



Essential Skills - Communication for Construction

ES LEVEL 1 RESOURCES FOR CONSTRUCTION - EXISTING WORK FORCE - AUGUST 2009



Department for
**Employment
and Learning**
www.delni.gov.uk

construction skills
in NORTHERN IRELAND



Essential Skills - Communication for Construction

ES LEVEL 1 RESOURCES FOR EXISTING WORKFORCE. AUGUST 2009



Acknowledgements

Construction Skills in Northern Ireland who had this resource published. Alex Moorehead, David McLorn and David Burleigh (South Eastern Regional College, Lisburn Campus, Dept for Built Environment) for their information and advice on construction issues.

Aims

It is intended that these vocationally contextualised resources will support Essential Skills Literacy tutors in their efforts to make programmes for construction students vocationally relevant.

This resource should be used in the context of appropriately planned and structured Essential Skills programmes and should be used and adapted appropriately within that context.

Guidance for Using Resource

It is not intended that these materials should be used as a fixed programme of learning but as a resource which tutors can use to aid them in the planning and delivery of programmes suited to the needs of their particular groups of learners.

It is envisaged that tutors will bring their own ideas to these materials and extend and enhance them in order to keep activities refreshed and dynamic for their learners.

Essential Skills tutors should ensure that they read and understand the following DELNI publication before they develop programmes: ESSENTIAL SKILLS GOOD PRACTICE: THE ASSESSMENT PROCESS. DEL NI, July 2007. Available from **www.essentialskillsni.com/articles**

All information in this resource is current and up to date at the time of printing (August 2009).

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Disclaimer

The contents of this resource are fictional. No actual person, company, or event, is depicted.

Essential Skills Communication for Construction Employees

To qualify in construction at NVQ Level 2 you will need Level 1 in Essential Skills Communication.

At Level 1 you will do a project (Action-based Activity) on a subject you are interested in and will take an exam (Desk Top Task) at the end of your course.

This resource will help you with the skills you will need to achieve your Level 1 in Communication.

Action-based Activity (Portfolio) guidance and an example portfolio is included.

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Reading **Tasks and Answers**



READING TASK 1

Types of Texts

Texts are written for a variety of reasons. The two most important things to remember about a text are who it is written for (the **AUDIENCE**) and why the text has been written (the **PURPOSE**).

Depending on the audience and purpose a text will use **formal** or **informal** language.

Types of Text

Type of Text	Who is the intended audience of this text?	What is the purpose of the text? Is it to inform, instruct, entertain persuade etc?	What type of language is used? Formal or Informal
1 HSE Information Sheet			
2 Mobile phone text to a friend			
3 A post it to family member			
4 Course project			
5 Letter of Application			
6 B & Q Leaflet on Erecting Fences			
7 Newspaper Article			
8 Job Card			
9 Accident Report			

READING TASK 2

Formal/Informal Language

Which of the following forms of communication is formal? Which is informal?
Tick the appropriate column.

No		Formal	Informal
1	A company report		
2	A letter to a friend		
3	A letter of application		
4	A workplace memo		
5	A post-it to a family member		
6	A mobile phone text message to a friend		
7	A workplace email		
8	A holiday postcard		
9	A presentation		
10	A written course assignment		
11	Interviews with employers		
12	Discussion on last night's TV programmes with friends		

READING TASK 3

Formal and Informal Communication

Read the following statements and then circle True or False

1. The two most important things to remember when writing or speaking are audience and purpose.
True / False
2. Formal communication is the correct type of communication to use in all situations.
True / False
3. It is fine for slang words and phrases to be used in formal speech and writing.
True / False
4. Formal language means using very long complicated words.
True / False
5. Proper spelling, punctuation and grammar should be used in formal writing.
True / False
6. Formal communication can be understood by everyone but informal communication might only be understood by our friends and families.
True / False
7. When using formal written communication it is important to use the proper layout and structure – e.g. for reports, business letters, emails, memos, telephone messages etc.
True / False

READING TASK 4

Fact and Opinion (Persuasive Writing)

Writers often give opinions as if they were facts in order to persuade the reader to believe something or to do something. Many advertising features include a mixture of fact and opinion. You will need to read carefully in order to separate them. You may need to rewrite the ideas in your own words.

Read the following advertising article which contains a mixture of fact and opinion.

Property Details



Bell's Construction has launched this fantastic new development in the picturesque village of Castlemore near Newcastle in Co Down.

River View takes pride of place on the hillside to the north of the beautiful town of Newcastle. It benefits from a southerly aspect and spectacular views taking in the Church steeple and the beautiful Shimna River as it meanders through this peaceful valley.

However varied your interests are River View has something to offer both young and old. The younger generation is spoilt for choice with a variety of activities to choose from, thus creating a beautiful rural lifestyle in a development that is close to Newcastle town and just fifty minutes from Belfast City.

River View offers a wonderful opportunity to be part of a rural community so close to Newcastle town and Belfast City. Castlemore Village Hall is the hive of activity with Scouts, Ballet, Yoga, Badminton, Martial Arts as well as Parent & Toddler Group meetings just to mention a few.

It is a development with high-class specifications which will be a flagship development by the Bell Group in the years to come. River View offers a range of detached and semi-detached, three & four bedroom family homes that are being constructed to a very high quality standard and will show great appreciation and interest in the years ahead.

www.bellgroup.com

These are **facts**:

- Bell's Construction has launched a new housing development.
- The village of Castlemore is in Co. Down.
- River View is situated on a hillside.

These are **opinions**:

- The new development is **fantastic**.
- Castlemore is a **picturesque** village.
- River View takes **pride of place** on the hillside.

TASK

From information given in the text say which of the following statements is fact and which is opinion. The first one has been done for you.

Statements	Fact or Opinion
1 Bell's construction has launched a new development.	Fact
2 The views from River View development are spectacular.	
3 The Shimna River flows through the valley.	
4 The village of Castlemore is beautiful.	
5 The younger generation is spoilt for choice	
6 The village of Castlemore is close to Newcastle.	
7 Having a variety of activities to choose from means you can create a beautiful rural lifestyle.	
8 The village hall hosts martial arts.	
9 The development consists of detached, semi-detached, three and four bedroom houses.	
10 Many buyers will be interested in the River View development in the years ahead.	

Reading and Understanding - Newspaper Article

Thursday 23 April 2009

34 year old man dies in construction accident



A 34-year-old carpenter, working on a new housing development, has died in a construction accident on the site of the old Linen Mill, North Road, Belfast.

In a statement, Walters Construction, who is redeveloping the Linen Mill site said, 'It is with regret that we can confirm that one of our employees was involved in a fatal incident.'

"We take our obligations in respect of health and safety very seriously and will be co-operating with the authorities to establish the cause of this tragic accident.'

It is understood a crane was involved in the accident, which was reported at around 9.15am, at the new housing development. The Health and Safety Executive has been informed, said police.

Work at the site has been halted to allow police and the Health and Safety Executive to investigate how the terrible workplace accident happened.

READING TASK 5

Summarising

Summarising a text means condensing it into a shorter text. A summary should contain all the main points of the text, be written in your own words and should be written in proper sentences with capital letters, full stops and proper punctuation and grammar.

TASK 1

Summarise the main points of the newspaper article.

TASK 2

Reading and Summarising for a Purpose

Sometimes we only need to note particular points. Write out the information a Health and Safety Executive (N.I.) officer would need from this newspaper report. You might want to check the HSE Dangerous Occurrences (RIDDOR) form to remind you of what you need to record.

READING TASK 6

TASK

Answer the following questions based on the newspaper article.

1. What type of accident killed the construction worker?

2. Where did the accident happen?

3. Were the police involved?

4. What is the name of the construction company that employed the fatally injured man?

5. Is the language used in this article formal or informal? Say why you think so.

6. What is being developed on the site of the old Linen Mill?

7. How does the photographic image of the new development site help to explain the article?

READING TASK 7



How to... ERECT A FENCE

TOOLS

- protective gloves
- long tape measure
- spade or post-hole borer
- club hammer
- spirit level
- 2 builder's lines
- panel saw
- power drill with twist and wood bits
- trowel
- hammer
- canes

MATERIALS

- fence posts and panels or featheredge boards, ornis rails and gravel boards
- timber props
- bricks (panel fence)
- 50 and 75mm galvanised nails
- cement and aggregate, post cement or post spikes
- post caps or capping strips
- silicone sealant

You can do it... **B&Q**

1

Fencing is the most popular way of marking a boundary. It is fairly easy to erect and cheaper than building a wall, though don't overlook the cost and effort of maintenance over the years – you will have to treat the timber regularly to protect it from insects and weathering.

Planning your fence

Before putting up a fence discuss the plans with your neighbours. You need to check the exact line of the boundary and make sure the posts are positioned on your side. Before you take down an old fence first make sure it's yours. If it belongs to a neighbour and they won't allow you to take it down, you can erect another alongside provided it is on your side of the boundary. There is an unwritten rule that a good neighbour puts up a fence with the post and rails facing their own property, but this is not a legal obligation. Unless the boundary line meets a highway, you generally do not need planning permission for a fence less than 2m high.

What type of fence?

Lap panel

Easy to put up, offering good screening and value for money, a lap panel fence is a popular choice. Ready-made panels are fitted between posts cemented or set into the ground. The panels usually come in standard 1.83m widths but can be cut down. They are available in heights of 0.9m–1.80m. Like all timber fences, a lap panel fence will need periodic treatment with wood preservative.

Combination trellis and lap panel

Add a trellis to the top of your panel fence to give increased height where you need it. The trellis is ideal for training climbing plants, creating a less stark effect than a solid fence, and offering more natural shade and privacy.

Closeboard

A closeboard fence consists of vertical featheredge boards (tapered on one side) which are nailed onto horizontal ornis rails, secured to the posts.

It offers excellent screening and security – the vertical boards make a sturdy fence, good for keeping out intruders.

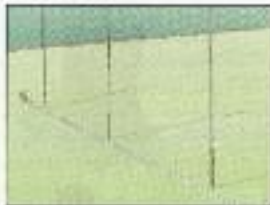
All this and more...

READING TASK 7 CONTINUED

2

Marking out and digging post holes

First decide whether you want to set your posts in concrete or in post supports. The former produces a sturdier fence but is harder work and the posts need to be at least 600mm taller than the fence panels. Metal post supports are a quicker and easier alternative, but the resulting fence will not be as solid. Fencing timbers come ready-treated, but it's still a good idea to soak the feet of your posts overnight in a bucket of wood preservative.



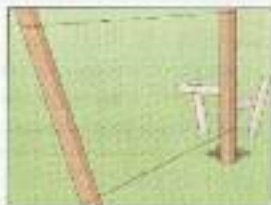
1 Stretch a long tape measure taut from end to end along the line of the fence. Measure out the position for each post and mark it by pushing a cane into what will be the centre of each post hole.



3 With a club hammer, drive in temporary wooden props to hold the first post in place, using a spirit level to make sure it is vertical.



2 Dig all the post holes. If there are a lot, consider hiring a post-hole borer. A standard depth of 450mm is usually enough, though in soft ground you should dig deeper holes and use larger posts to compensate.



4 Erect the last post the same way, checking it is vertical and supporting it with props. Run two builder's lines between the top and bottom of these posts, along the line of the fence. Rest the other posts loosely in their holes.

3

Erecting a panel fence

The secret to a successful panel fence is in the preparation. Bear in mind that this project is hard work and you'll find it a lot easier if you have at least one helper. Clear away vegetation and pot any shrubs or plants that you will want to replant once the fence is up. Prefabricated fence panels come in a standard 1.83m width and are generally available in four heights (900mm, 1.2m, 1.52m and 1.83m).



1 Drill six evenly spaced pilot holes into the batten framing of the panel on both sides and at each end. Raise the panel 50mm–75mm above the ground; this gap will help prevent it rotting from the bottom up.



3 Attach the second panel to the post, using temporary props to keep the fence vertical. Continue working this way until all the panels are in place.



2 Lay a spirit level on the panel to check it is level, then nail it to the post with galvanised nails through the pilot holes. The top of the panel should be a consistent distance (at least 25mm) below the top of the post.



4 Make sure each post is touching both builder's lines, and check that it is vertical using a spirit level. Fill the post hole to just above ground level with concrete. Smooth the surface downwards so that rainwater will drain away from the wood.

ore in **you can do it** – the complete B&Q step

by-step book of home improvement



READING TASK 7 CONTINUED

4



5 Soak the post caps in a bucket of water – this will help prevent splitting as you nail them on. Apply a silicone-based sealant to the underside to reduce the chance of water seeping beneath and routing the top of the post and then nail a post cap to the top of each post.

Gravel board

Gravel boards are specially treated timbers that are fitted horizontally at the base of a fence. They protect the fence panels from rot by raising them off the ground. A rotten gravel board is much easier to replace than an entire fence panel. To fit gravel boards as you build a panel fence, leave a 150mm gap below the panels. Measure and cut 25mm-thick boards to fit between the posts. Fix them with galvanised screws or nails inserted at an angle into the posts. Countersink screws or drill pilot holes for nails.

Cutting fence panels

Your fence run is unlikely to divide into an exact number of panels, so you will need to know how to cut one down to fit.



1 Carefully remove the framing battens from one end of a panel and move them in to the required width. Sandwich them either side of the panel and nail them in place.



2 Saw the panel flush with the outer edge of the repositioned framing battens.

5

Erecting a closeboard fence

Some fence posts come with ready-made slots (housings) for the triangular arnis rails; others will need to be notched prior to installation. Use three arnis rails for a fence over 1.2m high; two for anything lower. Make sure each post is the right way round: the back of the fence is the side where the arnis rail is visible. The distance between posts should be half the length of your arnis rail sections, less 60mm (put this off each rail). Remember to position the posts on your side of the boundary.



1 Put the first three posts in their holes and prop each one up with temporary supports. Insert one end of the upper arnis rail into the notch of the first post and the other end into the third post. Check the arnis rail is level and mark and saw off any excess: the end of the rail should reach exactly half-way across the third post. Nail it in place using 25mm galvanised nails and fit the lower arnis rail in the same way. Keep checking both are level.

SAFETY FIRST
Wear strong gloves to protect your hands from splinters. Take particular care when applying wood preservative; and wear safety goggles if recommended by the manufacturer.



2 The joints in the arnis rail sections need to be staggered for added strength. Therefore measure and cut the central arnis rail to the distance from the outer edge of the first post to the mid-point of the second.



3 Nail the central arnis rail into position using galvanised nails. The next section of the central arnis rail should be a standard two-post width.

only £16.98

For more information, visit www.diy.com

READING TASK 7 CONTINUED

6



1 Continue fitting posts and rails to create your skeleton fence, supporting it with timber props as you go. Checking again that each post is vertical, concrete them into the ground and leave to set for 48 hours. Slope the concrete away from the post to drain off rainwater.



2 Fit gravel boards horizontally to the front of the posts across the base of the fence. Drill pilot holes for the nails before attaching the board to prevent the wood from splitting.

Attaching the boards
The first featheredge board is fitted with its thicker edge aligned to the outer edge of the first post and the bottom standing on the gravel board. Cut all the boards to the correct length before you begin and treat the cut ends with wood preservative. The boards should stand 25mm taller than the fence posts.



1 Using 50mm galvanised nails, nail the centre of the first board to the upper inner rail. Check the board is vertical before nailing it to the bottom rail and finally the central rail. Make a spacer by cutting an off-cut of timber to 20mm less than the width of a featheredge board. Align this to the thicker edge of the first board. Butt the second board up against it and fix it in the same way.



2 Continue fitting boards, using the spacer to maintain an identical overlap between them and checking that each is vertical with a spirit level. When you are six boards from the last post, measure how much space you have left and increase or decrease the overlap of the last few boards so that you meet the outer edge of the post neatly. Run the capping strip across the top of the featheredge boards. Nail it in place using galvanised nails. If you find the wood is splitting, drill pilot holes before nailing.

