



Curriculum Course Guide

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Project: Safety4EI
Improved Safety for Electricians

Occupational risk prevention

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Introduction

This is a QCF level 2, EQF level 3 learning program designed for Occupational risk prevention.

By a worker understanding the dangers they may encounter while working in the electrical industry in such place such as construction site, they are less likely to endanger themselves or others.

Learning resources provided with this program

There is an online platform in five different languages

- English
- Danish
- Greek
- Spanish
- Maltese

This platform includes

Revision material for each of the 11 topics;

An online assessment for each topic;

Multimedia safety case studies for each topic with printable supporting material;

PowerPoint presentations;

A handbook and guidance documentation for CLIL.

Health and safety units covered

1. General Health and Safety at Work
2. Manual Handling Operations
3. Reporting Accidents
4. Personal Protective Equipment at Work
5. Health and Hygiene
6. Fire and Emergency
7. Work at Height
8. Work Equipment
9. Special Site Hazards
10. Electro technical
11. Environmental

Delivery methodology

Blended learning

This is student lead learning following the methodology of Vygotsky's Zone of proximal development providing an inspiring, safe and supportive environment.

This methodology encourages the use of a learner centred approach using the teacher as a facilitator to learning.

The classroom environment should be arranged to give the learners the ability to explore the topics at greater depth by providing traditional resources such as posters, hand-outs and books alongside IT resources to enable the learner to carry out their own guided research.

Structured group activities should be included to encourage interaction, promoting peer to peer learning, within the groups.

Furthermore this will enable learners to become teachers or the "more knowledgeable other" helping to promote a mastery of the subject.

By teaching learners these transferable skills, enabling them to take control of their learning, it will help develop the learner as a whole.

Autonomous (e-learning)

The e-learning program can be used as a rote learning method for an individual or as part of a group.

Using of the online revision text to study in their own convenient time at their own pace this is designed for a working individual that is unable to attend an educational establishment.

If the learner is new to construction industry the interactive case studies will aid them to become familiar with the working environment they may be entering.

Assessment methods

Formative

A formative learner self-assessment can be carried out online for each unit using the “take our quiz” knowledge check. After the learner completes the quiz they can review their answers and retake it until an acceptable score is achieved.

Summative

The test your knowledge located at the start of the online area can be used to provide a summative assessment of the learner’s ability.

Additional information

Suggested GLH

Recommended 30-40 learning hours.

Differentiation

It is likely that the groups will vary in size and will come from different social and ethnic backgrounds with varying levels of experience. Delivery techniques should meet the learner's individual needs.

Additional learning support

The use of a reader may be used during the summative assessment.

Personnel conducting invigilation

Staff should have experience conducting and controlling exam sessions.

The personnel should have sufficient knowledge and understanding of the assessment criteria.

The invigilator cannot also be the reader at the same time.

The invigilator should produce a seating plan with the names of all learners.

Notes to Additional learning support.

The reader may only read the information on the screen.

The reader must not give any indication to the learner of the correct answer.

The reader cannot act as the invigilator at the same time.