

## UNIT 10: HEALTH & SAFETY IN ART, CRAFT & DESIGN (FOUNDATION)

### ABOUT THIS UNIT

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Health and safety matters are important wherever you work and whatever job you do. This unit will help you identify typical hazards and risks faced by people working in art, craft and design.

You will learn:

- about common risks and hazards
- ways of reducing risks
- accident and emergency procedures
- about legislation and procedures.

This unit has links with all other units and has particular links to Unit 2: Materials & techniques (Foundation). It will give you an understanding of the health and safety practices that you can apply in many different workplaces.

**This unit will be assessed through your portfolio work only. The grade awarded will be your grade for the unit.**

### WHAT YOU NEED TO LEARN

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#### About common risks and hazards

You will need to find out about the risks or hazards when working with:

- machinery, tools, equipment and technology
- certain media and materials.

For example, when producing pastel drawings which need fixing you need to consider other people before spraying; when cutting you need to take care with knives, blades or saws; when producing clay work you need to be aware of special health and safety considerations.

You will need to be able to recognise where and how health and safety emergencies might occur. Such emergencies include:

- accidents or injuries
- fire
- contamination.

In order to prevent accidents and damage you will need to be able to recognise when other people are not working safely, for example when:

- operating machinery, tools and equipment
- using toxic media or materials which create dust
- using sharp tools, knives and cutters
- moving objects/artwork/display boards/heavy materials
- using hot liquids.

### **Ways of reducing risks**

You will need to find out how to reduce risks when working in an art studio or workshop. Some or all of the following may be needed:

- safety warning signs and cut-off switches for electrical equipment such as kilns and saws
- proper storage and labelling of media and materials
- organised storage of tools
- complete and accessible first-aid equipment
- properly sited fire extinguishers and fire blankets
- making sure all pathways are kept clear
- locks on cupboards storing dangerous media, materials, tools or equipment.

### **Accident and emergency procedures**

You will also need to know what to do in the case of an accident or emergency. It is impossible to eliminate risk completely, but you must know about the following:

- first-aid procedures. This should include training and regular checks on the first-aid kits and supplies
- calling for help
- safe evacuation procedures for workspaces
- recording of accidents and emergencies in an accident book or similar
- reporting of accidents and emergencies to the tutor.

### **About legislation and regulations**

Before carrying out your investigation you will need to have a general awareness of relevant health and safety regulations, particularly those in the Health and Safety at Work Act (1974). You will also need to find out about additional, specific regulations covering art, craft and design.

## ASSESSMENT EVIDENCE

You need to produce a report investigating the health and safety issues for **one** particular art and design workspace.

### Key Skills

As you work on this unit, you may be able to produce evidence for:

- Communication
- Information Technology.

<b>Pass</b> <b>To achieve a pass your work must show:</b>	<b>Merit</b> <b>To achieve a merit your work must show:</b>	<b>Distinction</b> <b>To achieve a distinction your work must show:</b>
<ul style="list-style-type: none"> <li>• an identification of key features of health and safety legislation affecting people using your chosen workspace</li> <li>• an identification of the main hazards/risks, listing how they are dealt with</li> <li>• a description of how the workspace should be evacuated and equipment shut down</li> <li>• an identification of how accidents are reported</li> <li>• your ability to prepare for and carry out a task safely in that workspace.</li> </ul>	<ul style="list-style-type: none"> <li>• a plan for your investigation and your ability to manage deadlines</li> <li>• your ability to present findings that would be clearly understood by people using the workspace</li> <li>• an explanation why clear instructions on carrying out a task helps to prevent accidents and injuries</li> <li>• use of appropriate technical terms.</li> </ul>	<ul style="list-style-type: none"> <li>• your ability to carry out independent research into health and safety using some sources you have identified yourself</li> <li>• a description of how your work went and suggestions how you could improve your report.</li> </ul>

## ESSENTIAL INFORMATION FOR TEACHERS

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### Teaching strategies

Students should be encouraged to understand how important it is that they take personal responsibility for health and safety in terms of their own art practice and working environment.

Often introducing students to ‘horror stories’ captures the imagination. The local Health and Safety Executive and Trading Standards offices are useful sources of current information and legislation; centres can call upon staff responsible for health and safety. Students should be encouraged to research up to date information as a background to their investigation, for example using the Internet or local library.

As with other units the establishing of good relationships with local practitioners is important as these may provide the students with a focus for investigation. Alternatively, students could turn their attention to areas of the school/college (workshops, dark rooms, exhibition rooms, refectory etc).

### Assessment strategies

This unit is assessed through work in the students’ portfolios.

The assessment evidence required is an investigation of health and safety in a workplace (preferably in an art, craft or design sector context). How this is to be presented can be negotiated. It could be a straightforward, annotated report, or students could make a presentation to their peer group or the practitioner(s), highlighting their findings and illustrating their presentation with accompanying images, diagrams etc. A presentation could be recorded on a video which could then be used to inform a one to one discussion on achievement between tutor and student, or a peer group discussion.

