

2023



nebosh

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1641



**INTERNATIONAL GENERAL CERTIFICATE IN
OCCUPATIONAL**

HEALTH AND SAFETY

LEARNER ENROLLMENT GUIDE

Proposal By

LEADERS
TRAINING CENTRE

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An Introduction

About Nebosh

Over 50,000 people take a NEBOSH qualification every year. Our health, safety and environmental qualifications are globally recognised and taken by people working in all types of industries, as well as national and local government organisations. Our network of accredited Learning Partners deliver NEBOSH courses and support learners throughout their studies and assessments, helping make NEBOSH qualifications accessible to people anywhere in the world.



There's never been a better time to join nearly 90,000 people who have the NEBOSH International General Certificate in Occupational Health and Safety.

Thousands of leading experts and organisations have helped us update the most widely respected health and safety qualification of its kind in the world. This means that it's designed to reflect the needs of today's employer giving learners everything they need to know and do to make their workplace safer.

Relevant to every workplace, the NEBOSH International General Certificate is ideal for managers, supervisors and anybody with health and safety management responsibilities. It's also perfect for those embarking on a health and safety career and gives you a stepping stone to success.

Trusted by many prestigious organisations such as Maersk, Shell, BP, Skanska, Nestle and the Dubai World Trade Centre, it can help to:

Minimise workplace injuries and illness

Boost employee wellbeing

Demonstrate your commitment to health and safety, which can win business

Who is it for?

Individuals

The NEBOSH International General Certificate will give you invaluable knowledge and skills AND a globally respected qualification that supports your current role and your long-term career.

The qualification is:

- Relevant to every workplace
- Ideal for managers, supervisors, or anybody with health and safety management responsibilities
- Perfect for those embarking on a health and safety career

"After gaining a NEBOSH International General Certificate I was able to suggest and implement new ideas that reduced Lost Time Injuries by 75%. My achievements helped me to secure my current role as a manager. I also wrote a research paper around my experiences and was privileged to be named 'National Volunteer OSH Research Ambassador' as part of Kenyan President Uhuru Kenyatta's 'Big Four Agenda'."

Employers

According to ILO and EU-OSHA research, work-related injury and illness result in the loss of 3.9 % of GDP worldwide, at an annual cost of roughly €2,680 billion; ensure your employees go home safely to their families at the end of every day.

The NEBOSH International General Certificate is trusted by many prestigious organisations such as Maersk, Shell, BP, Skanska, Nestle and the Dubai World Trade Centre.

It can help to:

- Minimise workplace injuries and illness
- Boost employee wellbeing
- Demonstrate your commitment to health and safety, which can help win business
- Strengthen your health and safety culture
- Ensure your organisation has valuable in-house health and safety expertise

An excellent foundation
for managers,
supervisors and people
at the start of a career
in health and safety.

NEBOSH Qualifications – supporting your development at every stage of your career

