



Republic of Rwanda
Ministry of Education



RTB | RWANDA
TVET BOARD

CCMHE303

SAFETY, HEALTH AND ENVIRONMENT AT WORKPLACE

Maintain SHE at Workplace

Competence

RQF Level: NA

Learning Hours



Credits: 3

Sector: All

Trade: All

Module Type: Complementary

Curriculum: Dual-training short course

Copyright: © Rwanda TVET Board, 2024

Issue Date: August 2024

2024/25

Purpose statement	This module describes the skills, knowledge and attitudes required to respect and apply personal and workplace hygiene, safe, health and sanitation. It also covers the personal protective attitudes required in the sector. Moreover, the module describes the skills, knowledge and attitudes required to maintain personal hygiene, safety and health, to sustain a safe and healthy environment at workplace, and ensure environmental sustainability.					
Delivery modality	Training delivery	100%	Assessment	Total 100%		
	Theoretical content	30%	Formative assessment	30%		
	Practical work:	70%		70%	100%	
	• Group project and presentation					20%
	• Individual project /Work					50%
	Summative Assessment		N.A			

Elements of Competency and Performance Criteria

Elements of competency	Performance criteria
1. Maintain personal hygiene, safety and health	1.1. Personal hygiene, safety and Health habits are properly sustained according to the World Health Organisation recommendations
	1.2. Safe nutritional behaviour and food safety is effectively demonstrated with regards to World Health Organisation recommendations
	1.3. Safe reproductive health practices are applied in line with the comprehensive sexuality education program
	1.4. The contamination and spread of pandemic diseases are effectively prevented in accordance with the World Health Organization guidelines
	1.5. Work clothing and personal protective Equipment are correctly used in line with the workplace regulations.
2. Sustain a safe and healthy	2.1. Workplace unsafe situation is properly avoided in line with workplace regulations

environment at the workplace	2.2. Hazards are properly controlled with respect to methods of hazard control and SHE signs in the workplace
	2.3. Workplace health and safety risks are effectively assessed and controlled with respect to risk assessment steps
	2.4. Workplace emergencies are promptly handled in line with policy and regulations
3. Ensure environmental sustainability	3.1. Environmental laws, standards and regulations are properly identified in line with working context
	3.2. Best practices to keep the environmental clean are properly applied according to environmental laws, standards and regulations
	3.3. Climate change adaptation and mitigations measures are described in line with environmental laws, standards and regulations.

Course content

Learning outcomes	At the end of the module the learner will be able to: <ol style="list-style-type: none">1. Maintain personal hygiene, safety and health2. Sustain a safe and healthy environment at Work Place3. Ensure environmental sustainability
--------------------------	---

Learning outcome 1: Maintain personal hygiene, health and safety	Learning hours: 15
Indicative content	
<ul style="list-style-type: none">• Maintenance of Personal hygiene, safety and Health habits<ul style="list-style-type: none">✓ Key terms definitions<ul style="list-style-type: none">+ Hygiene+ Safety+ Health+ Sanitation✓ Relationship between Water, Sanitation and Hygiene✓ Personal hygiene<ul style="list-style-type: none">+ Hand hygiene (hand washing technic, WASH)+ Body hygiene;+ Clothes hygiene+ Mouth hygiene+ Hair cutting+ Foot hygiene✓ Measures to ensure hygiene<ul style="list-style-type: none">+ Edible products hygiene+ Cross infection reduction+ Ensuring safe water at 'point of use+ Water distribution✓ Aspects of good personal safety health✓ Measures to ensure sanitation practices<ul style="list-style-type: none">+ Household sanitation+ Safe disposal of wastes+ Control of wastewater and rainwater• Demonstration of Safe nutritional behaviour<ul style="list-style-type: none">✓ Balanced diet<ul style="list-style-type: none">+ Source of balanced diet+ Benefits of balanced diet+ Consequences of unbalanced diet+ Consequences of unbalanced diet✓ Prevention of food contamination<ul style="list-style-type: none">+ Main types of food contamination	

- ✚ Ways to prevent food contamination
- ✓ Healthy nutrition for adolescents and youth