7

Ideal for the job

Wood preservative

A coat of preservative will drastically extend the life of a fence or gate. Most treatments will keep fungi and insects at bay for several years. Paint it on with a block paintbrush or use a garden pressure spray; wear protective gloves and, if spraying, safety goggles and a mask.

Post cement

Instead of aggregate and cement, consider using special rapid-setting post cement to secure your posts. It sets in about ten minutes and one 20kg bag should be enough for each post.

Post supports

Post spikes are an alternative to setting fence posts in concrete, provided the ground is firm. Buy supports that match the size of your fence posts.

'H' posts

Concrete or timber 'H' section posts can also be used. Once these posts are set in the ground, the panels simply slot in from the top.






B&Q you can do it

Learn about fencing with the bestselling **you can do it – the complete B&Q step-by-step book of home improvement**. Only **£16.98**

A summary of this feature can be made available in Braille, large print and audio cassette. Please ask for details or email us at diversity@b-and-q.co.uk

Every effort has been made to ensure that the instructions given in this leaflet are accurate and will enable you to do the job safely and successfully. Please follow instructions carefully and seek expert advice in the event of difficulty.

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READING TASK 7

Looking at Leaflets Erecting Fences

This leaflet was produced by a large DIY store to **give information** and **instructions** on how to put up a garden fence.

It also aims to **persuade** DIY enthusiasts to buy tools and equipment from their stores. A leaflet is a **media** text. It may use features such as catch phrases 'You can do it ...,' different fonts, colour, illustrations etc. to make a text more interesting to the reader.

How writers persuade

The following sentence is taken from the section 'Ideal for the job.'

'A coat of preservative will drastically extend the life of a fence or gate.'

1. Why do you think the word 'drastically' was used here?

I have replaced 'drastically' with 'a lot'

'A coat of preservative will extend the life of a fence or a gate a lot.'

2. Which sentence do you think is more persuasive – i.e. which sentence would encourage you to buy preservative for your fence?

3. Now read the following sentence and say why you think the word 'special' is included?
'Instead of aggregate and cement, consider using special rapid-setting post cement to secure your posts.'

Read page 1 carefully and then answer the following questions. Please give your answers in complete sentences.

4. Why does the leaflet advise you to discuss putting up your new fence with your neighbour before you start?

5. Is it a legal requirement for you to put up a fence with the post and rails facing your own property?

6. Do you need planning permission to put up a fence?

7. Which is the most popular type of garden fence; the Lap Panel, the Combination Trellis and Lap Panel, or the Closeboard?

8. What are the measurements of the ready-made Lap Panels?

9. Which type of fence is best for training climbing plants?

10. Which type of fence is better for security?

11. On page 2 the instructions have been numbered. Why is this important?

12. Why do you think the illustrations have been included?

READING TASK 8

Inform / Instruct

Writing to **inform** gives the reader information. Writing to **instruct** gives orders directly to the reader. Which of the sentences below are writing to inform and which are writing to instruct?

Inform or Instruct?

a. Fencing is the most popular way of marking a boundary.

b. Concrete post supports produce a much sturdier fence than metal supports.

c. Measure out the position for each post and mark it by pushing a cane into what will be the centre of each post hole.

d. Dig all the post holes. If there are a lot, consider hiring a post-hole borer.

e. With a club hammer, drive in a temporary wooden prop to hold the first post in place?

f. Metal post supports are a quicker and easier alternative to concrete but the resulting fence will not be as solid.

g. A standard depth for a post hole is 450mm.

READING TASK 9

Instructions

Task: Put Instructions Into Correct Order

Stripping Wood

1. Stipple on a thick coating of chemical stripper using a dabbing action.
2. Work stripper into crevices with wire wool, a small wire brush or an old tooth brush.
3. Put on your face mask.
4. Remove old finishes from flat surfaces by using a scraper with a wide, rigid blade.
5. Sand the wood to prepare for finishing.
6. Remove grease marks etc. by shaving with a finely set smoothing plane.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

READING TASK 10

Skimming, Scanning and Detailed Reading

We **skim** read, **scan** or read a text in **detail** depending on the information we want from the text. This makes for efficient research.

Skimming

Skim reading a text is where you would read over the whole text quickly to get the general idea of what it is about. For example, you might skim read a newspaper article to get the general idea of what it is about.

Scanning

Scanning a text is where you would look over a text to find specific information. For example, we scan the yellow pages to find a decorator or a plumber.

Detailed Reading

Often when we read it is important that we read every word. For example, when we read a set of instructions it is important to make sure we do not leave anything out.

How would you go about reading the following texts? Would you skim, scan, or read the text in detail? The first one is done for you.

Text	Skim – Scan – Detailed Reading
The yellow pages	Scan
A dictionary	
A letter from the bank	
A letter of application you have written	
A set of instructions	
A job sheet	
Instructions for using power tools	
A glossary	
A magazine at the dentist	

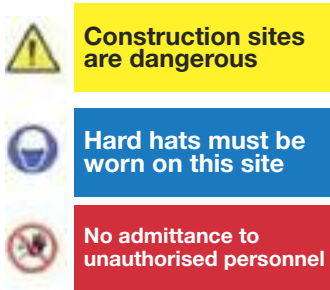
READING TASK 11

Using Images

We often use images (photographs, maps, charts, graphs, etc) to gather information or to put information across.

For example, there are many health and safety signs used in the workplace to alert employees and customers to dangers.

SITE SAFETY



Photographs can be used to illustrate how a job should be carried out.



READING TASK 11

Reading Images

Task

Read the Safety Pays information sheet on Portable Ladders/Stepladders. Now look carefully at the picture of the man on the ladder. The picture is meant to demonstrate the information that is in the leaflet.

How does the picture help to make the text clear and help you to understand safe practice when using ladders? Give reasons for your answers.



Portable Ladders/Stepladders

It is likely that this week someone in Britain will die from an accident with a ladder, and more than a hundred people will be injured. Falling off ladders is a common cause of accidents, and therefore employers should take particular care to ensure they are properly constructed and used. Employees should be trained, instructed and given comprehensive information about the safe use of ladders and the associated risks and control measures.

Work which requires the use of ladders should be included in the risk assessment for the workplace.

The simple but essential safety steps given below will help you to control the risks when using ladders and stepladders and you may find them useful as a safety checklist.

STEP 1 Is a ladder or a stepladder the best equipment for the work to be done? For example, it might be better to use a mobile tower or scaffolding. On ladders, a high standing position 'Kipstand' which can move side to side, when combined and fixed with a horizontal and top landing platform may be more appropriate.

STEP 2 Is the ladder/stepladder strong enough? There are now 2 classes of ladder / stepladder, rated according to their safe working limits. Ladders marked with BS EN131 are given a maximum static vertical load rating. Ladders marked with BS2037 are given a duty rating which is calculated as a pitch of 75% to vertical.

Class 1 (Industrial) Maximum static vertical load 175kg (27.5 stone)
Duty rating 130kg

Class 3 (Domestic) Maximum static vertical load 125kg (19.5 stone)
Duty rating 90kg

A previous Class 2 (light, Trade) is no longer used as classification. Its maximum static vertical load is 150kg (22.5 stone).
Duty rating 110kg.

STEP 3 Is the ladder long enough?
Allow one metre of ladder length above the highest rung you need. Never stand on the top three rungs. Make sure extension ladders over 18 rungs have an overlap of at least three rungs. Shorter ladders up to 10 rungs need a minimum overlap of two rungs.

The height at which a ladder may be unavailable for use depends on the space available, the nature of the work, the physical effort required to erect the ladder and the availability of a means to secure the ladder. 10 metres is the maximum length of ladder when one person can handle it for all.

STEP 4 Is the ladder/stepladder safe enough?
Inspect it regularly.

Ladder Safety Checklist

- General sound condition (clean and dry free from wet paint, oil, mud etc.) ☐
- No cracks ☐
- No rungs missing or loose ☐
- No sides damaged or bent ☐
- No warping or splitting (wood) ☐
- No corrosion (metal) ☐
- No sharp edges or dents (metal) ☐
- No damage (metal) ☐
- Are the cap/safety fittings on the feet in place and in good condition ☐
- Is there any damage to the rungs/sides or to the top platform (stepladder) ☐

Note: Never paint ladders or stepladders as this could hide dangerous defects. A wooden ladder can be protected with clear varnish or transparent res. proof.

Keep records of all inspections of ladders and stepladders.

STEP 5 **Putting up Ladders**
Place the base of the ladder's extender on a firm level, dry, stable surface. If you are using an extension ladder, always extend it before climbing it. Rest the ladder against a solid surface, never against guttering or narrow or plastic features. When positioning the ladder make sure that the base cannot slip outwards. Lifting ladders are designed so that their safety angle of use is when every 4 metres out from the wall is matched by 4 metres up the wall. Look for marks on the sides of new ladders which show the safest angle of leaning.
Remember the rule 'One out for Four Up'.

Putting up Step-ladders

- Make sure the stepladder is locked into its opened position. Follow the manufacturer's instructions.
- Rest it on a firm, level base, use a large flat board on soft ground.
- Position the stepladder front-on to the work.

Safety Pays



STEP 6 Securing the Ladder

- Secure the bottom and top of the ladder by tying it (from the stile, not the rungs) with rope or a saw to a stable, fixed object.
- Tie the base of the ladder to stakes in the ground or use fixed blocks or sandbags or specially designed stabilisers to help prevent the ladder slipping.
- If it is not possible to secure the ladder, get another person to 'foot it' by standing with one foot on the bottom rung and holding a stile in each hand.

STEP 7 Storage of Ladders/Stepadders

Store in a covered, well-ventilated area, protected from the weather and from damage and heat. Store horizontally hanging from a stile, or rest the stiles on the floor. Never hang ladders or stepadders vertically. Store wooden ladders off the ground.

STEP 8 Training

Train all your staff how to use ladders and stepadders safely, and how to spot defects.

NEVER

- over reach
- stand on the top handrail of a stepadder
- allow more than one person on a ladder or stepadder
- work sideways
- stand with 1 foot on the ladder and the other on another surface
- carry heavy items or long lengths of material up a ladder
- position a ladder in front of an open fire door
- use a ladder in strong winds or near power lines
- use metal ladders or metal ladders with metal parts where any electrical hazard exists
- use a ladder the wrong way round
- stand the feet of the ladder on a kerb or on the highway
- support scaffold boards on the rungs of a ladder.

✓ The right way

- ✓ Meets British or European standard BS 2037 BS 1128 BS 1377 BS EN 131 (or EN 131)

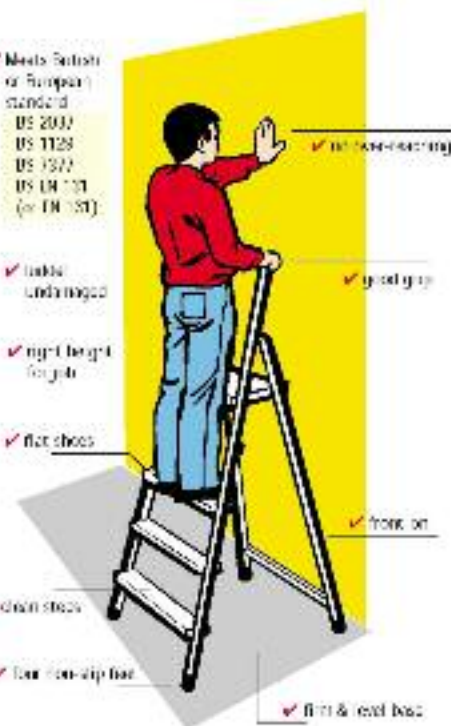
- ✓ ladder undamaged
- ✓ right height for job

- ✓ flat shoes

- ✓ clean steps

- ✓ foot on step face

- ✓ firm & level base



case study

An employee sustained a broken leg when the stepadder he was using broke into 2 parts, causing him to fall. The stepadder was a cheap, cheap one and was being used on a very regular basis in a commercial kitchen.

Safety Pays

READING TASK 12

Researching Information Using ICT (Reading for Information)

Useful websites are those that:

- Suit the topic
- Suit the purpose
- Are the appropriate word length
- Contain relevant images

Remember:

- Be clear about the **topic** you are exploring.
- Know the **purpose** of your research. For example, are you gathering information on health and safety for local bricklayers?
- Keep a record of all of your research by listing useful and unhelpful websites
- Include author, date of publication, title of document and publisher.
- Read texts and make notes on the points you want to include.

EXAMPLE

Documents Researched Using ICT TOPIC: Health and Safety for Local Bricklayers	
Useful websites	
Web Address	Was useful because
www.constructionskills.net	This website was very useful because it contains Health and Safety guides for bricklayers and other construction workers to help eliminate and reduce the risk of accident and injury for bricklayers and joiners in Northern Ireland.
www.hse.gov.org	This website was very useful because it has free downloadable health and safety information for construction workers including risk assessment and workplace transport.

Unhelpful Websites

Web Address	Was unhelpful because
www.bconstructive.co.uk	This is a good website for careers but is not a health and safety website.

Task

Now carry out your own research into Health and Safety in the Construction industry and write a report on the issues involved. Some websites are listed at the end of the resource.

Documents Researched Using ICT

TOPIC:

Useful Websites:

Web Address	Was useful because

Documents Researched Using ICT

TOPIC:

Unhelpful Websites:

Web Address	Was unhelpful because

READING ANSWERS - TASK 1

Types of Texts - Answers

Types of Text

Type of Text	Who is the intended audience of this text?	What is the purpose of this text? Is it to inform, instruct, entertain, persuade etc?	What type of language is used? Formal / Informal
1. HSE Information Sheet	Employers/employees or trainees	To inform	Formal
2. Mobile phone text to friend	Friend	Keep in touch	Informal
3. A post it to family member	Family member	To pass on family information	Informal
4. Course project	College tutor	To obtain qualification	Formal
5. Letter of Application	Employer	To apply for a job	Formal
6. B & Q leaflet on erecting fences	Customer	To inform, instruct and persuade	Formal
7. Newspaper Article	Public	To inform/entertain	Formal
8. Job Card	Workplace colleagues	Inform/instruct	Formal
9. Accident Report	Health and Safety Executive	Inform	Formal

READING ANSWERS - TASK 2

Formal/Informal Language - Answers

Formal Informal

No	Formal	Informal
1 A company report	✓	
2 A letter to a friend		✓
3 A letter of application	✓	
4 A workplace memo	✓	
5 A post-it to a family member		✓
6 A mobile phone text to a friend		✓
7 A workplace email	✓	
8 A holiday postcard		✓
9 A presentation.	✓	
10 A written course assignment	✓	
11 Interviews with employers	✓	
12 Discussion on last night's TV programmes with friends.		✓

READING ANSWERS - TASK 3

Formal and Informal types of communication

Circle true or false

1. The two most important things to remember when writing or speaking are audience and purpose.
☒ True / ☐ False
2. Formal communication is the correct type of communication to use in all situations.
True / ☒ False
3. It is fine for slang words and phrases to be used in formal speech and writing.
True / ☒ False
4. Formal language means using very long complicated words.
True / ☒ False
5. Proper spelling, punctuation and grammar should be used in formal writing.
☒ True / ☐ False
6. Formal communication can be understood by everyone but informal communication might only be understood by our friends and families.
☒ True / ☐ False
7. When using formal written communication it is important to use the proper layout and structure – e.g. for reports, business letters, emails, memos, telephone messages etc.
☒ True / ☐ False

READING ANSWERS - TASK 4

Fact and Opinion - Answers

	Statements	Fact or Opinion
1	Bell's construction has launched a new development.	Fact
2	The views from River View development are spectacular.	Opinion
3	The Shimna River flows through the valley.	Fact
4	The village of Castlemore is beautiful.	Opinion
5	The younger generation is spoilt for choice.	Opinion
6	The village of Castlemore is close to Newcastle.	Fact
7	Having a variety of activities to choose from means you can create a beautiful rural lifestyle.	Opinion
8	The village hall hosts martial arts.	Fact
9	The development consists of detached, semi-detached, three and four bedroom houses.	Fact
10	Many buyers will be interested in the River View development in the years ahead.	Opinion

READING ANSWERS - TASK 5

Summarising

Your summaries should look something like this.