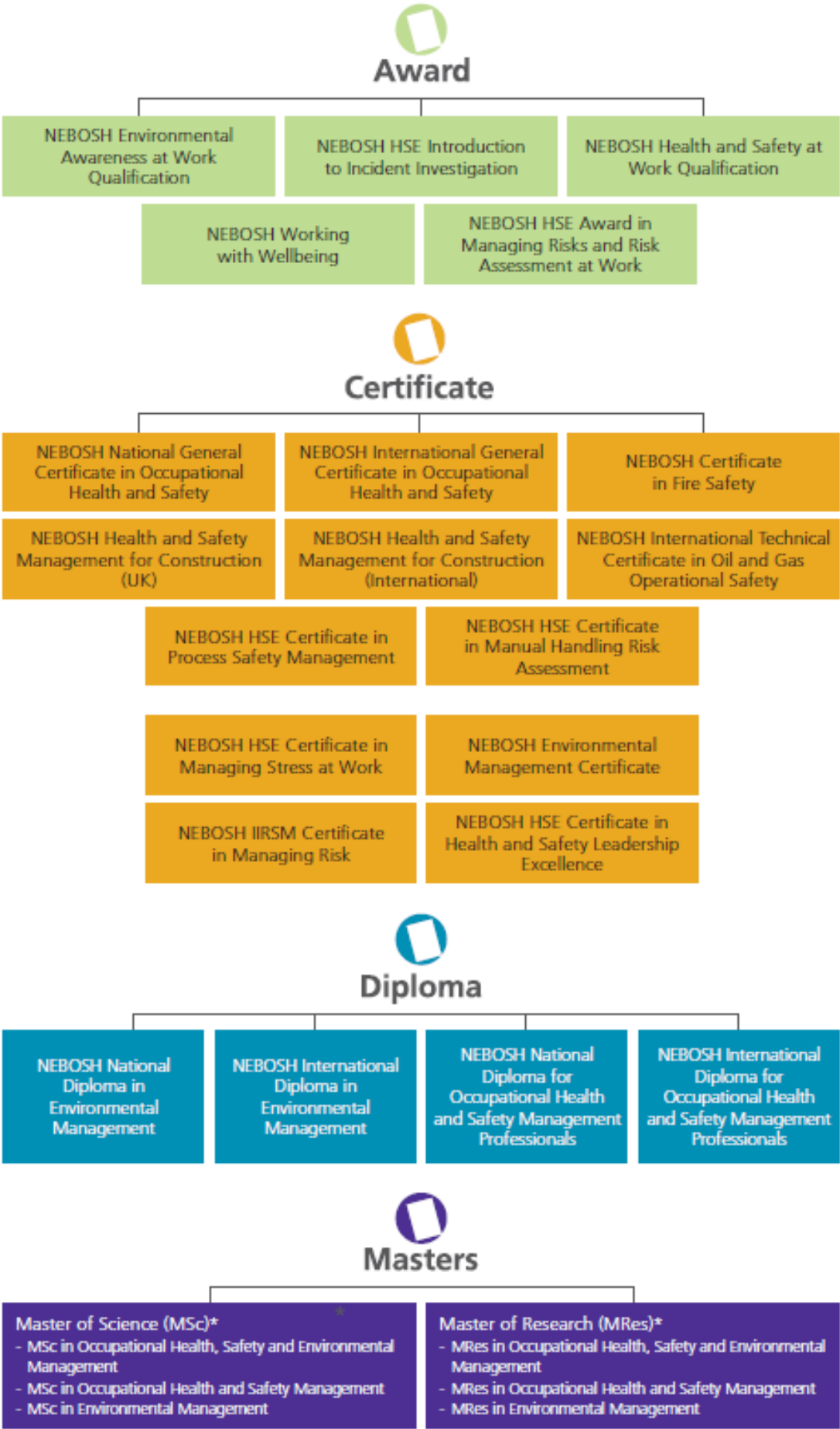
Source : <https://www.nebosh.org.uk/qualifications/international-general-certificate/#resources>

Foundation

Technical and Managerial

SHE Managers/
Leaders and Business Leaders

SHE Professionals/
Leaders



*Delivered in partnership with the University of Hull

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NEBOSH, the National Examination Board in Occupational Safety and Health, is a world leading provider of Health, Safety and Environmental qualifications.

Registered in England and Wales | Company number: 2698100 | Registered charity number: 1010444

This qualification has been accredited and credit rated by the Scottish Qualifications Authority (SQA) and sits in the Scottish Credit and Qualifications Framework (SCQF).



Employers all around the world are calling out for health and safety professionals - and this is your way in. The NEBOSH International General Certificate in Occupational Health and Safety (IGC) is a leading health and safety qualification. The qualification looks at general workplace issues and can be applied in many sectors. It's based on international best practice to help drive standards in workplace all around the world.