- **Application of safe reproductive health practices**

- ✓ Human reproduction system
 - ✚ Female
 - ✚ Male
- ✓ Puberty and sexual development
 - ✚ Physiological changes
 - ✚ Sexual Maturation (Puberty)
- ✓ Reproductive system hygiene
- ✓ Menstrual hygiene management
 - ✚ Materials used to collect menstruation blood
 - ✚ Materials needed for menstrual waste management
- ✓ Healthy habits for safe menstruation
 - ✚ Self-counselling
 - ✚ Drinking water
 - ✚ Physical activity
 - ✚ Warm bottle/towels
 - ✚ pain killer if necessary
- ✓ Male circumcision
 - ✚ Definition of male circumcision
 - ✚ Basic information on voluntary medical male circumcision (VMMC)
 - ✚ Benefits of male circumcision
 - ✚ When to do VMMC
 - ✚ Where to get VMMC
- ✓ Prevention and treatment of HIV/AIDS and other STI's
 - ✚ Classification of STI's
 - ✚ Mode of transmission of STI's
 - ✚ STIs prevention strategies
- ✓ Prevention of unwanted pregnancy
 - ✚ Meaning of Unwanted pregnancy and abortion
 - ✚ Types of unwanted pregnancies
 - ✚ Types of acceptable abortion in Rwanda
 - ✚ Methods of birth control (description, use and side effects)
- ✓ Gender Based Violence
 - ✚ Meaning of GBV
 - ✚ Forms of GBV
 - ✚ Responses to GBV
 - ✚ Legal aspect of GBV in Rwanda
 - ✚ consequences Sexual Behaviour
 - ✚ Causes of Gender Based Violence
- ✓ Youth Friendly services
 - ✚ Girl's room (location, equipment, staffing)

- ✚ Youth corner (location, Friendly staff, Equipment, Accessibility, Services affordability, Service delivery)
- ✚ Youth centre (location, Friendly staff, Equipment, Accessibility, Services affordability)
- ✚ Youth clubs (Location, Health, Size of youth club, Norms, regulations and activities in the club)
- ✓ PAC (Parent Adolescent Communication)
 - ✚ Basic information on PAC
 - ✚ Steps of PAC (5W: Who, Where, What, When and Why)

• **Prevention of the contamination and spread of pandemic diseases**

- ✓ Description of pandemic diseases
 - ✚ Concept of “pandemic disease”
 - ✚ Types of pandemic diseases in the region
 - ✚ Causes of each of the pandemic diseases found in the region
 - ✚ Symptoms /signs
 - ✚ Mode of contamination and spread
- ✓ Guidelines for prevention of contamination and spread of pandemic diseases found in the region
- ✓ Guidelines for treatment

• **Use of work clothing and Personal Protective Equipment**

- ✓ Assessment and selection of Personal Protective Equipment as per occupation/trade
 - ✚ Breathing Protection Respirators
 - ✚ Skin & Body Protection Equipment
 - ✚ Eye Protection
 - ✚ Hearing Protection
 - ✚ Feet protection
 - ✚ Hands protection
 - ✚ Head protection
- ✓ Role of Personal Protective Equipment
- ✓ Cleaning and storage of PEEs

Resources required for the learning outcome

Equipment	Food treatment equipment, Flipcharts stand, Food storing equipment, PPEs, Projector, Computer
Materials	Markers, Water, Soaps, Soaps used for food preparation, Food items, Flipcharts, Balanced nutritional sample, Food treatment materials
Tools	First Aids kit, hygiene kit, tools for preparing food.
Facilitation techniques	Demonstration and simulation, Individual and group work, individualized, Trainer guided, Group discussion
Formative assessment methods	Written assessment, Oral presentation, Performance assessment

Indicative content

- **Avoiding unsafe situation at workplace**
 - ✓ Meaning of unsafe situation at work place
 - ✓ Common types of unsafe working conditions
 - ✓ Cause of unsafe working environment
 - ✓ Technics to identify unsafe situation
 - ✓ Addressing unsafe conditions at workplace

- **Controlling hazards at the workplace**
 - ✓ Key terms definition
 - ✓ Methods of identifying workplace hazards in line with occupation
 - ✚ Interviews
 - ✚ Brainstorming
 - ✚ Checklists
 - ✚ Assumption Analysis.
 - ✚ Cause and Effect Diagrams
 - ✚ Nominal Group Technique (NGT)
 - ✚ Affinity Diagram
 - ✓ Types of hazards in the workplace
 - ✚ Safety
 - ✚ Physical
 - ✚ Chemical
 - ✚ Biological
 - ✚ Other health hazards
 - ✓ Controlling hazard at the workplace
 - ✚ Methods of hazard control
 - ✚ SHE signs in the workplace
 - ✚ Setting up workplace safety signs Illumination
 - ✚ Practical Problem-Solving Model
 - ✓ Control measures to avoid hazard
 - ✚ Basics for survival and how to maintain them in emergency
 - ✚ Steps in Hierarchy of Hazards

- **Assessing and reporting workplace risks**
 - ✓ Types of risks at workplace
 - ✓ Steps of risk assessment

