

ACTION-BASED ACTIVITIES

TOPIC C5.3: HEALTH AND SAFETY AT WORK

THEME C5: EDUCATION & TRAINING



**COMMUNICATION
LEVELS 1 & 2**

ISSUED SEPTEMBER 2005

INSTRUCTIONS

WHAT DO I DO?

Use this booklet to help you:

- plan an Action-based Activity on the theme of Education & Training
- carry out an investigation into the subject
- produce ALL the evidence needed for your portfolio.

NOTE: Use this booklet WITH your Learner's Planner and Guide.

WHAT IS ASSESSED?

Education & Training is one of six themes you can choose for your Action-based Activity/portfolio work. It includes topics such as:

- C5.1 Working Outdoors
- C5.2 Customer/Client care
- C5.3 HEALTH & SAFETY AT WORK

COMMUNICATION

TOPIC C5.3: HEALTH AND SAFETY AT WORK

TOPIC C5.1 HEALTH & SAFETY AT WORK

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 *Student Planner & Guide*, so read it alongside this booklet.



It's a good idea to follow this advice.



You must do this to get the qualification.



**STEP
A**



CHOOSING A TOPIC

Think about the topic "*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

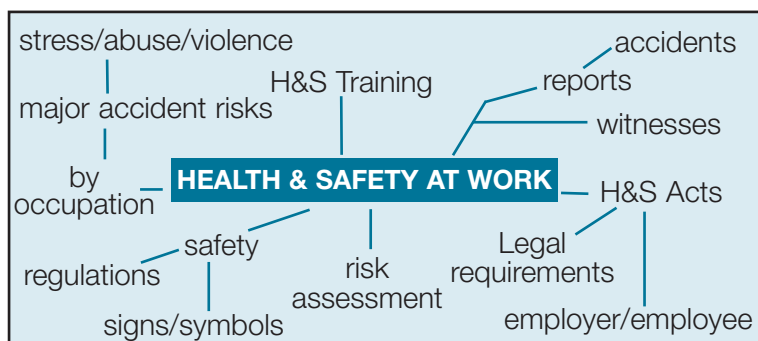
Allow about
20 minutes

On your own, or with a colleague, think about and talk about "*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:

- analysing the annual Health and Safety statistics
- 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.

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.



ESSENTIAL SKILLS
ACTION BASED ACTIVITIES



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 : Health & Safety at Work

Original Idea	Question
Serious accidents at work	What are the major statistical features concerning accidents at work? Are there any common links between major safety incidents?
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?
Overall Health at Work	What are the hidden dangers at work and how can they be counteracted? (stress, harassment, bullying, abuse)

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 INFORMATION

Allow 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 PLANNING

Allow 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).

COMMUNICATION

TOPIC C5.3: HEALTH AND SAFETY AT WORK

**STEP
B**



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 information for **DIFFERENT** sorts of documents.

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

- books and other resources in the local library
- H&S 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.

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: 'Health & Safety: Working Outdoors'

Title of article read: *"Keep your top on"*
Date: *June 2003*
Author: *Yvonne Green (H&SENI)*
Length of article: *712 words*

Main points in the article:

- H&SENI make a plea to outdoor workers about skin cancer.
- this is the main cancer in Northern Ireland; 2,300 cases a year, 30 deaths.
- article gives instructions on how to check for melanomas.
- non-melanoma cancer is caused by excessive sunlight and is commonly associated with outdoor workers.
- numbers of cases have risen dramatically in recent years due to outdoor workers going topless.
- Skin cancer is curable, but also preventable.

Summary: Write up your notes in your own words.
This is the main piece of evidence.



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.

**STEP
C**



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. A discussion can be on any topic from the six Themes (See *Learner’s Planner & Guide*, page 10).

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

TASK 7

TAKING PART IN DISCUSSIONS ABOUT YOUR TOPIC

Allow about
1 hour

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 focussed on the subject.
2. Decide on a subject and a question to discuss, e.g. *“Sigmund Freud once said ‘There is no such thing as an accident’. Do accidents at work ‘just happen’ or is there always a cause? If so what is it?”*
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.

**STEP
D**



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 "Risk Assessment").



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. "Risk Assessment".
2. **Introduction** – *"My talk is about challenging the idea that accidents 'just happen'. A risk assessment will show how there is always a cause for accidents at work. I will talk about my research and how most work accidents are avoidable ..."*.
3. **Main section** – take each of the points and expand them.
4. **Conclusion** – *"So, I hope that you have enjoyed my talk and will perhaps remember some of these H&SENI case studies about how not to get hurt at work ..."*.
5. **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.

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!
2. Decide on **one** type of document you will produce on your chosen topic. For example, you might include a report of work experience you have had or a survey of people’s views on the service they get in shops.



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;
- a completed accident report based on an accident simulation.

Longer documents:

- an employers/employees guide to the H&S at Work Act;
- a summary of the implications of the H&SENI annual report;
- a survey/report on Stress at Work, including interviews and a questionnaire.

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.

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TOPIC C5.3: HEALTH AND SAFETY 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 PLANNING AND WRITING A DIFFERENT TYPE OF DOCUMENT ON YOUR CHOSEN TOPIC

Allow about
2 hours

Repeat Task 9 for a different type of document on your chosen topic.



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.

(Your tutor will help you with this task).

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TOPIC C5.3: HEALTH AND SAFETY AT WORK

NOTES



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 Institution 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 room in your college or home 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. After appropriate research, plan a visit for a group of 12 children from a playground to a theme park. Undertake a detailed risk assessment for this activity. Plan an evening out for a group of adults (your group?) and undertake a similar risk assessment. Compare the results.
7. Research the latest H&S issues connected with modern technology e.g., ICT and RSI (Repetitive Strain Injury). For more information on RSI, try visiting www.tuc.org.uk/rsi or www.worksmart.org.uk Similarly you could research H&S issues in an occupational area in which you have a special interest. Keep a record of your research for your file.



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