1 What is the NEBOSH International Certificate?

The NEBOSH International Certificate is an international version of the NEBOSH National General Certificate. The course focuses on the role of a real-life health and safety professional working outside the UK. It looks at the everyday workplace risks and how you can manage them to help protect people and profit. It'll give you the foundation knowledge to make recommendations to your employer to help them improve health and safety management.

2 Professional Membership Recognition

The NEBOSH International Certificate meets the academic requirements for:

- Technical membership of the Institute of Occupational Safety and Health (Tech IOSH)
- Associate Membership of the South African Institute of Occupational Safety and Health (SAIOSH)
- Associate Membership of the International Institute of Risk Management (AIIRSM)
- Registered Safety Technician/Safety Professional status by the Board of Canadian Registered Safety Professionals (CRST/CRSP)

3 What's covered in the NEBOSH International Certificate?

The course takes a risk management approach based on best practice and the International Labour Organisation (ILO) codes of practice. Local laws and cultures are included where appropriate.

The course is divided into 2 units:

- IG1: Management of international health and safety
- IG2: Practical risk assessment

4 Prerequisite to join Nebosh IGC Course ?

There are no formal requirements to join NEBOSH IGC.

- However, learners who wish to do the Nebosh IGC course are suggested to have a minimum background in English, Listening, Speaking, Reading & Writing skills in English, hence they can take Nebosh IGC exams confidently
- IOSH MS Preferred

NEBOSH INTERNATIONAL GENERAL CERTIFICATE COURSE KEY FACTS

Learning Methods	In- Class Training
Units	Unit IG1 : Management of health and safety Unit IG2 : Risk assessment
Assessment	Unit IG1 - Open book examination (OBE) - (4 hours) Unit IG2 - Practical assessment (3 hours)
Qualification level and number of credits	SCQF Level 6 (Equivalent to RQF Level 3) Unit IG1: 5 credits, Unit IG2: 6 credits

Examination results

- Will be received within 50 working days from the date of the examination or submission of assignment. The specific date is written on your examination entry confirmation.

Re-sitting unit(s)

- Student can re-sit a unit for the following reasons:
- If Students were 'Referred'; or
- they want to re-sit Unit IG1 so that a higher grade can be achieved (Unit IG2 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.

Further Progressions

- NEBOSH International Diploma in Occupational health & Safety (IDip)
- NEBOSH International Diploma in Environmental Management (EDip)

Qualification grading and issue of qualification parchment

The qualification grade is based on the result from Unit IG1 But your learners need to achieve a 'Pass' in both units (IG1 and IG2) before the parchment can be issued. The grading boundaries are as follows:

- Distinction: 75 marks or higher
- Credit: 65 - 74 marks
- Pass: 45 - 64 marks
- Refer

Available resources

- In addition to this guide, the following resources are downloadable from the NEBOSH website: [Click Here](#) for More Information

Our Services



65+HRS Live Training

Online Live Class conducted
65+Hrs with,
Formative Assessment's and
Individual Trainer Attention



Quality Teachings

Peer support
Exclusive support to connect with
other NEBOSH learners



Stay on track

Personalised study timetable to
keep you on track with your
course and build your confidence



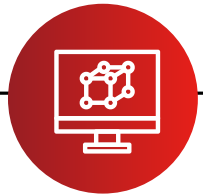
Free Learning Portal Access

Get Complete Learning portal
with Daily class room recordings
and Element wise Assesments



Blended Teaching

A deliberate combination of online
and offline Class leading to mature
and high-quality education.



Final Mock Exam

The Mock Assesment that needs to
be downloaded, completed and
submitted to Leaders Eportal which
is replicated very similar to NEBOSH
online assessment platform.



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Syllabus summary

	Element	Recommended tuition hours	Assessment
1	Why we should manage workplace health and safety	3	Open book examination (OBE) Unit IG1: Management of health and safety Elements 1.1, 1.2 and 3.4 are also assessed by the practical assessment (Unit IG2)
2	How health and safety management systems work and what they look like	2	
3	Managing risk – understanding people and processes	14	
4	Health and safety monitoring and measuring	7	

	Element	Recommended tuition hours	Assessment
5	Physical and psychological health	7	Practical assessment Unit IG2: Risk assessment
6	Musculoskeletal health	6	
7	Chemical and biological agents	6	
8	General workplace issues	10	
9	Work equipment	5	
10	Fire	3	
11	Electricity	2	

How much does the NEBOSH General Certificate cost?