However the evidence for assessment is presented, students need to record how they approached the task and the background information they collected which informed their investigation.

The students should make health and safety central to how they approach their work. To help this, ask students to scan their workspace (workshop, studio, darkroom etc) for potential hazards, recognise the impact of hazards for themselves, work colleagues or the public and suggest techniques for minimising such hazards. There is no requirement for the student to have detailed knowledge of health and safety legislation at this level.

### Pass

The student could provide diagrams and supporting notes which are not necessarily their own. The evidence could take the form of standard documents which are produced by the Health and Safety Executive (HSE) which show methods for reducing and controlling risks. Posters and diagrams which are produced by the HSE could also be included in their information pack.

The identification of hazards could take the form of a table which lists the hazards in one column and identifies the associated risks in another column.

The basic understanding of the methods and systems could be evidenced by the student completing standard forms with some supporting notes explaining the purpose of the forms.

The skills of the first aid personnel need only be listed and the student is not expected to have a detailed knowledge of these skills.

Presenting the work in a clear manner is important at this level to encourage the student to begin organising their work into a manageable and presentable format. The student could follow the format of similar industry information packs.

The submission is likely to contain errors/omissions requiring correction under teacher guidance.

### **Merit**

The student could produce some original work such as by adapting published health and safety posters and published test and data.

The supporting notes could be a reworking/rewording of published material.

A broad understanding of the methods and systems associated with control and reporting could be evidenced by the student adapting standards forms and paperwork for a specific situation.

The communication of the technical terms and language associated with this unit could be assessed from the students use of these within the supporting notes as above and should show an increased awareness of health and safety terms though not all necessarily executed correctly.

The production of a plan for the execution of this assignment could take the form of a simple bar chart which sets out the bars linked to the six bullet points in the 'you need to produce' section, related to time. For a merit level there is no need for the student to have amended the plan or even necessarily considered its appropriateness.

### **Distinction**

The student should communicate their work with reasonable fluency in terms of the skills and language associated with the unit.

Work should be presented to a standard commensurate with this level where some errors and omissions are corrected with teacher guidance. An omission should not mean the exclusion of a complete bullet point from the section 'You need to produce' but rather some aspect or part of a bullet point.

The work could demonstrate a detailed level of understanding of the methods and systems associated with control and reporting by relating the systems to the potential reduction in health and safety incidents in the workplace.

A higher level of planning could be evidenced by the student providing evidence of reworking their plan such as by altering the bar chart produced and highlighting where changes had to take place. A few supporting notes could also be included to explain why the changes were needed; for example the student explains that lectures were delayed or cancelled or that the resource centres were closed on particular dates.

The student does not need to show complete independence of approach in terms of information seeking and handing as guidance from the teacher is expected to occur at all grading levels.

## Resources

- Relevant current legislation (sources: college/school Health and Safety Officer; local Health and Safety Executive; a local art, craft or design venue; libraries; the Internet etc).
- Specialist contributions on Health and Safety Practice
- Access to locations – (professional practitioners’ workspaces, workshops, studios, print studios, dark rooms, exhibition spaces etc) which can be the workplace base for the investigation.

## Key Skills

This guidance highlights the most relevant Key Skills opportunities in this unit. It contains suggestions only. You will need to check that students have produced all the evidence required to meet part A **and** part B of the Key Skills specifications. Students may need to develop additional evidence elsewhere to meet fully the requirements of the Key Skills specifications.

Guidance is referenced in two ways:

### K – keys to attainment

These are Key Skills or aspects of Key Skills which students should achieve as they meet the vocational requirements of the units. Only part B of the Key Skill is highlighted – you will need to check that students achieve part A.

### S – signposting

These are opportunities that can be incorporated naturally into the learning programme.

COMMUNICATION, LEVEL 1		Key Skills Reference
When students are:	They should be able to develop the following Key Skills evidence:	
<ul style="list-style-type: none"> <li>• investigating the workspace</li> <li>• discussing the principles of health and safety and the critical aspects in the art, craft and design sector</li> <li>• taking part in a group discussion and describing the findings of their investigation</li> <li>• giving an oral presentation and lead a discussion on the findings of their investigation</li> </ul>	C1.1 Take part in a <b>one-to-one</b> discussion and a <b>group</b> discussion about different, straightforward subjects.	S
	C1.2 Read and obtain information from <b>two</b> different types of documents about straight forward subjects, including at least <b>one</b> image.	K
	C1.3 Write <b>two</b> different types of documents about straightforward subjects. Include at least one image in <b>one</b> of the documents.	S

INFORMATION TECHNOLOGY, LEVEL 1		Key Skills Reference
<b>When students are:</b>	<b>They should be able to develop the following Key Skills evidence:</b>	
<ul style="list-style-type: none"> <li>word processing and formatting the investigation findings in a form that will be useful</li> </ul>	IT1.2 Present information for two different purposes. Your work must include at least <b>one</b> example of text, <b>one</b> example of images and <b>one</b> example of numbers.	S