1. Summary of newspaper article

A construction worker died in an accident involving a crane on a construction site at the site of the old Linen Mill on the North Road, Belfast. A new housing development is being built there.

The accident has been reported to the Health and Safety Executive and the police are investigating the incident. The man worked for Walters Construction who said they deeply regret the incident. They will be working with the authorities to find out how the accident happened.

2. Health and Safety Summary

A 34 year-old worker died at 9.15am on 23rd April, 2008 on the site of the old Linen Mill at North Street, Belfast. He worked for Walters Construction who was redeveloping the site. It is believed a crane was the cause of the accident. The Health and Safety Executive has been informed. The company is co-operating with the relevant authorities to find out what happened.

READING ANSWERS - TASK 6

Reading and Understanding - Answers

1. The construction worker was killed in an accident involving a crane.
2. The accident happened on the site of the old Linen Mill, North Street, Belfast.
3. The police were investigating the accident.
4. The man worked for Walters Construction.
5. The language used in the article is formal. It is written in complete sentences and has proper spelling, punctuation and grammar. No slang is used.
6. A new housing development is being built on the site of the old Linen Mill.
7. The photographic image of the new development site helps to explain the article by showing what the construction site looks like at the moment.

READING ANSWERS - TASK 7

Looking at Leaflets - Answers

1. The word 'drastically' was used to make the reader become anxious that unless they used preservative on their gate or fence then the fence would disintegrate.
2. 'A lot' does not sound as worrying as the word 'drastically' and might not persuade a person to buy preservative.
3. The word 'special' is used to make the reader think that rapid setting post cement is the best.
4. It is important to make sure you are putting your fence on ground that belongs to you.
5. It is not a legal requirement to put up a fence with the post and rails facing your own property but there is an unwritten rule that a good neighbour does this.
6. You do not need planning permission to put up a fence unless your boundary line meets a highway.
7. The most popular type of garden fence is Lap Panel because it gives good screening and is not expensive.
8. The measurements of the ready-made Lap Panels are 1.83m width by 9m height.
9. The Combination Trellis and Lap panel is best for training plants.
10. The Closeboard Fence is better for security.
11. The instructions have been numbered because it is important that they are carried out in the proper order.
12. Illustrations show what a person needs to do and the order in which it should be completed.

READING ANSWERS - TASK 8

Inform / Instruct - Answers

- a. Fencing is the most popular way of marking a boundary.

Inform

- b. Concrete post supports produce a much sturdier fence than metal supports.

Inform

- c. Measure out the position for each post and mark it by pushing a cane into what will be the centre.

Instruct

- d. Dig all the post holes. If there are a lot, consider hiring a post-hole borer.

Instruct

- e. With a club hammer, drive in a temporary wooden prop to hold the first post in place.

Instruct

- f. Metal post supports are a quicker and easier alternative to concrete but the resulting fence will not be as solid.

Inform

- g. A standard depth for a post hole is 450mm.

Inform

READING ANSWERS - TASK 9

Instructions – Answers **Renovating Wood**

Stripping Wood

1. Put on your face mask.
2. Remove grease marks etc. by shaving with a finely set smoothing plane.
3. Stipple on a thick coating of chemical stripper using a dabbing action.
4. Work stripper into crevices with wire wool, a small wire brush or an old toothbrush.
5. Remove old finishes from surfaces by using a scraper.
6. Sand the wood to prepare for finishing.

READING ANSWERS - TASK 10

Skimming Scanning and Detailed Reading - Answers

Text	Skim – Scan – Detailed Reading
The yellow pages	Scan Reading
A dictionary	Scan Reading
A letter from the bank	Detailed Reading
A letter of application you have written	Detailed Reading
A set of instructions	Detailed Reading
A job sheet	Detailed Reading
Instructions for using power tools	Detailed Reading
A glossary	Scan Reading
A magazine at the dentist	Skim Reading

READING ANSWERS - TASK 11

Reading Images - Answers

Portable Ladders/Stepladders

The leaflet shows the safest way to use ladders. It gives a list of things that should and shouldn't be done.

The illustration shows that we should check that the ladder meets the British or European Standard. It also shows that the ladder must not be damaged. A ladder must be the correct height for the job I am doing. When using a ladder I should be wearing flat shoes. The steps on the ladder must be clean. The feet of the ladder should be non slip. There should not be any over-reaching. I should have a good grip. I should be facing the work I am doing. The ladder should be resting on a firm surface.

For reading task 12 students will give their own individual answer based on the guided example.



Writing



WRITING TASK 1

Form Filling

If you witness an accident at work it is a legal requirement that you report the accident to the Health and Safety Executive if it causes death, major injury, more than 3 days absence from work or is caused by a dangerous occurrence.

Accident report forms are pro forma documents. This means they give you a clear idea of what needs to be included.

Task

Read the following account of a workplace accident and then fill in the HSENI form provided. Write from Christopher's point of view and use today's date.

Accident Account

Paul Robinson and his supervisor Christopher Brown are employees of H.C Construction, a building and construction company. They were replacing house windows at 17, Sea View Estate in Holywood, and had just started back to work after lunch at 2pm.

Paul rested a ladder on some grass. The ground looked fairly stable even though it was sloping slightly away from the building. He did not tie the ladder or secure it by any other means.

His colleague, Christopher, had gone inside the building to collect some tools and so was not there to foot the ladder.

Paul began carrying some silicon sealant up the ladder for the new window. He had reached a height of about 3m when the bottom of the ladder slipped out and he fell, badly fracturing his right leg.

Important Information

H.C. Construction is based at: Glen Business Park, Dunmurry. Belfast BT7 9JB Tel: 02890 434 343.

Christopher Brown's address is: 23, Stevenson's Road, Dunmurry. Belfast. BT17 2MR
Tel: 02890 623 624

Paul Robinson is 22 years old and lives at 24, Groves Road, Belfast. BT14 6NR Tel: 02890 732 461

The accident happened at: 17, Sea View Estate, Holywood, Co. Down. BT19 4SU

The Dangerous Occurrences Number is R4743



Health and Safety at Work (Northern Ireland) Order 1978
Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (Northern Ireland) 1997
Report of an injury or dangerous occurrence

Filling in this form

This form must be filled in by an employer or other responsible person.

Part A

About you

1 What is your full name?

2 What is your job title?

3 What is your telephone number?

About your organisation

4 What is the name of your organisation?

5 What is its address and postcode?

6 What type of work does the organisation do?

Part B

About the incident

1 On what date did the incident happen?

2 At what time did the incident happen?

(Please use the 24-hour clock eg 0600)

3 Did the incident happen at the above address?

Yes ☐ Go to question 4

No ☐ Where did the incident happen?

☐ elsewhere in your organisation - give the name, address and postcode

☐ at someone else's premises - give the name, address and postcode

☐ in a public place - give details of where it happened

If you do not know the postcode, what is the name of the local authority?

4 In which department, or where on the premises, did the incident happen?

Part C

About the injured person

If you are reporting a dangerous occurrence, go to Part E.

If more than one person was injured in the same incident,

Please attach the details asked for in Part C and Part D for each injured person.

1 What is their full name?

2 What is the address and postcode?

3 What is their home phone number?

4 How old are they?

5 Are they

☐ male?

☐ female?

6 What is their job title?

7 Was the injured person (tick only one box)

☐ one of your employees?

☐ on a training scheme? Give details:

☐ on work experience?

☐ employed by someone else? Give details of the employer:

☐ self-employed and at work?

☐ a member of the public?

Part D

About the injury

1 What was the injury? (eg fracture, laceration)

2 What part of the body was injured?

3 Was the injury (tick the one box that applies)

- ☐ a fatality
- ☐ a minor injury or condition? (see accompanying notes)
- ☐ an injury to an employee or self-employed person which prevented them doing their normal work for more than 3 days?
- ☐ an injury to a member of the public which meant they had to be taken from the scene of the accident to a hospital for treatment?

4 Did the injured person (tick all the boxes that apply)

- ☐ become unconscious?
- ☐ need resuscitation?
- ☐ remain in hospital for more than 24 hours?
- ☐ none of the above.

Part E

About the kind of accident

Please tick the one box that best describes what happened, then go to Part G.

- ☐ Contact with moving machinery or material being moved
- ☐ Hit by a moving, flying or falling object
- ☐ Hit by a moving vehicle
- ☐ Hit something fixed or stationary
- ☐ Injured while handling, lifting or carrying
- ☐ Slipped, tripped or fell on the same level
- ☐ Fell from a height
- ☐ How high was the fall?
 metres
- ☐ Trapped by something collapsing
- ☐ Drowned or asphyxiated
- ☐ Exposed to, or in contact with, a harmful substance
- ☐ Exposed to fire
- ☐ Exposed to an explosion
- ☐ Contact with electricity or an electrical discharge
- ☐ Injured by an animal
- ☐ Physically assaulted by a person
- ☐ Another kind of accident (describe it in Part G)

Part F

Dangerous occurrences

Enter the number of the dangerous occurrence you are reporting. (The numbers are given in the Regulations and in the notes which accompany this form).

Part G

Describing what happened

Give as much details as you can. For instance

- the name of any substances involved
- the name and type of any machine involved
- the events that led to the incident
- the part played by any people

If it was personal injury, give details of what the person was doing. Describe any action that has since been taken to prevent similar incident. Use a separate piece of paper if you need to.

Part H

Your Signature

Signature

Date

Where to send the form

Please send it to the Enforcing Authority for the place where it happened. If you do not know the Enforcing Authority, send it to the Health and Safety Executive for Northern Ireland, 83 Ladas Drive, Belfast BT6 9AB.

For official use

Client number

Local number

Event number

☐ IVP REP

☐ Y

☐ N

NI 2504

WRITING TASK 2

Memos

Memos (or 'memorandums') are used in the workplace to provide colleagues with information. Memos are brief, clear and are written in sentences. They include all the relevant information including who the memo is from, who it is for, the date it was written and what it is about. Memos are official documents and are important records of transactions in the workplace.

This is an example of a workplace memo.

Renovations Workshops LTD

MEMO

To: All Staff
From: Alistair Vaughan (Health and Safety Officer)
Date: 2nd March 2009
Subject: Fire Awareness Training

Fire training will take place on Friday 22nd March 2009.

This will be an all day event and all staff will be expected to attend.

Training will start at 9.15am sharp and end at 4.30pm

Tea/coffee will be provided at 11am and 3pm

Lunch break will be from 12.45 to 1.30pm

WRITING TASK 2

On 23rd February 2009 Tom Gallagher, wrote a memo to his colleague Bill Adams to remind him to pick up the sealant order from the warehouse at Belfast Business Park when he was there on Wednesday 25th February, 2009

Proof read the memo Tom has left for Bill and rewrite it as it should have been written.

DIAMOND DESIGNS LTD

To: Bill
From:
Date:
Subject:

pk up clnt this aftrnoon at prk – + cn u stp of at chippy 4 burgr 4 me on wy bk? Ta

WRITING TASK 3

Writing in Sentences

Sentences have to make sense. In the exercise below, the sentences have been split into two. Match all the beginnings with the correct endings. The first one has been done for you.

Safe use of portable power tools

Beginnings

1. To fully understand a machine read the makers' instructions/operating Manual.

2. Check that the tool's voltage

3. Check cutters, cables, plugs, leads, guards etc. for visible defects

4. Securely hold

5. Maintain balanced footing

6. Always use

7. Keep work

8. Never wear

9. Hair should be

10. Allow tools to reach maximum power before

11. Allow cutters to stop moving before

12. When in doubt

Endings

- a. before use
- b. throughout each work process.
- c. loose clothing or jewellery.
- d. instructions/operating manual.
- e. tied back.
- f. ASK!
- g. laying them down on bench/ground/work area.
- h. safety guards.
- i. matches the supply.
- j. the work piece, i.e. with a clamp.
- k. making any cut.
- l. areas clear.

WRITING TASK 4

Chose the correct word/s to complete the sentence

substances	cables	securely
appliance	force	conditions
protect	masks	disconnect
supply	NEVER	switched

1. Never use power tools near flammable _____ .
2. Keep _____ clear of cutting edges.
3. Blades must be correctly mounted and _____ fixed.
4. Remove power tools' chuck key from _____.
5. Never _____ a power tool through material.
6. Do not use in damp/wet _____ .
7. _____ your eyes.
8. Use face/dust _____ where there is a dust hazard.
9. _____ power tools directly after use.
10. Make sure the power tool is _____ off before plugging into power _____.
11. Hands must _____ be in the cutting area.

WRITING TASK 5

Capital Letters

Each sentence begins with a capital letter and ends with a full stop, question mark or an exclamation mark.

Capital letters are also needed for 'I' and for names and initials of people, places and things.

Write out the letter below putting in capital letters where they should be.

6 orchard view
saintfield
co down
bt67 0ew

mr d robertson
robertson's building supplies
43 oak woods
ballinderry
lisburn
bt3 4la

dear mr robertson

i am writing to you in response to your advertisement in the belfast telegraph for the vacancy in your company. i have completed my nvq in bench joinery and I am currently working towards essential skills communication and application of number and will have completed my qualifications later on this year.

For the past two years I have worked with design kitchens in ballynahinch and have experience in making cabinets, drawers, cupboards and benches.

I can provide references from my workplace and my training provider.

I look forward to hearing from you.

yours sincerely,

Peter Brown

WRITING TASK 6

Commas

1. Commas are used to separate items on a list.
Use 'and' to separate the last two items on the list.

Example

Renovations Workshops carries out work on old houses, barns, mills and churches.

Now try this one.

Renovations Workshops replaces roofs windows doors and flooring.

2. Commas are also used to mark the less important part of a sentence.

Example

The truck, which was parked by the entrance, had a flat tyre.

Now try this one

Robert left his overalls which were blue at work.

WRITING TASK 7

Apostrophes are used to show that some letters have been left out.

Can not – can't

Do not – don't

Task

Now put the apostrophes in their proper place.

He is – hes _____

She had – shed _____

Does not – doesnt _____

They have – theyve _____

Apostrophes are also used to show ownership of something

Jonathan's workbench

The workers' lunch break (more than one worker)

Task

Now try these

Marks assessor _____

The customers orders _____
(more than one customer)

Christophers bike _____

Michaels shift _____

WRITING TASK 8

Adjectives

Adjectives are words that describe

Examples

The **rough** wood was hard to work with.

The **tall** man was able to reach the shelf.

The **young** man worked extremely hard.

Task

Underline the adjectives in these sentences

Old John was happy that he could now retire.

The grumpy lorry driver was not at all helpful.

The pleasant workman was always whistling.

A blonde woman does the accounts for the company.

The tidy joiner left the shed spotless.

WRITING TASK 9

Conjunctions

Words that are used to link together sentences are called conjunctions.

Complete the sentences below by using one of the conjunctions in the box.

so	but	and	as	when
because	whereas	although	unless	

1. Tom worked long hours _____ he wanted to finish the job.
2. The painter stopped working _____ it was raining.
3. It is important to know the causes of accidents _____ guard against them.
4. David wants to be a joiner _____ Richard wants to be a plumber.
5. You should never use machinery _____ you are trained.
6. Always wear a safety helmet _____ working overhead.
7. The ladder was fixed securely _____ it would not slip.
8. Joe liked the fence he erected _____ it was hard work.
9. Jack likes timber framed houses _____ Sam likes brick houses best.