Course fee	QR 2500 (Including Registration Charges + Training + Material + Admin + Exam)
Resit / Exams only	QR 900 (Only Exam + Registration Charges + Material + Admin)
In-company	Contact us for a quote





THANK YOU



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Scheduled Lesson Plan

DAY	Title / Elements	Training intent	Resources / Aids	Learner Activity
DAY 1	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			
	- 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.
	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 Organization's (ILO) Convention C155 and Recommendation RI 64: - employers' responsibilities (C 155 Article 16 and 164 Recommendation 1 OJ; - workers' responsibilities and rights (C 155 Article 19 and R 164 Recommendation 16); - Where you can find information on national standards.	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
DAY 1	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. -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: -The duties they owe each other(Safety and health in construction', ILO Code of Practice – chapter2) -Effective planning and coordination of contracted work. -Pre-selection and management of contractors.	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.
	RECAP OF TOPICS - Provide Home assignments based on topics covered.			
	Element 2 – How health and safety management system work and what they look like.			
DAY 2	2.1 What they are and the benefits they bring			
	- 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			
	- The occupational health and safety policy (see clause 5.2, ISO 45001 :2018): - 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: - 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 the health and safety management system, including passage of time, technological, organisational or legal changes, and results of monitoring.	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.
DAY 2	Element 3 – Managing Risk – understanding people and process.			
	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. - 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

Scheduled Lesson Plan

DAY 3	3.2 Improving health and safety culture			
	- 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 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
	3.3 How human factors influence behaviour positively or negatively			
	- 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.
	RECAP OF TOPICS - Provide Home assignments based on topics covered.			
	3.4 Assessing Risks			
	- 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.
	- Purpose of risk assessment and the 'suitable and sufficient' standard it needs to reach - A general approach to risk assessment (5 steps): - Identify hazards - Identify people at risk - Evaluate risk - Record significant findings - Reasons for review Risk assessment for specific types of risk and special cases.	To make learners understand the purpose of risk assessment. To make learners the concept of hazard identification and the steps in carrying out and special cases.	Slides Wipe board Video of risk assessment steps.	Active listening Taking notes Open discussion
	- A general approach to risk assessment (5 steps): - Identify hazards - Identify people at risk - Evaluate risk - Record significant findings - Reasons for review Risk assessment for specific types of risk and special cases.	To make learners the concept of hazard identification and the steps in carrying out and special cases.	Slides Wipe board Video of risk assessment steps.	Active listening Taking notes Open discussion
	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.
	3.5 What good health and safety management systems look like. Management of Change			
	- 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.
	3.6 Safe System 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.	To recognize the importance of involving workers when developing SSoW, the written document and the differences between technical, procedural and behavioural controls To clear the concept and importance of Safe system of work.	Slides Show sample safe system of work document	Active listening Taking notes. Open discussion.
	3.7 Permit to Work System			
	- 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.	To make learners understand how a permit-to-work operates in the workplace. To give a clear picture on the different types of permit to work system that are used in the workplace	Slides / Wipe Board / Flip Chart Sample Permit to work document	Active listening Taking notes
	3.8 Emergency Procedures			