- ✓ Elements of good quality risk statement
- ✓ Principles for effective verbal intervention
- ✓ Addressing risks in a workplace

- **Handling workplace emergencies**

- ✓ Types of emergencies at workplace
 - ✚ Chemical spills,
 - ✚ Explosions,
 - ✚ Machinery malfunction,
 - ✚ Dangerous gas releases.
 - ✚ Exposure to toxins
 - ✚ Severe injury,
 - ✚ Fire
 - ✚ Earthquake,
 - ✚ Severe storm,
 - ✚ Violence
- ✓ Importance of emergencies identification
- ✓ Characteristics of emergency control
 - ✚ Scrambled control
 - ✚ Opportunistic control
 - ✚ Tactical control
 - ✚ Strategic control
- ✓ Different warning time for emergencies
 - ✚ Before
 - ✚ During and
 - ✚ After
- ✓ Different phases of an emergency
 - ✚ Preparedness
 - ✚ Response
 - ✚ Recovery
- ✓ Actions related to different time and phases of an emergency:
 - ✚ Prevent/Prepare
 - ✚ Control/Protect
 - ✚ Recover/Rebuild
- ✓ Categories of equipment needed in emergencies
 - ✚ Recover/Rebuild
 - ✚ Equipment for personnel;
 - ✚ Equipment for basic needs supply
 - ✚ Technical materials, tools and consumables;
 - ✚ Equipment for vector control;
 - ✚ Items used in monitoring and surveillance;
 - ✚ Laboratory equipment and materials;
 - ✚ Maps, reports and other materials for information management
 - ✚ Administrative and office items

- ✓ Possible Immediate Reactions to emergency
 - ✚ Physical reaction (First aid treatment, Call form help, Take the patient emergently to hospital)
 - ✚ Emotional reaction (Personal counselling, Stay close with the patient)
- ✓ Guidelines of an emergency protocol
 - ✚ Stay calm
 - ✚ Take command
 - ✚ Assess the situation
 - ✚ Provide protection
 - ✚ Preserve the scene
 - ✚ Follow procedure
- ✓ Emergency Command Structure
- ✓ Principles of Early Intervention
 - ✚ Safety
 - ✚ Calmness
 - ✚ Efficacy
 - ✚ Connectedness
 - ✚ Hope
- ✓ Response to the Emergency
- ✓ Items to survey in monitoring the risk or hazard:
 - ✚ Noise levels
 - ✚ Lighting
 - ✚ Air contaminants
 - ✚ Chemicals
 - ✚ Radiation
 - ✚ Air quality
 - ✚ Biohazards
 - ✚ Air Temperature
 - ✚ Asbestos
 - ✚ Vibration
- ✓ Responsive Leadership Style in addressing specific problem:
 - ✚ Attitude of Open Communication
 - ✚ Availability
 - ✚ Awareness of Reactions
 - ✚ Acknowledgment of loss
 - ✚ Appreciation of efforts

Resources required for the learning outcome

Equipment	Computer, Projector Fire extinguishers equipment, Emergencies alarms, Disaster Blaster, game board, ambulance, Alarm signals, computer, Projector
Materials	Flip charts, Pictures, Flipcharts, paper, pen , marker pen

Tools	Visual Aids, First aid kits
Facilitation techniques	Demonstration and simulation, Individual and group work, individualized, Trainer guided, Group discussion, Case study, Field study
Formative assessment methods	Written assessment, Oral presentation, Performance assessment

Learning outcome 3: Ensure environmental sustainability	Learning hours: 8
Indicative content	
<ul style="list-style-type: none"> • Identifying environmental laws, standards and regulations in Rwanda <ul style="list-style-type: none"> ✓ Concepts of sustainable environment and development <ul style="list-style-type: none"> ✚ Environment ✚ Development ✚ Sustainable environment ✚ Sustainable development ✚ Economic and social development vs environment development ✓ Types of environments ✓ Rwanda’s environmental features <ul style="list-style-type: none"> ✚ Natural environment ✚ Geophysical features ✚ Natural resources and biodiversity ✚ Human environment ✚ Environmental ecosystem ✓ Environmental problems <ul style="list-style-type: none"> ✚ Degradation of natural resources and biodiversity ✚ Energy crisis ✚ Various types of pollutions disasters ✚ Poor consideration of environmental dimension by socio-economic sectors ✓ Fundamental principles of protection, conservation and promotion of the environment in Rwanda • Applying the best practices to keep the environment clean <ul style="list-style-type: none"> ✓ Definition of wastes ✓ Categories of waste <ul style="list-style-type: none"> ✚ Based on physical state ✚ Based on source ✚ Based on the biological properties of wastes ✚ Based on environment impact ✓ Principles of waste management <ul style="list-style-type: none"> ✚ Wastes reduction ✚ Reuse of wastes ✚ Recycling wastes 	