WRITING TASK 10

Subject-Verb Agreement

Subjects and verbs must agree. Rewrite the sentences using the correct verb form so that it agrees with its subject.

(Remember: **Verbs** are action words and the **subject** is who or what is doing the action)

1. The Health and Safety at Work (Northern Ireland) Order **require/ requires** that employers must provide a safe place of work.

2. Employers must provide equipment that **are/is** suitable for the job.

3. Four main types of ladders **is/are** used in the construction industry.

4. Standing ladders **have/has** rectangular or round stiles.

5. The wooden ladders **was/were** made from Douglas fir.

6. The aluminium ladder **was/were** easier to carry.

7. Bob **do/does** not like using extension ladders.

8. The wooden ladder **need/needs** to be reinforced with wire.

9. Paul checked that no-one **was/were** using the ladder before taking it.

10. Ladders **has/have** to be placed on flat surfaces.

WRITING TASK 11

Homophones

Homophones are words that sound the same but are spelled differently and have a different meaning. Rewrite the sentences below using the correct homophone.

of/off

off	- opposite of on	of	- belonging to a group
	- movement – fall off		e.g. pack of cards.
	- change – milk goes off		- when saying ' Of course'.

(Remember - if it sounds like **ov** it is spelt **of**)

1. The majority (of/off) Britons choose to buy, rather than build their own homes.

2. Re-decorating new homes to suit individual tastes adds to the cost (of off) home owning.

3. The trend of self-building has really taken (of /off).

4. If you are building your own house, any VAT you pay for materials will be refunded and taken (of/off) the total cost.

5. The cost (of/off) housing has risen sharply in the last number (of/off) years.

6. Within the last five years, the attitude (of/off) bankers and builders merchants has changed towards home builders.

Homophones

Rewrite the following sentences using the correct homophone.

they're / their / there

they're – they are

there – 1) a place, 'over there'. 2) Used with is, are, were, was.

their – belonging to them.

1. (they're/there/their) planning to complete (they're/their/there) house by the beginning of next year.

2. (they're/there/their) bank provided a mortgage specifically to suit (they're/their/their) needs as self-builders.

3. (they're/there/their) were many financial and other benefits to building (they're/there/their) own home.

4. (they're/there/their) not sure if they can build a house.

5. Many self builders fear losing (they're/there/their) biggest asset (they're/their/their) home, if things go wrong.

where/were/we're

where – a place

were – past tense. We **were** planning to build.

we're – short for 'we are'.

1. (where/were/we're) planning to begin building in the autumn.

2. If I (where/were/we're) you I would check all the details before deciding (where/were/we're) to build.

3. (where/were/we're) do you think is the best place to get a mortgage?

4. (where/were/we're) do you think is the best place to build.

Confusable Words

Quite/quiet

Choose the correct word to complete these sentences.

1. It takes (quite/quiet) a long time to build a new house.

2. They choose a site in (quite/quiet) a (quite/quiet) area.

3. (quite/quiet) areas do not suit everyone.

4. (quite/quiet) a number of home-owners choose to build.

Bought/brought

1. He (bought/brought) a house and spent years redecorating it before he decided to build his own home.

2. They (bought/brought) in a professional builder to manage the building project.

3. She (bought/brought) all her building materials from Jewsons and Travis Perkins.

4. They (bought/brought) home lots of information brochures to read, (bought/brought) magazines, and contacted mortgage lenders and builders merchants to help them make a decision.

WRITING TASK 12

Circle the correct spelling of these words that are commonly used in construction health and safety.

protectave	protective	portective
saefty	safty	safety
maintenance	maintainence	maintenance
accidints	accidents	accidence
training	traning	trainin
qualefication	quilafication	qualification
lectrical	electrical	elecricle
mashinery	machinary	machinery
evacuation	evacution	evacation
symbols	simbols	Symbles
substinces	substances	substences
dangerus	dangrous	dangerous
scaffold	scaffold	scafole
occurrences	occurences	ocurrences
hazzards	hazards	hassards
manual	manule	manuel
equipment	ecuipment	quipment
mergencies	emerginces	emergencies
standerds	standers	standards
flammable	flamable	flammible
swich	switch	swish
lectricity	eletricity	electricity
applience	appliance	ppliance
exposure	exposhure	exposere
disease	disease	dizease
unstabel	unstable	unsable
insident	incidant	Incident
contamination	contamenation	contamonation
assessmant	assessment	asesment
vechicle	vehicel	vehicle

WRITING TASK 13

Dictionary

If you do not know the meaning of a word, look it up in a dictionary.

Look up the meanings of the following words

Word	Meaning
Maintenance	
Evacuation	
Exposure	
Contamination	
Equipment	
Incident	
Unstable	

WRITING TASK 14

Paragraphing

When writing any piece of text you will need to make sure it is written in the proper order.

The following text is an extract from a workplace assessor's report of an NVQ L2 (Bench Joinery) college student. The following paragraphs are mixed up. Can you put them back into their proper order?

Conforming to General Workplace Safety

Brian then completed each unit by fixing the top and bottom nailing through the mitred joints between the top and bottom gables. Again Brian used the large steel square to good effect to square each unit.

On arrival I was met by the workshop foreman Derek Brown who led me to where Brian Jackson was working. Brian was busy making units in ash for a major high street store.

Brian then proceeded to assemble his units. He worked very methodically as he went about the assembly. He glued and fitted the middle shelf first, turning the unit on its side. He had a clever method of actually nailing the shelf in place, using a large steel square placed at 90 degrees from his bench and running the Air Power nail gun along side the blade as he nailed. Brian then fixed the opposite gable, using the same technique as used on the other gable.

After completing each unit, Brian carefully stacked each unit in a safe and careful manner. He explained that the next step was to router the front edges into a round.

I then observed Brian sorting out the various components that would make up the completed unit. He had stacked all of the components on a trolley especially designed, he explained, for this purpose. Brian had taken care to clean down his bench prior to assembly. He was fully aware of the risk of damage to the ash.

Adam Curran

(Work Based Assessor)

WRITING TASK 15

Working with Power tools

Paragraphs

A longer text needs to be split up into paragraphs. This makes it easier to read. A paragraph is normally a group of sentences about one topic. Very often the first sentence will tell you what the topic will be.

Read the following text on power tools. The first sentence of each paragraph is missing. See if you can match the sentences to the paragraphs they belong to.

1. _____. The purpose of the power tool is to enable the work to be carried out with less manual effort in a shorter time than using traditional hand tools. Often powered hand tools can produce a greater amount of accuracy and higher quality than the hand tools due to the speed of the cutting action.
2. _____. Fortunately nearly all portable tools made today are double insulated. A double barrier of insulation is formed around all components capable of conducting an electric current. This eliminates the need for an earth wire. Double insulated tools bear the double square symbol and the BSI's 'Kite Mark' B.S. 2764:1964 on the tool casing.
3. _____. These plates give important information such as the makers' names and trademarks, details of attachments and spare parts, capacity (chuck size, revolutions per minute), voltage, amperature and wattage.
4. _____. Other than the removal of dirt and dust with a dry clean cloth, the servicing must be carried out by a qualified engineer, and recorded as required by the regulations.

Paragraphs

Which sentence begins the paragraphs above?

- A. Specification plates are fixed to tool castings.
- B. Double insulation tools are undoubtedly safer than single insulated
- C. Electrically powered hand-tools require minimal servicing and maintenance.
- D. There are many forms of powered tools and machinery used in carpentry and joinery.

WRITING TASK 16

Cordless Electric Battery Drill/Screwdriver

Paragraphs

Separate this text into four paragraphs.

Cordless Electric Battery Drill/Screwdriver

Although there are numerous makes, types and powers of cordless electric drills and screwdrivers, most are supplied with the same accessories and operational facilities. Among the accessories would be a battery charger normally requiring a 240 volt power supply with a spare battery so that one can be on charge, whilst the other is in use. There will also be a set of screwdriver bits of various types and sizes. The operational facilities range from two speed, variable speed (usually trigger controlled), or both. Other facilities include forward and reverse control and torque setting to prevent over-tightening of screws. Most are available with keyless chucks of up to 12mm capacity and the more powerful machines can also have percussion facility. Maintenance of this kind of tool is minimal, requiring only the regular removal of dust and dirt with a dry clean cloth, the recharging of the battery and the occasional very light oiling of the chuck mechanism. Other servicing and repair work should be carried out by specialists and as with all electrical tools, they should not be subjected to moisture or wet conditions.

WRITING TASK 17

Writing a formal letter

Remember:

- Think of your audience – who are you writing to?
- Think of purpose – why are you writing - what do you want to achieve?
- Use the formal letter format.
- Use formal language with good spelling, punctuation and grammar.
- Write in full sentences using capital letters and full stops.
- Skip a line between paragraphs.
- Don't use slang or conversational language.
- In the introductory paragraph get to the point quickly. Keep it short and to the point.
- In the main section give information about your work experience, what you can offer and details of referees.
- Keep the conclusion short and to the point e.g. 'I look forward to hearing from you.'

Task

Read over the example letter and then write a letter to an employer applying for work or asking for work experience in order to complete your NVQ.

Use the letter frame provided to help you plan. Then write out or word process the finished version.
DON'T FORGET TO PROOF READ THE FINISHED WORK!

Writing a Formal Letter

EXAMPLE

Letter of Application

Name
Company
Address
Post Code
(of the person your are writing to)

Your address
Post Code
Telephone Number

Date

Dear (name of person)
or Dear Sir/Madam (if you do not know the name)

INTRODUCTION.

Say why you are writing and keep it short and to the point e.g.

I am writing in reply to your advertisement in the Belfast Telegraph, 13 September, for a bench joiner.

MAIN SECTION. Give details of your work experience and what you can offer e.g.

For the past two years I have worked with Kitchens (NI) in Belfast and have experience in making cabinets, drawers, cupboards and benches.

Prior to this time I worked for 10 years in Designer Kitchens in Holywood and have 20 years experience of bench joinery.

Offer references

Mr David Martin from Kitchen's NI (028 947 325) and Mr Paul Reid from Designer Kitchens (0289428157) can provide me with references if they are required.


CONCLUSION

I look forward to hearing from you.

Yours sincerely (if you know the persons' name) -Yours faithfully (if not).

Your Signature (in black or blue ink only)


Your name printed clearly



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WRITING TASK 18

Write a Report on Your Company

Here are some ideas to help you with writing your report. You do not need to use them all. Your report should be two A4 pages long.

Introduction

Give a general overview of the company. Give its name and address and say when the company started. How many years has the company been in operation? Talk about the kind of work it carries out.

History/Background of the Company

Say how the company got started. Who formed it? How many staff did the company start off with – how many staff does it have now? Did the company start off with having just a few staff and develop into one that has a large workforce - has it stayed the same? Is the company still in the hands of the original owners or has it been taken over or sold on? Who used to run it and who runs it now?

What kind of contracts did the company start off with? How have these contracts changed over the years? Has your company achieved any awards over the years? If so what were they and what were they for?

The Company Now

What kind of work is currently being carried out by the company? Is the company involved in overseas contracts? If so say where? Is work carried out by the company in different towns in various areas of Northern Ireland/Ireland/UK etc. or does it carry out most of its work locally?

Does the company advertise? If so where? Does it have a website? describe it and give the web address? Does the company have a logo? What is it and what does it stand for?

Your Role Within the Company

Say how long you have worked for the company? Give the title of your job and talk about your work in a typical day. Has your work role changed over the time you have been with the company? What were your responsibilities when you started with the company and what are they now? Are you responsible for helping to train new members of staff in, for example, health and safety issues?

How many people are in your team? What are the jobs of the other team members? Give details of the types of contracts/jobs you have helped to carry out. (Do not give confidential client information). Have you had any interesting or unusual experiences while working for the company, for example the opportunity to travel?

Qualifications/Training

What kind of qualifications and training do you need for your job? What training have you had so far? What training are you undertaking at present and what are the qualifications you hope to gain when you finish your training? Talk about workplace training and college training and give the titles of the qualifications you have and the qualifications you are working towards. Give details of the health and safety training within your company. Do you have regular training sessions and fire drills? Are you required to wear protective clothing at work? If so, say when and why?

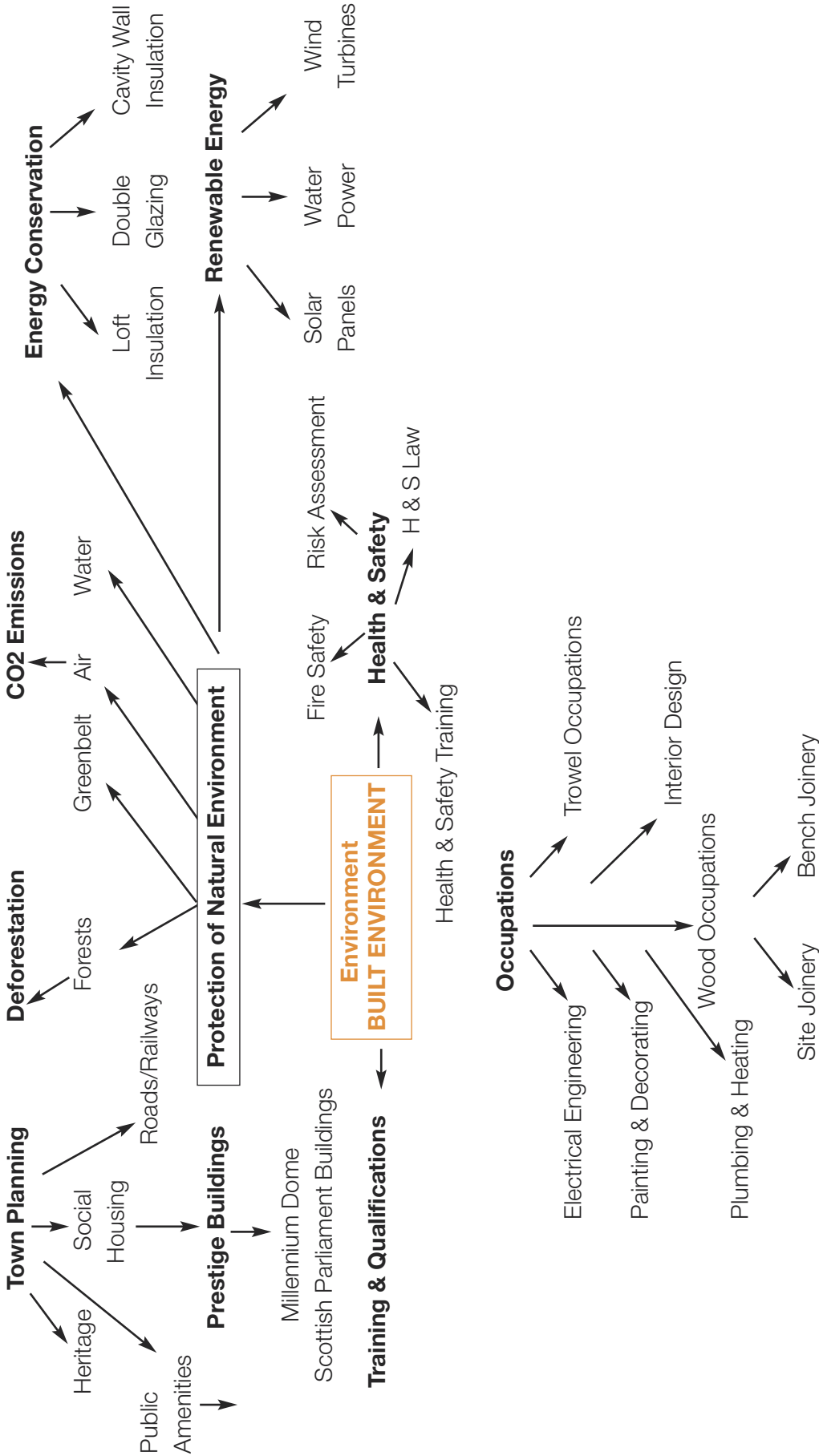
Conclusion

What are your views about the company? What do you enjoy about working there? Where would you like to see yourself in 5/10 years time?