Scheduled Lesson Plan

	- 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
	- 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	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
	RECAP OF TOPICS - Provide Home assignments based on topics covered.			
	Element 4 – Managing Risk – understanding people and process.			
	4.1 Active and Reactive Monitoring			
	The differences between active and reactive monitoring. - Active monitoring methods (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 and their usefulness: - 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 and adverse events. The difference between leading and lagging indicators	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.
	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.
	4.2 Investigating Incidents			
	The different levels of investigations: minimal, low, medium and high. - 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	To clear the concepts to the learners on how to carry out accident investigation and types of investigation. To understand basic investigation techniques.	Slides / Wipe Board / Flip Chart HSG 245 – Investigating accidents and incidents.	Active listening. Take notes. Open discussion
	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	To understand basic investigation techniques and reporting of accidents and diseases to regulated authority.	Slides / Wipe Board / Flip Chart ILO ACOP - Recording and notification of occupational accidents and diseases- Chapters 4 - 7 Show video on accident investigation.	Active listening. Take notes Open discussion.
	- Definition of the term 'audit'. - 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	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
	3.8 Emergency Procedures			
	- Types of audit: product/services, process, system. - Advantages and disadvantages of external and internal audits. - The audit stages:	Understand the different types of audit, advantages and disadvantages of audit and the audit stages.	Slides/ wipe board HSG65 ISO 45001:2018	Active listening. Taking notes. Open discussion
	4.4 Review of health and safety performance			
	- 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.
	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.

Scheduled Lesson Plan

Unit 1 - Mock Exam				
Element 5 – Physical and psychological health				
DAY 5	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).	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
	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.	To make learner aware of effects of vibration HAV / WBV, the standards and control measures.	Slides/ Napo film – video https://youtu.be/-OVSj1u7-J0	Active listening. Taking notes. Open discussion
	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.	To recognize types of radiation, health effects and control measures	Slides / Flipchart. Show video on radiation – Hiroshima / Nagasaki.	Active listening. Taking notes Open discussion.
	5.4 Mental ill-health			
	- 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 > 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.	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.
	5.5 Violence at work			
	- 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 Vidoe on Bullying - https://youtu.be/ZV4gkk6wkO0	Active listening. Taking notes Open discussion Watch videos
	5.6 Substance abuse at work			
	- 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.
5.3 Radiation				
Recap of Topics Provide instructions to start working on IG2 Risk Assessment – Part 1				
6.1 Work-related upper limb disorders				

Scheduled Lesson Plan

DAY 6	• 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: > task (including repetitive, strenuous) > environment (including lighting, glare) > equipment (including user requirements, adjustability, matching the workplace to individual needs of workers).	Understand MSD, WRULD terminology and hazards associated with them. To recognize the hazards associated with DSE and the control measures	Slides / wipe board https://youtu.be/uh1qnVAoY1k	Active listening. Taking notes Open discussion.
	6.2 Manual handling			
	• 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.	Learners to understand common injuries with manual handling and how to avoid risk considering TILE.	Slides/ wipe board https://youtu.be/q3C7i6ISyPs	Active listening. Taking notes Open discussion. Watch videos
	6.3 Load-handling equipment			
	• 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. • Requirements for lifting operations: > strong, stable and suitable equipment > positioned and installed correctly > visibly marked with safe working load	Understand the common types of load handling equipment, hazards and controls	Slides Video on Fork lift accidents, conveyors, cranes etc	Taking notes. Active listening Watch videos Group discussion – arrangements section
	> 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
DAY 7	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.	To get an idea of forms of hazardous substances – chemical and biological. To understand health hazards associated with hazardous substances.	Slides / wipe boards	Active listening Taking notes
	7.2 Assessment of Health Risks			
	• 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.	To identify hazardous substances routes of entry, body defense mechanism. To obtain skills on assessing health risks. To know the information that are available in the labels, MSDS. To gain knowledge on hazardous substance monitoring.	Slides / Images related to routes of entry. Show MSDS sample Show label for hazardous substances.	Active listening Taking notes. Open discussion.
	7.3 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.	To understand OEL – STEL, LTEL, TWA – standards and limitations.	Slides EH40/2005 Workplace exposure limits	Active listening Taking notes Open discussion Refer HSE website.
	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.
	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. Additional controls that are needed for substances that can cause cancer, asthma or genetic damage that can be passed from one generation to another.	To understand the concept of controlling exposure to hazardous substances.	Slides / wipe boards ILO ACop Ambient Factors in the workplace – chapter 4.3 – 4.5)	Active listening Taking notes.
	7.5 Specific Agents			

