment			
	9.1 General Requirements			
16:00 – 17:00	<ul style="list-style-type: none"> •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 <ul style="list-style-type: none"> •Emergency operation controls, stability, lighting, markings and warnings, clear workspace. 	<p>Understand the general requirements for work equipment, risks and controls.</p>	<p>Slides / Wipe Board / Flip Chart</p> <p>Videos – work equipment accidents.</p>	<p>Active listening.</p> <p>Take notes</p> <p>Provide feedback.</p> <p>Watch videos</p>

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	Element 9 – Work equipment			
	9.2 Hand-held tools			
17:00 – 18:30	<p>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)</p> <p>•Hazards of a range of hand-held tools (whether powered or manual) and how these hazards are controlled.</p>	Understand the criteria for selecting hand tools, hazards and controls associated with hand tools – manual / powered	Slides/ wipe board https://youtu.be/RdipnvBPOKU	Active listening. Open discussion. Taking notes.
18:30 – 18:45	<p>Recap of Topics</p> <p>Provide instructions to start working on IG2 Risk Assessment – Part 3</p>			

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Element 9 – Work equipment				
	9.3 Machinery hazards			
8:30 – 10:00	<p>Potential consequences as a result of contact with, or exposure to, mechanical or other hazards (see ISO 12100:2010 (Table B.1))</p> <p>Hazards of a range of equipment:</p> <ul style="list-style-type: none"> >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) >emerging technologies (including drones, driver-less vehicles). 	Understand the hazards with range of equipment used in workplace.	<p>Slides</p> <p>Show videos on various range of equipment hazards.</p> <p>Napo films https://youtu.be/394vWGeITKU</p>	<p>Active listening.</p> <p>Taking notes</p> <p>Make small groups – engage learners to discuss on hazards and control for range of equipment.</p>
	BREAK 15 Mins			
	9.4 Control measures for machinery			
10:15 – 12:00	<p>•The basic principles of operation, advantages and limitations of the following control methods:</p> <ul style="list-style-type: none"> > 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 	To recognize the control measures for range of equipment / machinery used.	<p>Slides</p> <p>Wipe board</p>	<p>Active listening.</p> <p>Taking notes</p> <p>Make small groups – engage learners to discuss on hazards and control for range of equipment.</p>

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	<ul style="list-style-type: none"> > 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: <ul style="list-style-type: none"> > 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			
12:00 – 12:30	<ul style="list-style-type: none"> • The fire triangle: sources of ignition; fuel and oxygen in a typical workplace; oxidizing materials • Classification of fires (different local classifications will be accepted) • Principles of heat transmission and fire spread: convection, conduction, radiation, direct burning <p>Common causes and consequences of fires in workplaces.</p>	<p>To understand fire triangle, fire classification and methods of heat transfers.</p> <p>To recognize common causes of fire and consequences.</p>	<p>Slides/ wipe board</p> <p>Show video on fire</p>	<p>Active listening.</p> <p>Taking notes.</p> <p>Open discussion</p>
LUNCH				
	10.2 Preventing Fire and Fire spread			
12:30 – 13:00	<ul style="list-style-type: none"> • Control measures to minimize the risk of fire starting in a workplace: <ul style="list-style-type: none"> >> eliminate/reduce quantities of flammable and combustible materials used or stored >> control ignition sources, including suitable electrical equipment in flammable atmospheres >> use good systems of work >> good housekeeping • Storage of flammable liquids in workrooms and other locations 	<p>Understand fire control measures.</p>		<p>Active listening</p> <p>Taking notes.</p> <p>Open discussion</p>

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	<ul style="list-style-type: none"> •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			
14:00 – 15:00	<ul style="list-style-type: none"> •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. 	Learners to understand fire alarms and fire fighting arrangements at workplace including different fire extinguishers used.	Slides Show images on fire extinguishers color code.	Active listening Take notes
	10.4 Fire evacuation			
15:00 – 16:00	<ul style="list-style-type: none"> •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. 	<p>To understand fire evacuation procedures, role of fire marshals and the purpose of drills.</p> <p>To recognize provisions for disabled people and the importance of emergency escape routes.</p>	Slides Show video on fire evacuation in a building.	Active listening Take notes Open discussion
	BREAK 15 Mins			

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	Element 11 Electricity			
	11.1 Hazards and risks			
16:15 – 17:15	<ul style="list-style-type: none"> •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) •Common causes of electrical fires, including portable devices overheating during charging •Workplace electrical equipment, including portable: what is likely to lead to accidents (unsuitable equipment) inadequate maintenance; use of defective/poorly maintained electrical equipment; use of electrical equipment in wet environments) •Secondary effects, including falls from height •Work near overhead power lines; contact with underground power cables during excavation work •Work on mains electricity supplies. 	Understand principles of electricity and hazards arising from electricity when using powered equipment.	Slides Wipe boards Show video on over head powerlines accidents at workplace.	Active listening Open discussion Watch videos.
	Break – 15 minutes			
	11.2 Control measures			
17:15 – 18:15	<ul style="list-style-type: none"> •Protection of conductors •Strength and capability of equipment •Advantages and limitations of protective systems: fuses, earthing, isolation of supply, 	To recognize the control measures for electricity hazards.	Slides / Wipe Board Show images of controls measures available for electricity.	Make small group and discuss on the control measures.

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	<p>double insulation, residual current devices, reduced and low voltage systems</p> <ul style="list-style-type: none"> •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). 			
<p>18:15 – 18:30</p>	<p>Recap of Topics</p> <p>Provide instructions to start working on IG2 Risk Assessment – Part 3</p>			