Planning and Drafting a Piece of Writing
Mind Map Exploring Ideas

Always mind map your ideas so that you will have enough to write about. Each point on the mindmap will give you a lot of information for each paragraph.

Mind Map



WRITING TASK 19

Proof Reading

Always remember to check what you have written so that you can find and correct your mistakes.

Check that:

1. The sentences make sense and that they are properly punctuated.
2. The spelling is correct.
3. The work is broken up into sections or paragraphs.

Task

Read through the following Health and Safety Executive case study on falls from ladders and correct any errors you find.

Accident Case Study

a maintenance fitter carrying out routine work was using a ladder

to access a ventilation duct in a production area of a

pharmaceutical company. The ladder was not secured but

had suction pads attached to the feet to prevent slipping

as it was thought that this would save having a second person

present while the task was being undertaken.

however, the ladder did slip down the wall and ended up flat

on the ground. the employee broke both wrists, and had to be

pinned. the accident investigation found that the smooth floor,

necessary four hygiene standards in the production area, had

compromised the performance of the grippers.

WRITING ANSWERS - TASK 1



Health and Safety at Work (Northern Ireland) Order 1978
Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (Northern Ireland) 1997
Report of an injury or dangerous occurrence

Filling in this form

This form must be filled in by an employer or other responsible person.

Part A

About you

1 What is your full name?

Christopher Brown

2 What is your job title?

Site Supervisor

3 What is your telephone number?

028 9062 3624

About your organisation

4 What is the name of your organisation?

H C Construction

5 What is its address and postcode?

Glen Business Park
Dunmurry
BELFAST
BT7 9JB

6 What type of work does the organisation do?

Construction

Part B

About the incident

1 On what date did the incident happen?

17/11/08

2 At what time did the incident happen?

(Please use the 24-hour clock eg 0600)

1400

3 Did the incident happen at the above address?

Yes ☐ Go to question 4

No ☒ Where did the incident happen?

☐ elsewhere in your organisation - give the name, address and postcode

☐ at someone else's premises - give the name, address and postcode

☒ in a public place - give details of where it happened

17 Lakeview Estate, Holywood
Co. Down BT19 4SU

If you do not know the postcode, what is the name of the local authority?

4 In which department, or where on the premises, did the incident happen?

Outside No 17

Part C

About the injured person

If you are reporting a dangerous occurrence, go to Part E.

If more than one person was injured in the same incident,

Please attach the details asked for in Part C and Part D for each injured person.

1 What is their full name?

Paul Robinson

2 What is the address and postcode?

24 Groves Road
BELFAST
BT14 6NR

3 What is their home phone number?

028 9073 2461

4 How old are they?

22

5 Are they

☒ male?

☐ female?

6 What is their job title?

SITE JOINER

7 Was the injured person (tick only one box)?

☒ one of your employees?

☐ on a training scheme? Give details:

☐ on work experience?

☐ employed by someone else? Give details of the employer:

☐ self-employed and at work?

☐ a member of the public?

Part D

About the injury

1 What was the injury? (eg fracture, laceration)

Fracture

2 What part of the body was injured?

Right Leg

3 Was the injury (tick the one box that applies)

- ☐ a fatality
- ☐ a minor injury or condition? (see accompanying notes)
- ☒ an injury to an employee or self-employed person which prevented them doing their normal work for more than 3 days?
- ☐ an injury to a member of the public which meant they had to be taken from the scene of the accident to a hospital for treatment?

4 Did the injured person (tick all the boxes that apply)

- ☐ become unconscious?
- ☐ need resuscitation?
- ☒ remain in hospital for more than 24 hours?
- ☐ none of the above.

Part E

About the kind of accident

Please tick the one box that best describes what happened, then go to Part G.

- ☐ Contact with moving machinery or material being moved
- ☐ Hit by a moving, flying or falling object
- ☐ Hit by a moving vehicle
- ☐ Hit something fixed or stationary
- ☐ Injured while handling, lifting or carrying
- ☐ Slipped, tripped or fell on the same level
- ☒ Fell from a height
- ☒ How high was the fall?
- 3 metres
- ☐ Trapped by something collapsing
- ☐ Drowned or asphyxiated
- ☐ Exposed to, or in contact with, a harmful substance
- ☐ Exposed to fire
- ☐ Exposed to an explosion
- ☐ Contact with electricity or an electrical discharge
- ☐ Injured by an animal
- ☐ Physically assaulted by a person
- ☐ Another kind of accident (describe it in Part G)

Part F

Dangerous occurrences

Enter the number of the dangerous occurrence you are reporting. (The numbers are given in the Regulations and in the notes which accompany this form).

R 4743

Part G

Describing what happened

Give as much details as you can. For instance

- the name of any substances involved
- the name and type of any machine involved
- the events that led to the incident
- the part played by any people

If it was personal injury, give details of what the person was doing. Describe any action that has since been taken to prevent similar incident. Use a separate piece of paper if you need to.

Paul fell from a ladder which was resting on sloping ground.

Training for safe use of ladders will take place on 12/12/09 for all staff

Part H

Your Signature

Signature

Christopher Brown

Date

17/11/09

Where to send the form

Please send it to the Enforcing Authority for the place where it happened. If you do not know the Enforcing Authority, send it to the Health and Safety Executive for Northern Ireland, 83 Ladas Drive, Belfast BT6 9AB.

For official use

Client number

Local number

Event number

☐ IVP REP

☐ Y

☐ N

NI 2504

WRITING TASK 2 - ANSWER

This is how the memo should have been written.

In this memo the message is clear and all the relevant details are included. No personal requests or information should be included.

DIAMOND DESIGNS LTD	
MEMO	
To:	Bill Adams
From:	Tom Gallagher
Date:	23rd February 2009
Subject:	Sealant Order
Please pick up the sealant order when you're in Belfast Business Park on Wednesday, 25th February 2009 .	

WRITING ANSWERS - TASK 3

Writing in Sentences Answers

SAFE USE OF PORTABLE POWER TOOLS

Beginnings/Endings

1. To fully understand a machine read the makers' instructions/operating Manual.
2. Check that the tool's voltage before use.
3. Check cutters, cables, plugs, leads, guards etc. for visible defects
4. Securely hold the work piece, i.e. with a clamp.
5. Maintain balanced footing throughout each work process.
6. Always use safety guards.
7. Keep work areas clear.
8. Never wear loose clothing or jewellery.
10. Allow tools to reach maximum power before making any cut.
11. Allow cutters to stop moving before laying them down on bench/ground/work area
12. When in doubt **ASK**

WRITING ANSWERS - TASK 4

1. Never use power tools near flammable **substances**.
2. Keep **hands** clear of cutting edges.
3. Blades must be correctly mounted and **securely** fixed.
4. Remove power tools' chuck key from **appliance**.
5. Never **force** a power tool through material.
6. Do not use in damp/wet **conditions**.
7. **Protect** your eyes.
8. Use face/dust **masks** where there is a dust hazard.
9. **Disconnect** power tools directly after use.
10. Make sure the power tool is **switched** off before plugging into power **supply**.
11. Hands must **NEVER** be in the cutting area.

WRITING ANSWERS - TASK 5

6 Orchard View
Saintfield
Co Down
BT67 0EW

Mr D Robertson
Robertson's Building Supplies
43 Oak Woods
Ballinderry
Lisburn
BT3 4LA

Dear Mr Robertson

I am writing to you in response to your advertisement in the Belfast Telegraph for the vacancy in your company. I have completed my NVQ in bench joinery and I am currently working towards Essential Skills Communication and Application of Number and will have completed my qualifications later on this year.

For the past two years I have worked with Design Kitchens in Ballynahinch and have experience in making cabinets, drawers, cupboards and benches.

I can provide references from my workplace and my training provider.

I look forward to hearing from you.

Yours sincerely,

Peter Brown

WRITING ANSWERS - TASK 6

Answer

Renovations Workshops replaces roofs, windows, doors and flooring.

Answer

Robert left his overalls, which were blue, at work.

WRITING ANSWERS - TASK 7

Apostrophes - Answers

Task 1 Where a letter or letters are missing

He is – hes	he's
She had – shed	she'd
Does not – doesnt	doesn't
They have – theyve	they've

Apostrophes are also used to show ownership of something

Jonathan's workbench
The workers' lunch break

Task 2 – Where apostrophe shows ownership.

Marks assessor	Mark's assessor
The customers orders	The customers' orders
Christophers bike	Christopher's bike
Michaels shift	Michael's shift

WRITING ANSWERS - TASK 8

Adjectives - answers

Old John was happy that he could now retire.

The **grumpy** lorry driver was not at all helpful.

The **pleasant** workman was always whistling.

A **blonde** woman does the accounts for the company.

The **tidy** joiner left the shed spotless.

WRITING ANSWERS - TASK 9

Conjunctions - Answers

1. Tom worked long hours **because** he wanted to finish the job.
2. The painter stopped working **as** it was raining.
3. It is important to know the causes of accidents **and** guard against them.
4. David wants to be a joiner **whereas** Richard wants to be a plumber.
5. You should never use machinery **unless** you are trained.
6. Always wear a safety helmet when working overhead.
7. The ladder was fixed securely **so** it would not slip.
8. Joe liked the fence he erected **although** it was hard work.
9. Jack liked timber framed houses **but** Sam liked brick houses best.

WRITING ANSWERS - TASK 10

Verb-subject agreement.

1. The Health and Safety at Work (Northern Ireland) Order **requires** that employers must provide a safe place of work.
2. Employers must provide equipment that **is** suitable for the job.
3. Four main types of ladders **are** used in the construction industry.
4. Standing ladders **have** rectangular or round stiles.
5. The wooden ladders **was** made from Douglas fir.
6. The aluminium ladder **was** easier to carry.
7. Bob **does** not like using extension ladders.
8. The wooden ladder **needs** to be reinforced with wire.
9. Paul checked that no-one **was** using the ladder before taking it.
10. Ladders **have** to be placed on flat surfaces.

WRITING ANSWERS - TASK 11

Homophones - Answers

(Words that sound the same)

Of/off

1. The majority **of** Britons choose to buy, rather than build their own homes.
2. Re-decorating new homes to suit individual tastes adds to the cost **of** home owning.
3. The trend **of** self-building has really taken **off**.
4. If you are building your own house, any VAT you pay for materials will be refunded and taken **off** the total cost.
5. The cost **of** housing has risen sharply in the last number **of** years.
6. Within the last five years, the attitude **of** bankers and builders merchants has changed towards home builders.

they're / their / there

1. **They're** planning to complete **their** house by the beginning of next year.
2. **Their** bank provided a mortgage specifically to suit **their** needs as self-builders.
3. There were many financial and other benefits to building **their** own home.
4. **They're** not sure if they can build a house.
5. Many self builders fear losing **their** biggest asset, **their** home, if things go wrong.

where/were/we're

1. **We're** planning to begin building in the autumn.
2. If I **were** you I would check all the details before deciding where to build.
3. **Where** do you think is the best place to get a mortgage?
4. **Where** do you think is the best place to build?

WRITING ANSWERS - TASK 11

Confusable Words

Quite/quiet

1. It takes **quite** a long time to build a new house.
2. They choose a site in **quite** a **quiet** area.
3. **Quiet** areas do not suit everyone.
4. **Quite** a number of home-owners choose to build.

Bought/brought

1. He **bought** a house and spent years redecorating it before he decided to build his own home.
2. They **brought** in a professional builder to manage the building project.
3. She **bought** all her building materials from Jewsons and Travis Perkins.
4. They **brought** home lots of information brochures to read, **bought** magazines, and contacted mortgage lenders and builders merchants to help them make a decision.

It is important that your spelling is correct so that your meaning is clear.

WRITING ANSWERS - TASK 12

It is important that your spelling is correct so that your meaning is clear.

Circle the correct spelling of these words that are commonly used in construction health and safety.

protectave	protective	portective
saefty	safty	safety
maintenance	maintainence	maintenance
accidints	accidents	accidence
training	traning	trainin
qualefication	quilafication	qualification
lectrical	electrical	elecricle
mashinery	machinary	machinery
evacuation	evacution	evacation
symbols	simbols	Symbles
substinces	substances	substences
dangerus	dangrous	dangerous
scaffold	scaffold	scafole
occurrences	occurences	ocurrences
hazzards	hazards	hassards
manual	manule	manuel
equipment	ecuipment	quipment
mergencies	emerginces	emergencies
standerds	standers	standards
flammable	flamable	flammible
swich	switch	swish
lectricity	eletricity	electricity
applience	appliance	pliance
exposure	exposhure	exposere
disease	diseae	dizease
unstabel	unstable	unsable
insident	incidant	Incident
contamination	contamenation	contamonation
assessmant	assessment	asesment
vechicle	vehicel	vehicle

WRITING ANSWERS - TASK 13

Dictionary - Answers

Word	Meaning
Maintenance	To look after and keep in good order.
Evacuation	Clearing a dangerous place of people
Exposure	To be in contact with something in the environment that may have a harmful or beneficial effect.
Contamination	To come into contact with something that has a harmful effect
Equipment	Necessary tools, clothes etc for a task.
Incident	An event – something that happens
Unstable	Not fixed or solid.

WRITING ANSWERS - TASK 14

Conforming to General Workplace Safety

1. On arrival I was met by the workshop foreman Derek Brown who led me to where Brian Jackson was working. Brian was busy making units in ash for a major high street store.
2. I then observed Brian sorting out the various components that would make up the completed unit. He had stacked all of the components on a trolley especially designed, he explained, for this purpose. Brian had taken care to clean down his bench prior to assembly. He was fully aware of the risk of damage to the ash.
3. Brian then proceeded to assemble his units. He worked very methodically as he went about the assembly. He glued and fitted the middle shelf first, turning the unit on its side. He had a clever method of actually nailing the shelf in place, using a large steel square placed at 90 degrees from his bench and running the Air Power nail gun along side the blade as he nailed. Brian then fixed the opposite gable, using the same technique as used on the other gable.
4. Brian then completed each unit by fixing the top and bottom, nailing through the mitred joints between the top and bottom gables. Again Brian used the large steel square to good effect to square each unit.
5. After completing each unit, Brian carefully stacked each unit in a safe and careful manner. He explained that the next step was to router the front edges into a round.

Adam Curran (Work Based Assessor)

WRITING ANSWERS - TASK 15

Paragraphs

Working with Power Tools

Here are the answers. How did you do?

1. D There are many forms of powered tools and machinery used in carpentry and joinery. The purpose of the power tool is to enable the work to be carried out with less manual effort in a shorter time than using traditional hand tools. Often powered hand tools can produce a greater amount of accuracy and higher quality than the hand tools due to the speed of the cutting action.
2. B. Double insulation tools are undoubtedly safer than single insulated. Fortunately nearly all portable tools made today are double insulated. A double barrier of insulation is formed around all components capable of conducting an electric current. This eliminates the need for an earth wire. Double insulated tools bear the double square symbol and the BSI's 'Kite Mark' B.S. 2764:1964 on the tool casing.
3. A. Specification plates are fixed to tool castings. These plates give important information such as the makers' names and trademarks, details of attachments and spare parts, capacity (chuck size, revolutions per minute), voltage, amperage and wattage.
4. C. Electrically powered hand-tools require minimal servicing and maintenance. Other than the removal of dirt and dust with a dry clean cloth, the servicing must be carried out by a qualified engineer, and recorded as required by the regulations.