Scheduled Lesson Plan

	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.	To recognize controls for specific agents found in the workplace.	Slides. Videos: Worksafe BC Asbestos Silica Wood dust	Active listening Open discussion. Provide feedback. Watch videos
DAY 8	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.	To understand the requirements of workplace welfare facilities.	Slides Slides / Images Napo films https://youtu.be/DeVJmPMsOlw	Active listening Taking notes
	• 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 > prevent a fall from occurring > minimise the distance and/or consequence of a fall.	To understand the term work at height, hazards associated with working different roof surfaces. To recognize the hierarchy of controls for WAH.	Slides / wipe board Videos – Work at height. https://youtu.be/YxoNg9ejl6o.	Active listening Taking notes
	Element 8 – General workplace issues.			
	8.2 Working at height			
	• 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.
	8.3 Safe Working in confined spaces			
	• 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
	8.4 Lone working			
	• 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.	To get familiarize with term lone worker. Understand the hazards and controls for lone workers.	Slides/ wipe board Show video on Lone working.	Active listening. Taking notes.
	8.5 Slips and Trips			
	• 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.	To get an idea of slips and trips. To identify the suitable controls for slips and trips.	Slides https://youtu.be/RZQn10m9SHc	Taking notes. Provide feedback. Group discussion./
	8.6 Safe Movement of people and vehicles in the workplace.			

Scheduled Lesson Plan

DAY 9	• Hazards to pedestrians: > 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: > safe site (design and activity) > safe vehicles > safe drivers.	To understand the hazards and controls with movement of people and vehicle in the workplace.	Slides. Video – Napo Films https://youtu.be/HAEIASesJaw	Active Listening. Taking notes. Open discussion.
	8.7 Work-related driving			
	• Managing work-related driving: > plan > do > check > act • Work-related driving control measures: > safe driver > safe vehicle > safe journey • Hazards associated with the use of electric and hybrid vehicles:	To understand the how to manage work related driving and the control measures. To recognize the hazards associated with hybrid vehicles.	Slides Show Video on work related driving	Active listening. Take notes Open discussion. Share experiences related to their workplace vehicle accidents
	Element 9 – Work Equipment			
DAY 10	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) >emerging technologies (including drones, driver-less vehicles).	Understand the hazards with range of equipment used in workplace.	Slides Show videos on various range of equipment hazards. Napo films https://youtu.be/394vWGeITKU	Active listening. Taking notes Make small groups – engage learners to discuss on hazards and control for range of equipment.
	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.	To recognize the control measures for range of equipment / machinery used.	Slides Wipe board	Active listening. Taking notes Make small groups – engage learners to discuss on hazards and control for range of equipment.
DAY 10	Element 10 - Fire			
	10.1 Fire Principles			
	• 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 - Common causes and consequences of fires in workplaces.	To understand fire triangle, fire classification and methods of heat transfers. To recognize common causes of fire and consequences.	Slides/ wipe board Show video on fire	Active listening. Taking notes. Open discussion
	10.2 Preventing Fire and Fire spread			

Scheduled Lesson Plan

	- Control measures to minimize 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 good 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.	Understand fire control measures.		Active listening Taking notes. Open discussion
Element 10 - Fire				
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.	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				
	- 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	To understand fire evacuation procedures, role of fire marshals and the purpose of drills. To recognize provisions for disabled people and the importance of emergency escape routes.	Slides Show video on fire evacuation in a building.	Active listening Take notes Open discussion
Element 11 Electricity				
11.1 Hazards and risks				
DAY 11	- 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. Taking notes. Open discussion
	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).	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.
Recap of Topics Provide instructions to start working on IG2 Risk Assessment – Part 3				

TERMS AND CONDITIONS

Refund Policy Statement

The learner can raise a Refund request by contacting their appropriate course counselors Submitting Refund Request form Please click here to [Download](#) or email to info@leaders.qa All refunds will be considered for a valid reason Only.

