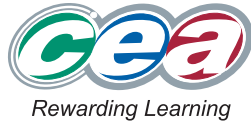


# ESSENTIAL SKILLS



**ACTION BASED ACTIVITIES**

## TOPIC VC21 HEALTH AND SAFETY

**COMMUNICATION**



**LEVELS 1 & 2**

**ISSUED AUGUST 2007**

# INSTRUCTIONS

## WHAT DO I DO?

Use this booklet to help you:

- plan an Action-based Activity on the topic Health and Safety
- 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 VC21 HEALTH AND SAFETY

### TOPIC VC21 HEALTH AND SAFETY

**Health and Safety is a big topic. If you want to study it for your Action-based work you will need to narrow it down. This guide 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.**



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*" 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

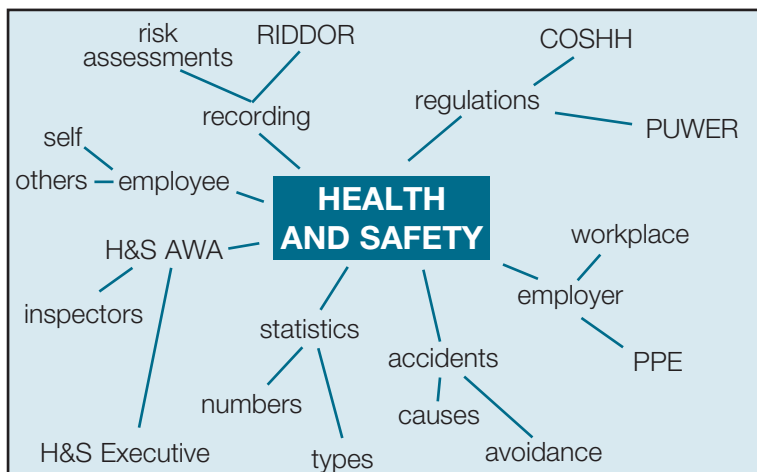
Allow about  
20 minutes

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

- how attitudes have changed towards Health and Safety over the past 60 years
- injuries which can occur in engineering workplaces
- safety issues arising specifically from your job
- how workplace risks can be reduced
- what causes most accidents in your workplace and why
- Health and Safety Regulations e.g. COSHH, RIDDOR, PUWER

**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: Working Safely in Engineering**

Original Idea	Question
<b>Engineering Safety</b>	What type of injuries occur and how can they be avoided?
<b>P.U.W.E.R.</b>	What are the main points of the Provision and Use of Work Equipment Regulations?
<b>Safety Signs</b>	What are they and what does each of them mean?
<b>PPE</b>	What equipment is appropriate for me in my workplace?

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). Examples are located in the Learner's Planner & Guide – Level 1 Page 7, Level 2 Page 17.

# COMMUNICATION

## TOPIC VC21 HEALTH AND SAFETY



### 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 in one document.

Health and Safety Regulations can be quite complex so it might be easier to find information from the following:

- leaflets and guidance from the Health and Safety Executive
- company accident book
- EMTA Training Module – Health and Safety Executive (ESP201/H)
- the Internet
- Company Risk Assessments

#### 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: “PPE Relevant To Me In My Workspace”**

**Information source:** *‘Training Booklet ESP/201H’*

**Author:** EMTA

**Article:** *Protective Clothing and Equipment (Pages 27–37)*

**Main points in the article:**

- attitudes towards protective clothing and equipment
- area specific protection, e.g. eyes, head
- respiratory protection
- special protection
- personal hygiene

**Summary:** You will then need to write down in your own words what you have read in this section.

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

**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.

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 focused on the subject.
2. Decide on a subject and a question to discuss e.g. “How do I protect myself at work?”
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 "Do I Need To Protect My Lungs?")



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



1. Think of a **title** e.g. "Why and How Do I Need To Protect My Lungs?"
2. **Introduction** – "My talk today is about the risk to my lungs from ..... I will also talk about protecting them using PPE etc."
3. **Main section** – taking each of the risks to your lungs from your job role in turn, explain their effect and how to protect yourself from them.
4. **Conclusion** – "So, I hope you can now see why it's important to ..."
5. **Questions** – Seek comments and questions from your audience.

### 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! 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 work experience you have had or a survey PPE.



**EXAMPLES OF DOCUMENTS YOU MIGHT WRITE ON ‘RESPIRATORY PROTECTION’**

**Short documents:**

- an illustrated leaflet on types of breathing protection available to you at work
- a short report on respiratory hazards in your workplace
- a list of facts about respiratory problems from company records

**Longer documents:**

- an article on lung disease
- a structured report on what equipment is available to protect workers from dust inhalation

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 VC21 HEALTH AND SAFETY**



**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. **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).



**HEALTH AND SAFETY  
MORE ACTION BASED ACTIVITY IDEAS**

1. Carry out a small survey of adherence to COSHH Regulations within your company and prepare a report.
2. Establish the main points from the Provision and Use of Work Equipment Regulations relevant to you and make recommendations.
3. Investigate the appropriateness of the PPE you were issued with and how it conforms to the PPE Regulations.
4. Look at the statistics for Manual Handling Injuries and establish some methods for improvement.
5. Find the two most common reasons for accidents in the work place and make some recommendations which would avoid them happening.
6. Research how Health and Safety practice has changed over, say, the past 60 years, (or since the Industrial Revolution).
7. Prepare a report on your responsibilities for Health and Safety as an employee in engineering.





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COUNCIL FOR THE CURRICULUM EXAMINATIONS AND ASSESSMENT

29 Clarendon Road, Clarendon Dock, Belfast BT1 3BG

☎ +44 (0)28 9026 1200 📠 +44 (0)28 9026 1234 📠 +44 (0)28 9024 2063

✉ info@ccea.org.uk

🌐 www.ccea.org.uk