WRITING ANSWERS - TASK 16

Paragraphs

Your paragraphs should look like this. How did you go?

Cordless Electric Battery Drill/Screwdriver

1. Although there are numerous makes, types and powers of cordless electric drills and screwdrivers, most are supplied with the same accessories and operational facilities.
2. Among the accessories would be a battery charger normally requiring a 240 volt power supply with a spare battery so that one can be on charge, whilst the other is in use. There will also be a set of screwdriver bits of various types and sizes.
3. The operational facilities range from two speed, variable speed (usually trigger controlled), or both. Other facilities include forward and reverse control and torque setting to prevent over-tightening of screws. Most are available with keyless chucks of up to 12mm capacity and the more powerful machines can also have percussion facility.
4. Maintenance of this kind of tool is minimal, requiring only the regular removal of dust and dirt with a dry clean cloth, the recharging of the battery and the occasional very light oiling of the chuck mechanism. Other servicing and repair work should be carried out by specialists and as with all electrical tools, they should not be subjected to moisture or wet conditions.

Writing Answers

For 17 and 18 students will give their own individual answers based on guided example.

WRITING ANSWERS - TASK 19

Proof Reading - Answer

Accident Case Study

A maintenance fitter carrying out routine work was using a ladder to access a ventilation duct in a production area of a pharmaceutical company. The ladder was not secured but had suction pads attached to the feet to prevent slipping as it was thought that this would save having a second person present while the task was being undertaken.

However, the ladder did slip down the wall and ended up flat on the ground. The employee broke both wrists, one had to be pinned. The accident investigation found that the smooth floor, necessary for hygiene standards in the production area, had compromised the performance of the grippers.



Speaking and Listening



Speaking and listening

Speaking and listening important parts of your everyday communication within the construction industry.

Every day you will speak to your supervisor, site visitors, colleagues, clients, college tutors and other students.

You will provide others with important information and respond to information given to you by others.

To obtain your Level 1 qualification in Communication you will need to take part in a discussion.

SPEAKING AND LISTENING TASK 1

How Well Do I Listen?

Task: Do this self assessment exercise to see if there anything you would change about the way you listen. Think carefully about your answers.

	Often	Sometimes	Hardly ever
PAYING ATTENTION			
Do you not bother to listen carefully and pick out relevant information?			
Are you inattentive when others are speaking?			
Do you forget to show you are listening e.g. by providing feedback such as 'Yes I see?'			
Do you stay focused or are you easily distracted by things that are going on around you?			
Do you show irritation when someone is speaking to you?			
ATTITUDE TO SPEAKERS			
Do you only bother to listen properly if you are speaking to a friend or someone you like?			
If you do not find a topic interesting do you stop paying attention to the speaker?			
Do you need to like a speaker's appearance before you will listen to them?			
Do you refuse to listen to another person's point of view?			
Does the way a person speaks sometimes put you off?			
Do you get bored if someone talks for a long time?			
ALLOWING OTHERS TO SPEAK			
Do you allow others time to finish speaking?			
Do you assume you know what others are going to say next?			
Do you interrupt if you think someone's conversation is boring?			
When others are speaking, do you interrupt and start talking about something else?			

SPEAKING AND LISTENING TASK 2

HOW WELL DO I SPEAK?

	Often	Sometimes	Hardly ever
RESPONDING TO OTHERS			
When you are asked a question do you mumble a reply?			
If you think a question is silly do you give a silly answer?			
Is your non-verbal communication (body language) stand-offish or aggressive when you do not like the person you are talking to?			
Do you just cut in when others are speaking rather than say 'excuse me' or use other appropriate phrases to interrupt?			
Do you speak over the top of others rather than taking turns to speak?			
Do you ignore the opinions of others?			
SPEAKING TO SUIT THE SITUATION			
If you are asked for information about your job do you only give enough information to get the supervisor off your back?			
Do you think it is not worthwhile trying to speak clearly because nobody ever listens to you anyway?			
Do use an aggressive tone?			
Do you not bother to ask questions when there is something you do not understand?			
PROVIDING RELEVANT INFORMATION			
At a meeting or in a discussion do you let others do all the talking?			
Do you think it is not worthwhile taking the trouble to research information to prepare for discussions or meetings?			
Do you think it is a waste of time putting ideas and information into its proper order?			

SPEAKING AND LISTENING TASK 3

Speaking to Others

Chatting to friends or friendly people in a relaxed atmosphere is usually fairly easy.

However, speaking to people in a formal or work situation, or speaking to someone we do not know very well, or who is angry or upset, or has different ideas from us, can sometimes be very difficult.

In these situations it is important to plan what we want to say.

ONE TO ONE

Look at the situations below and jot down some notes on how you would go about planning for these.

Meeting and looking after a site visitor.	
Dealing with an angry customer.	
A colleague has taken equipment you need to complete the job you are working on.	
Explaining fire drill to a new employee / student.	

SPEAKING AND LISTENING TASK 4

Using the Telephone

Telephones play an important role in the workplace for the company, its suppliers, clients and other employees. Phone calls at work are mainly formal and it is important that the message you put across to customers, clients etc is that your company is professional, respectful and competent.

Making a Telephone Call

It is important when making a telephone call to speak clearly and use a pleasant tone.

Give your own name and the name of your company and say why you are calling. Keep your message brief and to the point. Include all the relevant information and do not include a lot of unnecessary detail that will confuse the person you are calling.

Task 1

Which of these greetings do you think is correct?

1. 'This is Mark – who's that? The bonding order's not here yet. Why not?'

OR

2. 'Good morning. This is Mark Lyness from MR Construction. Could I speak to someone dealing with orders please?'

Task 2

Which of these greetings would you use to receive a visitor to the site or when answering the telephone at work?

1. 'OK then mate?'
2. 'Good Morning, how can I help you?'
3. 'This phone hasn't stopped all day!'

SPEAKING AND LISTENING TASK 5

Following Spoken Instructions

It is important to listen carefully to instructions so that jobs can be carried out properly and in the correct order.

Instructions are not pieces of advice or suggestions about how to carry out a job. Instructions are about how a job **MUST** be carried out so that the end result is a job completed safely and to the proper standards. Instructions use words that give orders e.g. 'do,' or 'do not' etc.

Task

Which of these are instructions?

1. It is better not to start building on a wet day.
2. Do not use the ladder if it is unsafe.
3. Clear up the mess as you go.
4. Report any defects in the scaffolding.
5. Tom prefers to work on interiors.

SPEAKING AND LISTENING TASK 6

Listening for instructions

Task

How to Mix Concrete in a Wheelbarrow

Often instructions are given along with other information so it is important to listen carefully and pick out the actual instructions from the other information.

Jenny's site supervisor is talking her through how to go about mixing concrete in a wheelbarrow. Read the information given to her and underline or highlight the instructions (i.e. the things she **must** do).

"First of all I want you to think about the health and safety issues you will need to consider. For example, did you know that too much contact with fresh concrete can burn the skin? So you will need to wear goggles, rubber boots, gloves and long sleeves when you are working with concrete. Use a spade or a small shovel. Make concrete mix using 1 part cement, 2 parts sand and 3 parts gravel. To fill the wheelbarrow to three-quarter full, put in 6 spades of gravel, four spades of sand and 2 spades of cement. Mix it all together and then add water. Next add half a bucket of water – just a small amount at a time. When mixing, use a smaller spade because it is easier to manage than a larger one. Fold the mixture over from underneath with the spade each time you add a little water until it takes on a uniform constituency. Now the concrete is ready to use."

Remember to carry out instructions in their proper order. Listen out for words and phrases that tell you which order to carry out a task such as:

- Firstly
- Secondly
- Thirdly
- Before that
- Then
- Next

SPEAKING AND LISTENING TASK 7

Team Meetings

Sometimes you will need to take part in meetings:

- **Site Meetings** - with the building team to discuss project development.
- **Informal Meetings** – with some members of the team to discuss a part of the project.
- **One to one discussions** with team members to discuss how things should be done on a day to day basis.

Team meetings can be formal or informal.

Formal meetings will have a formal agenda, given out before a meeting, to let you know what is being discussed.

Good speaking and listening skills will help you to take part in formal and informal meetings.

Good speaking and listening skills are:

- Knowing what to say – know what the meeting is about.
- Knowing when to say something – everyone should have a chance to speak.
- Knowing how to say something – i.e. use appropriate formal / informal language.
- Maintain good eye contact with others.
- Speak clearly in order to be heard by everyone.

This means listening carefully to what has already been said and thinking about how you can add to what others are saying.

Responding to another person when they have different ideas from me.

It is important that any response you give to another person's point of view is polite and considerate. Everyone's point of view should be respected even if we do not agree with it.

It is important too, to look out for what is fact and what is opinion. Someone's point of view is just their opinion and you are as much entitled to your point of view as they are of theirs.

Turn Taking

It is important to respect the turn taking rights of others at meetings and during discussions. We must allow time for others to speak.

Remember To Prepare for Meetings:

- Know what the meeting is about.
- Think about the questions you are likely to be asked?
- Think about the questions you will want to ask?

Task

Which of the following points are important to remember when taking part in a discussion?

Important ?	Yes / No
Listen carefully to pick out the main points.	
Have some cool jokes you can tell to impress the boss.	
Ignore all other distractions that may occur.	
Watch out for body language, yours and others.	
Look at the person who is speaking.	
Take note of important details such as names, places, dates, times and so on.	
Have a smart answer ready for anyone who does not agree with you.	
Respect other peoples points of view.	
Ask for clarification if there is something you do not understand.	
Give reasons why you hold a certain point of view.	

SPEAKING AND LISTENING ANSWERS - TASKS 1 & 2

SPEAKING AND LISTENING - ANSWERS

YOUR ANSWERS SHOULD MOSTLY BE IN THE 'HARDLY EVER' COLUMN.

IF NOT, THINK CAREFULLY ABOUT HOW YOU ARE INTERACTING WITH OTHERS.

SPEAKING AND LISTENING ANSWERS -

TASK 3

Speaking to others - Answers

Meeting and looking after a site visitor.	<ul style="list-style-type: none"> • Be welcoming • Greet appropriately • Ask who they have come to see & purpose of their visit. • Ask that they complete the visitor's log • Let relevant people know visitor has arrived • Provide visitor with site safety information
Dealing with an angry customer.	<ul style="list-style-type: none"> • Listen carefully to the customer and note important points. • Be calm and helpful. • Ask supervisor to speak to customer if situation is too difficult for you.
A colleague has taken equipment you need to complete the job you are working on.	<ul style="list-style-type: none"> • Keep calm • Make sure your body language is not aggressive • State facts clearly • Negotiate a solution
Explaining fire drill to a new colleague or student.	<ul style="list-style-type: none"> • Make sure you know the drill • Give information in correct order • Keep to the point • Do not add in information that is not relevant

SPEAKING AND LISTENING ANSWERS - TASK 4

Using the Telephone – Answers

Task 1 Answer

The second greeting is the appropriate one. The tone of the first greeting is not respectful and even sounds aggressive. It also provides very little of the information that's needed.

Task 2 Answer

No. 2

SPEAKING AND LISTENING ANSWERS - TASK 5

Following Spoken Instructions Task 1 - Answers

1. **Do not** use the ladder if it is unsafe. (Instruction)
2. **Clear up** the mess as you go. (Instruction)
3. **Report** any defects in the scaffolding. (Instruction)

SPEAKING AND LISTENING ANSWERS - TASK 6

Listening for instructions - Answers

Wear goggles, rubber boots, gloves and long sleeves when you are working with concrete. Use a spade or a small shovel. Make concrete mix using 1 part cement, 2 parts sand and 3 parts gravel. To fill the wheelbarrow to three-quarter full, put in 6 spades of gravel, four spades of sand and 2 spades of cement. Mix it all together and then add water. Next add half a bucket of water – just a small amount at a time. When mixing, use a smaller spade because it is easier to manage than a larger one. Fold the mixture over from underneath with the spade each time you add a little water until it takes on a uniform constituency.

SPEAKING AND LISTENING ANSWERS -

TASK 7

Task - Answers

Which of the following points are important to remember when taking part in a discussion?

Important ?	Yes / No
Listen carefully to pick out the main points.	Yes
Have some cool jokes you can tell to impress the boss.	No
Ignore all other distractions that may occur.	Yes
Watch out for body language, yours and others.	Yes
Look at the person who is speaking.	Yes
Take note of important details such as names, places, dates, times and so on.	Yes
Have a smart answer ready for anyone who does not agree with you.	No
Respect other peoples points of view.	Yes
Ask for clarification if there is something you do not understand.	Yes
Give reasons why you hold a certain point of view.	Yes



ABA Guidence



Essential Skills Communication

The qualification for this subject is Essential Skills Certificate in Adult Literacy at Level 1.

There are two elements to this award. You must:

- complete a project of work on a given subject.
- be successful in an unseen examination.

The portfolio you will be building is based on the theme Citizen and the Community and built around the topic 'The Environment.'

The project/portfolio requirements are:

1. To read and summarise information on your topic.
2. To write two different types of documents on your topic.
3. To take part in a group or one-to-one discussion. This does not need to be on your given topic.
4. To use at least one image effectively either to obtain or convey information.

It is useful to use a mind map to explore relevant information and to frame a question in order to plan your research. For example, a question you might want to explore could be 'What are the planning issues to be considered before carrying out a job in construction?' Your research and portfolio building can then be based around this question. Think about other questions you might want to ask about and explore.

Your tutor will guide you in your choice of topic and how you go about gathering evidence for your portfolio.

ACTION BASED ACTIVITIES IN LITERACY FOR CONSTRUCTION STUDENTS

Action Based Activities are the tasks you carry out to complete your project. The evidence is collected into a portfolio. Your tutor will guide you in your choice of ABA and help you to explore options. These are the activities you will need to cover.

1. Chosing a Topic

Making a Mindmap.

Framing a Question.

Locating Relevant information.

Action Planning.

2. Reading to obtain information

Read for a purpose i.e. to find out information to answer your question.

Making notes on the information gathered.

3. Discussions

Taking part in a group or one-to-one discussion about your topic.

4. Writing Documents

Writing one type of document on your chosen subject

Writing a different type of document.

5. Using an image. You will need to use an image or images to gain information or to provide information.

6. Compiling the Portfolio

Bringing together all the evidence and indexing information.