- **No refund** will be accepted once classes are taken
- **No refund** will be accepted once eLearning Access is provided ([Refer Leaders Policy](#))

Registration & Enrollment

- The details displayed within this Hand Book are for information purposes only although every effort is taken to update this Handbook on a regular basis.
- Registration is mandatory for all Students/Companies.
- Complete Enrollment Form & Identification Proof should be Submitted upon registration
- You will be given your Receipt/ Invoice. Unless agreed prior to booking the course, fees must be paid in full on registration and prior to the start of the course.
- Your Registration is not guaranteed until payment has been received. Upon receipt of payment your joining instructions will be provided to you.
- Acceptance of a booking constitutes a liability for the relevant course fee or cancellation fee and is subject to our standard terms and conditions shown below.
- We can accept payment either by Cheque ,Cash or online transfer. Our online transfer details are available on request and shown on our invoice.
- If by two days before the course you have not received your joining instructions or please contact us by telephone (+974 4466 4321). It is a condition of booking that unless agreed in advance all fees are payable prior to the commencement of the course.

Deferral

If you wish to defer your registration to a future batch, you will have to provide us the request at least a week before the commencement of the batch. Deferral will only be accepted one time. We do not guarantee the date and time for the future schedules/batches and candidates should do so at their own discretion.

Insufficient demand

We reserve the right to cancel or postpone a course if there is insufficient demand. In this case, a full refund is applicable for the learner.

Outstanding Payments

If you do not settle your outstanding course fees in accordance with the agreed payment terms upon registration, we will not be able to provide you the exam confirmation/results. We will only process your certificate, provided all the course fees is fully paid.

Centre Health & Safety Policy

This policy applies to every aspect of the Leaders Training Centre including all leaders Staff, Trainers, Student, and management staff. The policy also sets out the expectations on Leaders Staff, students, and Trainers to support the Leaders Training Center's efforts to provide a safe and healthy workplace. At Leaders, we recognise that good standards of health, safety and welfare are an integral part of good management. The sensible and proportionate management of risk supports innovation and sustainability. This, coupled with the provision of safe and healthy work, living and social spaces contributes to our key strategic aims of providing excellence in teaching.

Personal Data Collection

- At Leaders Training Centre we respect your privacy and the confidentiality of your personal information. How we collect, manage, store and use your data
- We may collect your personal contact details if you apply for Nebosh Exam bookings.
- We collect this information only as necessary for the administration of our Training or services you are seeking. This includes the requirements of relevant institutions, examination bodies and any relevant legal requirements.
- We use your personal data to communicate with you.
- For the provision of Nebosh exam we may need to collect sensitive data including your name ,date of birth & contact details.
- We will always keep your data safe, we will never sell or share your data with other businesses with the exception of data needed by accreditation and exam bodies necessary to process any exam or qualification award that you may have taken.
- We may share information with our suppliers, our auditors, relevant regulators and law enforcement authorities where authorised by law.

Malpractice & Maladministration

The following are examples of malpractice by learners. Other instances of malpractice may be considered by the Centre or relevant awarding body. Plagiarism by copying and passing off, as the learners own, the whole or part(s) of another person's work, including artwork, images, words, computer generated work (including Internet sources), thoughts, inventions and/or discoveries whether published or not, with or without the originator's permission and without appropriately acknowledging the source Collusion by working collaboratively with other learners, or other third party, to produce work that is submitted as individual learner work. Learners should not be discouraged from teamwork, as this is an essential key skill for many sectors and subject areas, but the use of minutes, allocating tasks, agreeing outcomes, etc. are an essential part of team work and this must be made clear to the learners Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test Fabrication of results and/or evidence Failing to abide by the instructions or advice of an assessor, a supervisor, an invigilator, or awarding body conditions in relation to the assessment/examination/test rules, regulations and security Misuse of assessment/examination material Introduction and/or use of unauthorized material contrary to the requirements of supervised assessment/examination/test conditions, for example: smart devices, notes, study guides, personal organizers, calculators, dictionaries (when prohibited), personal stereos, mobile phones or other similar electronic devices Obtaining, receiving, exchanging or passing on information which could be assessment/examination/test related (or the attempt to) by means of talking or written papers/notes during supervised assessment/examination/test conditions Behaving in such a way as to undermine the integrity of the assessment/ examination/test The alteration of any results document, including certificates