- + Waste disposal (Methods of wastes disposal)
- + Circular economy

✓ Provisions of waste management in environmental law

- **Description of climate change adaptation and mitigation measures**

✓ Basic concepts of geography climate

- + Climate change
- + Global warming
- + Weather
- + climate

✓ Geographical climate elements

- + Radiation
- + Air pressure humidity
- + Humidity
- + Temperature
- + Wind speed and direction
- + Precipitation
- + Cloud cover
- + Sun shine

✓ Climate system elements

- + Atmosphere
- + Hydrosphere
- + Cryosphere
- + Biosphere

✓ Basics of hydro-geography

- + Hydrological cycle
- + Water balance equation
- + Virtual water

✓ Climate factors:

- + Geographic latitude
- + Altitude
- + Land and water pattern
- + Relief
- + Vegetation cover (land use)
- + Exposition

✓ Climate Change Causes:

- + Greenhouse Gases
- + Nature Contributions
- + Human Contributions

✓ Effects of climate change

✓ Climate change hazards and their impacts

- + Causes of climate hazards
- + Types of climate hazards
- + Impacts of climate change related hazards

- ✓ Measures for mitigation and adaptation
 - ✚ Concepts
 - Mitigation
 - Adaptation
 - ✚ Mitigation and adaptation measures to climate change
- ✓ Environment and climate change policy

Resources required for the indicative content

Equipment	Pictures, Climate and Weather measuring devices, World Map, Computer, Projector, Flipchart stand
Materials	Flipcharts, paper, cards, map, pen , marker pen
Tools	Climate and Weather measuring devices, Climate and Weather measuring devices, isual Aids, environmental regulations, Rwanda Environmental Policy
Facilitation techniques	Demonstration and simulation, Individual and group work Individualized, Trainer guided, Group discussion
Formative assessment methods	Written assessment, Oral presentation, Performance assessment

Reference:

1. *California Department of Developmental Services: Direct Support Professional Training Year 1 and Year 2 Teacher and Student resource Guides, 2004* <http://www.dds.ca.gov/DSPT/Guides.cfm>
2. "Family Practice Management"; *Practice Pearls; American Academy of Family Physicians; April 2006*
3. *Bankrate.com; Avoid Suits: Draw Up a Dress Code; Jay MacDonald; July 2003*
4. *Svensson, S. (2002). The operational problem of fire control. Thesis. Lund: Lund University.*
5. *Sanchez Torres A. et al. Draft Working Paper on an Overview of School Sanitation and Hygiene Education in Developing Countries. International Water and Sanitation Centre (IRC), Delft, the Netherlands. 2002*
6. *The cognitive consequences of formal clothing. Social Psychological and Personality Science, 6(6), 661-668. Slepian, M. L., Ferber, S. N., Gold, J. M., & Rutchick, A. M. (2015).*
7. *Work Readiness Training Programme-Trainer's Manual, AkaziKanoze-Youth Livelihoods Project.*
8. *Russell, Jones & Walker; Dress Code Dilemmas in the Workplace, Kate Warrington Explains; April 2011*
9. *Public health in disasters and emergencies, see: Goma Epidemiology Group (1995), Perrin (1996), Médecins sans Frontières (1997a), International Federation of Red Cross and Red Crescent Societies (2000), International Federation of Red Cross and Red Crescent Societies, Johns Hopkins University (2000)*
10. *American Red Cross. "Disaster Relief". 2013. Retrieved from <http://www.redcross.org/what-we-do/disaster-relief> retrieved on April 28 th 2019*
11. *The new speaking of sex: What your children need to know and when they need to know it. Kelowna, BC, Canada: Wood Lake Publishing, Inc. Hickling, Meg. (2005).*
12. *Getting Africa to Meet the Sanitation MDG: Lessons from Rwanda: Case Study. Water and Sanitation Program, World Bank, Jain, N., 2011.*
13. *Threshold Tool. Practice guidance for improving outcomes for children and young people through the early identification of need and vulnerability (2015)*
14. *Sanitation and Cleanliness for a Healthy Environment - The Hesperian Foundation in collaboration with the United Nations Development Programme (2005). The Hesperian Foundation*
15. *Randan Law of Occupational Health and Safety (OHS): De la sante et de securite au lieu du travail. J.O no. 5 du 01/03/2002.*