ESSENTIAL SKILLS

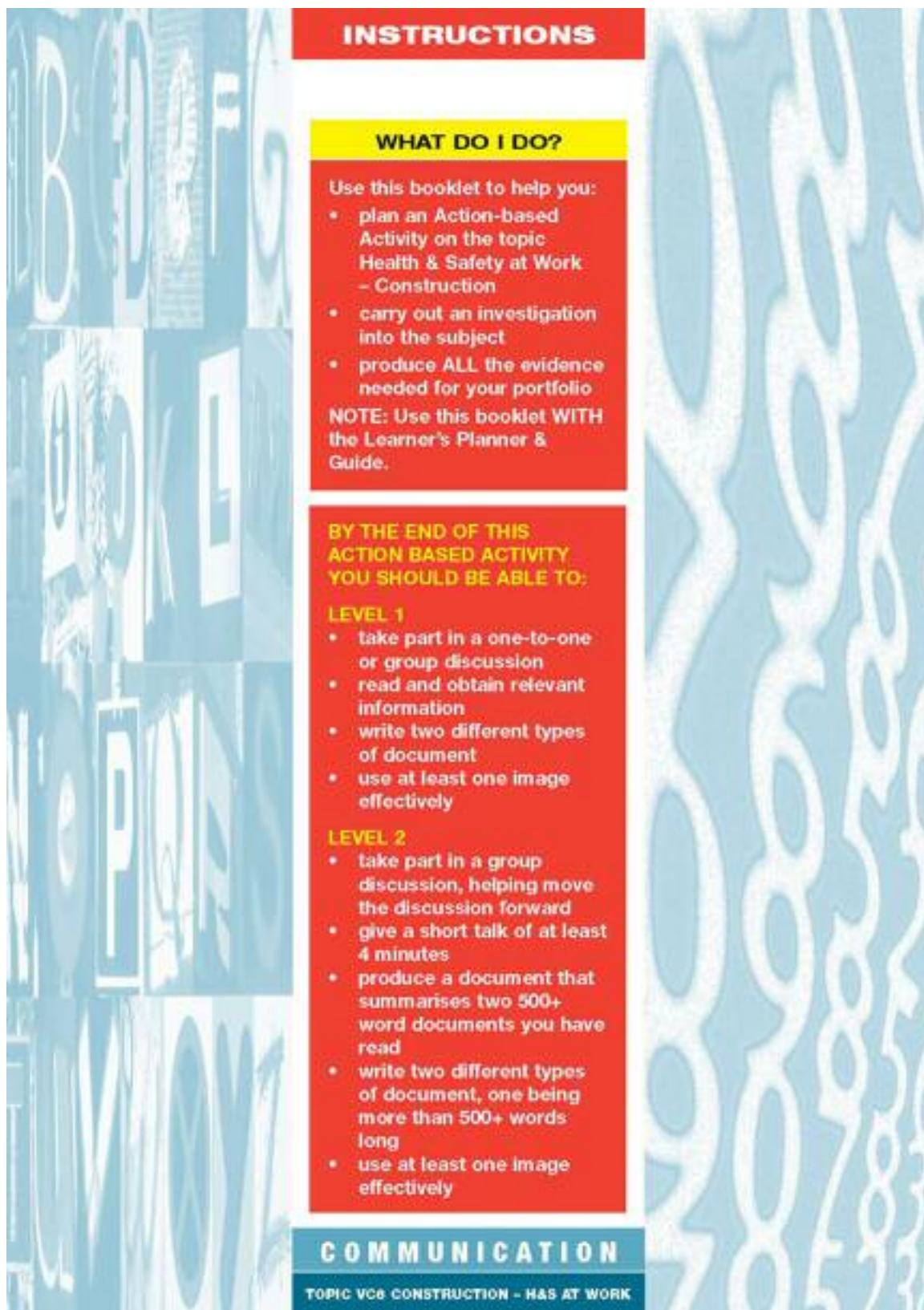
ACTION BASED ACTIVITIES

TOPIC VC6 CONSTRUCTION
– HEALTH & SAFETY AT WORK

COMMUNICATION

LEVELS 1 & 2

ISSUED SEPTEMBER 2006



INSTRUCTIONS

WHAT DO I DO?

Use this booklet to help you:

- plan an Action-based Activity on the topic Health & Safety at Work – Construction
- carry out an investigation into the subject
- produce ALL the evidence needed for your portfolio

NOTE: Use this booklet **WITH** the Learner's Planner & Guide.

BY THE END OF THIS ACTION BASED ACTIVITY YOU SHOULD BE ABLE TO:

LEVEL 1

- take part in a one-to-one or group discussion
- read and obtain relevant information
- write two different types of document
- use at least one image effectively

LEVEL 2

- take part in a group discussion, helping move the discussion forward
- give a short talk of at least 4 minutes
- produce a document that summarises two 500+ word documents you have read
- write two different types of document, one being more than 500+ words long
- use at least one image effectively

COMMUNICATION

TOPIC VC6 CONSTRUCTION - HAS AT WORK

ESSENTIAL SKILLS

ACTION BASED ACTIVITIES

TOPIC VC6 CONSTRUCTION

Health & Safety at Work is a very big issue in Northern Ireland. In 2002 over 4000 workers suffered near fatal accidents and the economy lost over £500 million. If you want to study this topic, you will need to narrow it down. This Template will take you step by step from how to get started to writing and checking your final piece of work. Each step follows Part Two of your *Learner's Planner & Guide*, so read it alongside this booklet.



CHOOSING A TOPIC

Think about the topic "Construction – Health and Safety at Work" and things about it that you might like to study. Don't rush or you may miss something. One of the best ways to start is to *mindmap*.

TASK 1 GETTING STARTED MAKING A MINDMAP

Allow about
20 minutes

On your own, or with a colleague, think about and talk about "Construction – Health and Safety at Work" and aspects of it you might like to study.

Work together to make a **mindmap** of the subject. You can find how to do this on Page 5 of the *Learner's Planner & Guide*. You may want to think about:

- looking at the major causes of death and accidents
- studying the Health and Safety at Work Act
- deciding where responsibilities lie for prevention
- risk assessment (all types) and training provision
- scaffolding
- personal protection equipment

PORTFOLIO EVIDENCE – You could copy and add to the unfinished example below. This could then go into your portfolio as evidence that you have thought about your chosen subject.



NOTES



It's a good idea to follow this advice.



You must do this to get the qualification.

COMMUNICATION

TOPIC VC6 CONSTRUCTION - H&S AT WORK

NOTES

ESSENTIAL SKILLS**ACTION BASED ACTIVITIES****STEP
A***Continued***TASK 2 FRAMING A QUESTION**Allow about
15 minutes

When you have made your mindmap, focus in on one or two ideas that:

- interest you
- will be easy to research and get information about (talk to your tutor if you are unsure)

Write these ideas down and then try to turn them into **QUESTIONS**. This will help when you write up your conclusions later. The examples in the box may help you do this.

**Topic: Construction – Health & Safety at Work**

Original Idea	Question
Serious accidents at work	What are the causes of many accidents at work?
Risk Assessment and Accident Prevention	By occupation, which are the most hazardous jobs and how can risk assessment help? What do you do if you see dangerous practices at work?
PPE	What personal protection equipment is needed on your site and why?

In your portfolio, write down your chosen title/question. Check with your tutor that it is okay. Remember, you can always change it later if necessary.

TASK 3 LOCATING RELEVANT INFORMATIONAllow about
10 minutes

Your next task is to locate relevant information for your portfolio. Check with your tutor that:

- there is enough information
- it is easily located
- it is of the right standard

TASK 4 ACTION PLANNINGAllow about
30 minutes

PLAN – It's a good idea next to draw up a plan of action. Make a table and on it write down what you intend to do and when you will do it by. Highlight key dates and deadlines (e.g. when you are giving a talk or having a discussion). Examples are located in the Learner's Planner & Guide – Level 1 Page 7, Level 2 Page 17.

COMMUNICATION

TOPIC V06 CONSTRUCTION – HAS AT WORK

ESSENTIAL SKILLS**ACTION BASED ACTIVITIES****READING TO OBTAIN INFORMATION**

Reading and obtaining information are an essential part of the qualification and you must be able to show that you have collected, read and extracted relevant information. Level 2 learners must be able to summarise what was read into one document.

There are lots of ways of finding information on this subject such as:

- books and other resources in the local library
- Health & Safety leaflets or using the H&SENI website
- designated staff with responsibility for H&S
- Citizens Advice Bureau and RoSPA

TASK 5 READING AND FINDING OUT (to answer your question)

Allow about
1½ hours

Look for suitable documents to read. If you are studying for **Level 2** communication skills they will need to be more than 500 words long, (see Page 18 of the Learner's Planner & Guide).

TASK 6 RECORDING INFORMATION

Allow about
1½ hours

READ and MAKE NOTES from all documents that you think are helpful and relevant (the box below shows you how to write your notes).

**TOPIC: "Construction – Health & Safety"**

Title of article read: 'A Building Craft Foundation'

Date: 13 April 2005

Author: Peter Brett

Chapter 2: Health and Safety

Main points in the article:

- PPE requirements
- H&S signs and signals
- washing facilities
- emergency procedures

Summary: Write up your notes in your own words.
This is a major piece of evidence.

For **Level 2**, you must produce a document that brings together in **one** summary at least two 500 word long documents that you have read. A good way to do this would be to construct a response to the question/title you constructed in Task 2. An example of this is on Page 19 of the Learner's Planner & Guide.

**ASSESSMENT** Your tutor will assess that:

- the notes you have made are relevant
- you have clearly identified key points
- you understand what you have read

COMMUNICATION

TOPIC VC6 CONSTRUCTION – H&S AT WORK

NOTES

NOTES

ESSENTIAL SKILLS

ACTION BASED ACTIVITIES



DISCUSSIONS

Taking part in discussions is an essential part of the qualification. For Level 1 you can take part in a one-to-one OR a group discussion. At Level 2, it must be a group discussion.

Your **tutor** will need to observe and assess how well you do.

TASK 7

Allow about
1 hour

TAKING PART IN DISCUSSIONS ABOUT YOUR TOPIC

1. **Invite** colleagues to join you in a discussion about your chosen topic and fix a time and date when you will meet. Make sure your tutor is also able to be there if you want to be assessed.
2. **Plan** and practise for the discussion so you are properly prepared (see the box below).



PLANNING AND TAKING PART IN DISCUSSIONS

1. Think about what you will talk about – it's no good just having a chat! The discussion must be focused on the subject.
2. Decide on a subject and a question to discuss e.g. "What are the Health and Safety conditions on your site?"
3. Agree a time and place for the discussion.
4. Set aside 15–20 minutes for the meeting.
5. Make sure your tutor is there to assess it.



ASSESSMENT Your tutor will assess you on:

- speaking clearly
- keeping to the point
- giving relevant information
- listening to others
- using positive body language
- keeping the discussion going

COMMUNICATION

TOPIC VC6 CONSTRUCTION – H&S AT WORK

ESSENTIAL SKILLS

ACTION BASED ACTIVITIES

NOTES



GIVING A TALK (Level 2 only)

At Level 2 you must give a short talk to an audience (see your *Learner's Planner & Guide*, Page 21 for detailed tips on how to give a good talk).



Although there are no hard and fast rules, a talk will normally follow the format given in the box below (in this case on the topic of "Personal/Protective Equipment")



It is a good idea to prepare prompt cards and material (e.g. pictures, PowerPoint etc) to illustrate your talk.



1. Think up a **title** e.g. "Personal/Protective Equipment (PPE)".
2. **Introduction** – "My talk is about PPE I wear on site, hard hat, steel toe-capped boots, high visibility vest."
3. **Main section** – take each of the points in two and expand them.
4. **Conclusion** – "So, I hope that you enjoyed my talk and will perhaps remember why we wear PPE on site ..."
6. **Questions** – "Are there any questions or observations you would like to make?"

TASK 8

Allow about
2 hours

GIVING A TALK OF AT LEAST 4 MINUTES ABOUT YOUR TOPIC

Note: This task is only relevant if you are doing Level 2.

Plan and prepare for your talk. Make sure the time and date is fixed and that your tutor can be there to assess it. Practise at home – it really does help!



ASSESSMENT Your tutor will assess you on:

- speaking and making your case clearly
- keeping to the point
- giving relevant information
- being well organised
- using positive body language
- answering questions clearly

COMMUNICATION

TOPIC VC6 CONSTRUCTION – H&S AT WORK

NOTES

ESSENTIAL SKILLS

ACTION BASED ACTIVITIES

STEP
E

PLANNING AND WRITING DOCUMENTS

Your portfolio must contain at least two different written or word-processed documents (see Pages 12–13 in your *Learner's Planner & Guide*). At Level 2, one of them must be over 500 words long.

TASK 9

Allow about
2 hours

PLANNING AND WRITING ONE TYPE OF DOCUMENT ON YOUR CHOSEN TOPIC

1. Check what you already have in your portfolio. You should have notes of documents you have read and information gathered. You may find that you have already written a letter or short report which you can use as evidence of writing! Level 2 learners could review the document they produced at Task 6.
2. Decide on **one** type of document you will produce. For example, you might include a report of a survey you have carried on DIY, or a letter you wrote to a newspaper on a building problem.

eg

EXAMPLES OF DOCUMENTS YOU MIGHT WRITE ON 'HEALTH AND SAFETY AT WORK'

Short documents:

- a letter or email telling someone about your experience of Health and Safety at Work
- an occupation-specific leaflet on the importance of hygiene
- an occupation-specific leaflet on the importance of PPE

Longer documents:

- an employers/employees guide to the H&S at Work Act
- an essay summarising the correct use of scaffolding and ladders

3. Start **WRITING** one type of document on your chosen topic. You are strongly advised to use a computer to do this as this will:
 - enable you to redraft work quickly and easily
 - make your work look more professional
 - make spell checking easy
 - provide opportunities to include images, tables, charts, graphs etc – you **MUST** include an **image**
4. **PROOF READ** your work carefully.

COMMUNICATION

TOPIC VC6 CONSTRUCTION – H&S AT WORK

ESSENTIAL SKILLS

ACTION BASED ACTIVITIES



ASSESSMENT Your tutor will assess your work for:

- its relevance – sticking to the point
- its structure – it must be organised
- its style – easy to read and suited to the job

TASK 10

Allow about
2 hours

PLANNING AND WRITING A DIFFERENT TYPE OF DOCUMENT ON YOUR CHOSEN TOPIC

Repeat Task 9 for a different type of document on your chosen topic. **Level 2** learners should make sure that one of the documents is more than 500 words long. One document should contain an image you have used to illustrate a point made in your writing.



COMPILING THE FINAL PORTFOLIO

TASK 11

THE FINAL PORTFOLIO OF EVIDENCE

Gather together all your work and select from it the evidence needed to meet the requirements of the qualification. The minimum pieces of evidence you must produce are to be found on Page 3 of the Learner's Planner & Guide.
(Your tutor will help you with this task).

NOTES

COMMUNICATION

TOPIC VCE CONSTRUCTION - H&S AT WORK

NOTES

ESSENTIAL SKILLS

ACTION BASED ACTIVITIES



HEALTH & SAFETY AT WORK MORE ACTION BASED ACTIVITY IDEAS

1. Carry out a survey to find out what people think of the importance of health and safety at work. You will need a questionnaire.
2. Carry out an interview with the nominated health and safety representative in your firm or institution. Find out their opinion on how seriously employees and employers take their responsibilities. You will need to create an interview script before you arrange interviews.
3. Contact and visit your local H&S office. Talk to the staff on changing trends in the local pattern of H&S at work. You will need to keep a record of your visit.
4. Carry out research into agencies involved in H&S such as the Royal Society for the Prevention of Accidents, the Institute of Occupational Safety and Health, the British Safety Council etc. Write to them about the work they do. Find out what skills, qualities and qualifications are required to work in this area.
5. "Prevention is better than cure." Select a building, this could be your training provider or a local building and identify as many potential health and safety hazards as possible. It would be a good idea to draw a plan of the room to help demonstrate the hazards.
6. The benefits of wearing PPE on site.
7. Investigate a recent accident at a construction site.