Disability Policy

This policy sets out requirements to support the inclusion of students with disability and additional needs in Leaders Training Centre.

Employment: Leader Training Centre provides equal job opportunities for all irrespective of their disability. (Unless the disability does not hinder the performance and expected job description). We shall exercise due care in selection process so that equal opportunity should be provided to all the applicants. In our marketing campaigns, we shall mention that we are equal opportunity organizations

Students - We shall provide equal learning, educational and training opportunities to all and we shall exercise due care in registering the disabled students for any particular course. Any Arrangements necessary will be done by Leader Training Centre.

Our Policy on Equality

Leader Training Centre committed to:

All employees, associates, consultants, students and applicants for either employment or training will be given equality of opportunity in respect of recruitment, training and assessment, and in promotion solely on their merits, abilities and potential, regardless of their racial origins, sex including gender re-assignment, disability, marital status and family circumstances, religious or political beliefs, socio-economic background or sexual orientation.

All other policies and practices associated with Leader Training Centre are applied with strict observance of this Equal Opportunities Policy and its philosophy. This also applies to training opportunities except in those cases where Leader Training Centre intends to take positive actions to provide special training for particularly disadvantaged or under-represented groups.

Employees are required to behave in a non-racist and non-sexist way towards the public, fellow employees, tutors, consultants, students and clients. Any breach of the policy may result in disciplinary action being taken.

Safeguarding Policy

This policy is intended to ensure that the Leader Training Centre a process in place to ensure the safeguarding from abuse of vulnerable adults (persons at risk) studying its courses. Leader Training Centre recognizes that a vulnerable adult learner may be at risk of harm from first engagement while making the decision to purchase the course through to final receipt of certification after completion of study. Therefore, this policy extends to Leader Training Centre staff involved in the purchase, delivery and administration of courses.

Attendance Policy & Procedure

This policy defines guidelines for attendance and punctuality of all students at Leaders Training Centre, Students' /Delegates presence in every class is mandatory for their intellectual learning and development. Leaders Policies are applicable to all students registered at Leaders Training Centre. Students who are persistently late or absent will soon fall behind with their learning progress. Frequent absences will create gaps in the learning which will impact on student's progress and development along with their ability to achieve all learning outcomes and standard criteria. ([Refer Leaders Policy](#))

Complain Procedure & Policy

Students need to Fill up [STUDENT COMPLAINT FORM](#) & submit to respective course advisor. Students can also register a complaint by sending an email to Complaints@leaders.qa or by calling on our landline number + 974 44664321

Any complaint received is acknowledged by email and registered in our database. An appropriate person is assigned to investigate the complaint and resolve the matter. We aim to resolve the complaint within 10 working days. In some complex cases, this may not be appropriate. In these situations, we will aim to keep the students informed of the progress of their complaint.

Upon completion of the investigation, we aim to transparently disclose and explain to complainant what went wrong and why it happened, apologize if appropriate and take actions to resolve the matter as soon as possible. If the complainant is not satisfied with the outcome of the complaint, they would be allowed to raise the matter with the management, who will investigate the matter and will ensure appropriate and justified resolution.

Additional all Nebosh Policies and Procedures by [clicking here](#).

**For inquiries,
contact us.**



Reach us 24/7 on Whatsapp Help
line number - at +974 31109994

**THANK
YOU**



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