COMMUNICATION

TOPIC VC6 CONSTRUCTION – H&S AT WORK

NOTES



Example Portfolio



EXEMPLAR PORTFOLIO

Essential Skills – Communication Level 1

Candidate Name	A Student
Registration Number	REG 123
Registration Date	23.05.09
Assessor Name	A Tutor

Location of Evidence			Page Number
1.1	Discussion	Observation sheet	3
1.2	Reading	Information obtained	7
1.3	Writing	Document 1	8 + 9
		Document 2	10
	Image		

Candidate signature	A Student	Date 20.08.09
Assessor signature	A Tutor	Date 20.08.09
Internal Verifier signature	_____	Date _____

Essential Skills Communication

Action-Based Activity

Level 1

Student Name: A Student

Ess. Sk. Comms Tutor: A Tutor

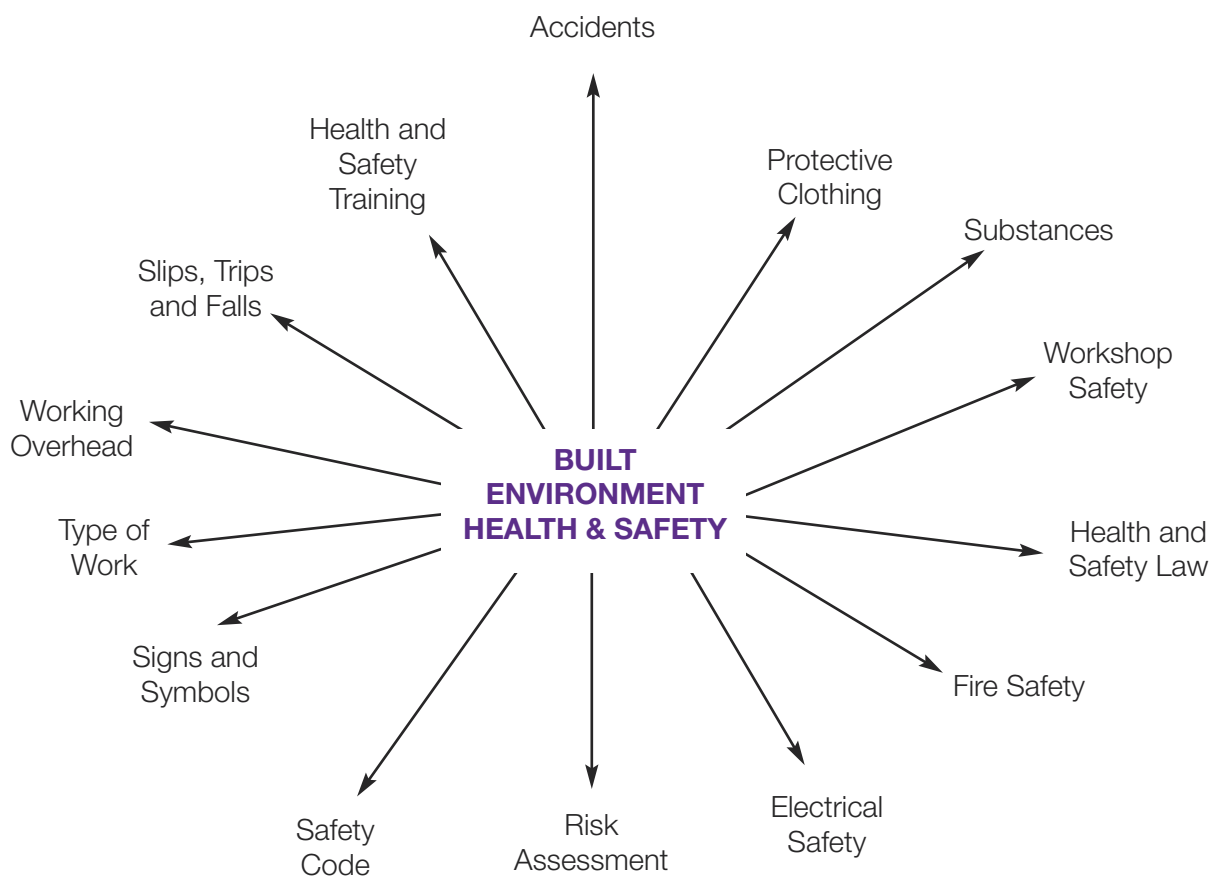
Vocational Course: NVQ Bench Joinery

Vocational Course Tutor: B Tutor

Topic: Health and Safety in the Construction Industry

Project Question: How important is Health and Safety training in the construction industry?

Mind Map



Take part in either a one to one discussion or a group discussion.

Topic

How important is it to make a risk assessment when planning a job in construction?

Provide information that is relevant to the subject and purpose of the discussion.	A. researched and made notes on the topic for discussion. He made the point that accidents don't just happen; there is always a reason for them and it is important to make sure that we do all we can to prevent them. He stated that often we do not get a second chance.
Communicate clearly in a way that suits the situation and respond appropriately to others.	He developed C's point that often the simplest things cause serious accidents because all it takes to fall off a ladder is wet boots.

Signed Candidate: A Tutor

Date: 15.08.09

Signed Assessor: A Student

Date: 15.08.09

Discussion Notes

Topic: How important is carrying out a risk assessment when planning a construction job?

Why make a risk assessment?

To prevent accidents – ‘accidents don’t just happen, there is always a reason for them’ (HSE Accident Prevention Leaflet – Safety Pays)

Making a risk assessment

- It is important to know the range of protective clothing and equipment and when they should be used.
- Know the duties of the employer, employee under the Health and Safety at Work Act 1974.
- Know how to go about using electricity and electrically powered tools safely.
- Understand how to identify types of hazards in tools, equipment and premises.
- Know how to go about dealing with identified hazards and who they should be reported to.

What could happen if I don’t make a risk assessment?

- Unsafe practices
- Accidents
- Death
- Ill health
- Loss of sight
- Broken bones
- Electric shock
- Amputation
- Loss of Work – maybe business closed down.

Questions or ideas I would like clarified

I have been carrying out electrical work safely at home. Why do my employers and college tutors need me to train?

Conclusions

Taking the time to carry out a thorough risk assessment can seem like a real nuisance, especially when you are short on time to complete a job to meet a deadline.

However, we all agreed that it was never a good idea to cut corners on risk assessment as it could end in tragedy, for ourselves or someone else.



Workplace Transport

Every year about 70 people are killed and more than 1000 seriously injured in workplace transport related accidents. Commonly accidents involve people being hit or run over by vehicles such as fork lift trucks, cars, lorries, vans, grounds maintenance equipment and so on. Managers, workers and even members of the public can be at risk from the hazards presented by the movement of vehicles in your workplace, be it a supermarket, builders suppliers, warehouse, sports ground, etc.

Following the simple but essential steps below should help you to control the risks associated with transport, of whatever kind, used in your workplace. You may find them useful as a safety checklist.

1 Risk Assessment

To begin with identify the hazards associated with vehicle activities. These activities might include the arrival and departure of vehicles, their movement within the workplace, loading and unloading of goods, etc. and the hazards could include danger of:

- people being struck or run over by vehicles
- people falling from vehicles
- people being struck by objects falling from vehicles
- overturning vehicles

Next decide if the risks are well enough controlled, and if not, what you need to do. Consider Steps 2 to 6.

2 The Workplace

Ensure that the design and layout of the workplace enables you to separate vehicles and pedestrians as much as possible. Provide one way traffic systems which are clearly marked using directional, give way and no entry signs and avoid sharp or blind bends on vehicle routes.

3 Reversing

Try to eliminate the need for reversing and where this is not possible arrange a safe system of work is provided, e.g. identify and mark "reversing areas" so that they are obvious, exclude pedestrians from these areas and fit audible warning devices and flashing beacons to vehicles. If a person is used to guide the vehicle ensure that there is a system of work which avoids the need to stand behind the vehicle, involves clear agreed hand signals and where drivers are instructed to STOP if the guide goes out of view at all.


4 Traffic Control Features

Where appropriate provide traffic control features such as clearly marked pedestrian crossing points, mirrors at blind corners, speed bumps to reduce vehicle speed (especially close to pedestrian points) and pedestrian barriers (especially at exits onto traffic routes). Ensure good visibility for drivers, by providing mirrors, effective lighting, and consider other aids such as reflective lenses in rear windows and CCTV. Always inform visiting drivers of your traffic management system.

5 Loading and unloading

Ensure loading and unloading operations are carried out in areas away from passing traffic and pedestrians. The ground to these areas should be flat, firm and free from potholes. All vehicles should be braked and stabilised to prevent unsafe movements during loading and unloading. No vehicle should be loaded beyond its rated capacity or beyond the legal limit of gross weight. The floor of the vehicle should always be checked to ensure that it is safe to load. Loads should be properly secured or arranged so that they are safe for both transportation and unloading, e.g. so that they do not slide forward in the event of the driver having to brake suddenly. Provide a safe system of work for unloading, which clearly defines the roles and responsibilities of both delivery and site staff.



Safety Pays 



6 Vehicles

Make sure that vehicles at your workplace are safe and suitable for the work for which they are being used by ensuring that they are provided with horns, lights, reflectors, reversing lights, seat belts, etc. Ensure there are safe systems of work for activities such as coupling/uncoupling trailers, covering and uncovering vehicle loads and accessing the top of vehicles, e.g. oil and petrol tankers.

Put in place arrangements for the regular maintenance of all vehicles, particularly for braking and steering mechanisms. Develop a system for reporting defects and for ensuring remedial work is carried out. Ensure all lifts are designed to British Standards BS20 and BS24, that they are examined by a competent person annually and that the safe working load is not exceeded.

7 Drivers

Reserve the driving of all vehicles to those who are trained and authorised. Provide training on how to do the job and information about particular hazards. Develop a planned programme of refresher training for drivers and other employees involved with workplace movement. Check that your drivers drive with care, e.g. use the correct routes, drive within the speed limits, obey load limits, follow site rules and do not drive excessive hours while at work. Provide high visibility clothing for all those people working in areas associated with vehicle movement.

■ For Further Information:

Workplace Transport Safety
HS(G) 136, Health and Safety Executive
ISBN 0-7176-0635-0



8 Parking

Ensure that suitable designated parking areas are provided for all parking needs, e.g. for employees' own private cars, for cars and vehicles belonging to members of the public and for work-related vehicles (both permanent and visiting). These areas should be clearly laid out and of suitable size for the number and type of vehicles likely to use them. All workplace parking should be carefully monitored to ensure that drivers take care when parking their vehicles, that they use the designated parking areas and that their vehicles are effectively braked and secured before being left unattended.

case study

A customer was seriously injured while visiting a local clothes and laundry supply company when his van was hit by a forklift truck. The forks pierced the side of the van and trapped him for over an hour.

Safety Pays

Reading and Summarising

Workplace transport, involving mainly fork lift trucks, lorries, cars, vans etc., cause 70 deaths and over 1000 major injuries each year.

It is important to look at what kinds of accidents are happening and to make changes that are necessary to make things safer.

Think of how the layout of the work area can be arranged to separate pedestrians and vehicles. Try to avoid reversing or limit reversing to particular areas.

Make sure any necessary traffic control features such as pedestrian crossing points etc are set up.

Loading or unloading should take place away from traffic and pedestrians and on flat ground. Vehicles should not be overloaded.

Vehicles should be well maintained and drivers should be trained to operate them.

Vehicles should be parked securely before being left unattended.

Bibliography

Safety Pays, Workplace Transport Safety (Health and Safety Executive)

WRITTEN DOCUMENT 1

IMAGE

Health and Safety at Restorations Workshops

Restorations Workshops is a very busy joinery outlet. When employees start working for the company, they are given an induction on health and safety at work practices. They are shown around the building and given fire awareness induction training to make sure everyone is familiar with the company's fire procedures and know what to do in the event of a fire, including evacuation.

At work there is a Safety Code which all the employees need to know. Employees must always think before they act and choose safe and correct methods of working. It is important never to take chances with dangerous equipment because it might end in tragedy for yourself or someone else.

Protective clothing, such as hard hats, boots gloves and so on is worn to protect workers when working in hazardous situations. How you lift and handle equipment is important, too, as wrong lifting can cause injury. It is also important to keep workshop tidy and free from hazards and if anyone notices anything that is not safe, they need to report it immediately.

New employees need to be especially careful when working with machinery and equipment they are not used to working with. They need to be trained in how to use machinery and equipment safely so that they avoid accidents. They are encouraged to check with their supervisor or another trained member of staff if there is something they do not understand. It is important to make sure equipment and tools are put away and that machines are not left on and that your work station is left tidy. First aid boxes must be provided by in every work place and everyone should know where it is kept.

All employees receive training in risk assessment, which personal protective clothing and equipment to use. Everyone learns about fire precautions, electrical safety, machinery, hazardous substances and manual handling.

Supervisors point out the protective clothing employees need to wear and the importance of wearing it. Each time machinery or other equipment is used they need to be checked to make sure there are no health or safety problems. If there are problems, these must be reported right away.

Also each day all employees need to sign in and out of the workshop since it is important that a proper record is kept of the number of people on the premises. In the event of a fire it is important to know if everyone has left the building. Also, it is important to know that the people in the workshop have a right to be on the premises.

Signs and symbols are positioned all around the workshop. They help to warn people about the health and safety dangers that they should be aware of. This is one of a number of workplace signs in our workshop set up to stop unauthorised personnel from getting into the workshop and possibly getting injured.



When carrying out a risk assessment at work it is important that everyone works within the limits of their own role. Then, if the job will cause danger it is important to not to proceed until a health and safety officer is asked for advice..

WRITTEN DOCUMENT 2

MEMORANDUM

Renovations Workshops LTD

To: All Staff
From: Health and Safety Officer
Date: 1st September 2009
Subject: Fire Awareness Training

Fire training will take place on Friday 30th September, 2009 in Room 314.

This will be an all day event and all staff will be expected to attend.

Training will start at 9.15am sharp and finish at 4.30pm.

Tea/coffee will be provided at 11am and 3pm.

Lunch break will be from 12.45 to 1.30pm.

Lunch will be provided so it is important that you let me know if you cannot attend.



References



Useful Websites and Books

There are many useful books, articles and websites you can use to research documents for your Essential Skills Action-based Activity or just to practice your skills.

www.bbc.co.uk/skillswise

This website has a wealth of information on all aspects of communication for Level 1 students. There are fact sheets at different levels which explain things clearly and worksheets that allow you to work on reading, writing, spelling, grammar, vocabulary and listening skills. There are sports and news quizzes and cool interactive games. Have fun!

Your Own Work and NVQ Construction Tutor's Handouts

You can do your Action-Based Activity (project) on your job or the construction course you are doing at the moment. The articles that your construction tutor gives you will provide you with documents that can be used in your Essential Skills action-based activity. For example, you will have information on working safely with ladders. Why not use it to create a set of instructions on using ladders safely for your project? An example Level 1 Essential Skills portfolio (Action-based Activity) is included so that you can see how you might use the information your NVQ construction tutor gives you.

www.safetyline.wa.gov.au

www.bbc.co.uk/health/healthy_living/health_at_work

<http://www.hse.gov.uk/construction/experience.htm#ladders>

Pictures highlighting problems with how ladders are being used and how things could be put right.

<http://www.hse.gov.uk/construction/information.htm>

Free downloadable information for the construction industry. It covers such areas as health and safety, risk assessment and workplace transport. You will find more links to PDF guides.

<http://www.hse.gov.uk/construction/clients.pdf>

Guidelines for clients on construction sites and what they need to be aware of.

<http://www.constructionskillsni.org.uk>

This is Constructionskills in NI website containing information on qualifying the workforce, improving business and recruiting new entrants.

<http://www.bconstructive.co.uk>

List of careers and job profiles of occupations within the construction industry.

Books

Brett,P (2002)(2nd Edition) A Building Craft Foundation - Construction NVQ Series Levels 1 & 2 Nelson Thornes

Brett,P (2002) (2nd Edition) Site Carpentry and Joinery Construction NVQ Series Levels 1& 2 Nelson Thornes

Brett,P (2002) (2nd Edition) Bench Joinery - Construction NVQ Series Levels 1 & 2- Nelson Thornes

Brett,P (2002) (2nd Edition) Wood Occupations - Construction NVQ Series Level 1 - Nelson Thornes

The Guide to Workplace Health and Safety Health and safety Executive for Northern Ireland (also on line) 83 Ladas Drive, Belfast BT6 9FR, Northern Ireland Tel: 028 9024 3249

ConstructionSkills in Northern Ireland
5th Floor
Causeway Tower
9 James St South
Belfast
BT2 9DN

Tel: 028 9040 8240
Fax: 028 9040 8254
Email: info@constructionskillsni.org.uk



CITB-ConstructionSkills, CIC and CITB Northern Ireland are working as ConstructionSkills, the Sector Skills Council for Construction
Part of the Skills for Business network of 25 employer-led Sector Skills Councils

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