Unit title	Safe Working Practice
Guided learning hours	60
Number of lessons	30
Duration of lessons	2 hours

Links to other units

- Unit 1: Construction Technology
- Unit 13: Site Engineering for Construction
- Unit 14: Low Temperature Hot Water Systems in Building Services
- Unit 15: Measurement Techniques in Construction
- Unit 16: Provision of Primary Services in Buildings

Key to lesson types			
AW	Assignment writing	**V**	Visit
GS	Guest speaker	**GW**	Group Work
IS	Independent study		

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
1	**Learning aims A, B and C**	GW	• **Tutor presentation:** issue specification to discuss the unit, the learning outcomes and the mode of assessment. Introduce useful online resources (e.g. the Health and Safety Executive website). • **Group activity:** ask learners to collaborate in small groups to come up with examples of accidents and incidents that have occurred on construction sites. Use these as a basis for a class discussion. • **Plenary:** collate and summarise key points from discussion.	• Presentation resources • IT and online resources • Flipcharts or dry wipe boards for group activity
Learning aim A: Explore the principles of safe working practice				
2	**A1: Importance of safe working practice**	GW	• **Tutor presentation:** overview of the reasons for promoting good standards of safe working on construction sites. This should include: • avoiding worker fatalities and injuries • reducing incidences of ill health • meeting society's expectations • the need to provide a safe place to work • the requirement for a safe plant and equipment • safe systems of work • competent workers.	• Presentation resources • IT and online resources • Flipcharts or dry wipe boards for group activity

			• **Paired activity:** discuss and summarise the reasons for promoting good standards. • **Plenary:** learners feed back to class on the reasons and which they believe to be the most significant.	
3	**A1: Importance of safe working practice**	GW	• **Tutor presentation:** overview of worker fatalities and injuries and incidence of ill health related to construction. • **Paired activity:** research the main causes of fatalities and injuries. • **Plenary:** classroom discussion to identify the main causes of fatalities and injuries.	• Internet access • ICT facilities
4	**A1: Importance of safe working practice**	IS	• **Lead in:** review the reasons for promoting good standards of working on a construction site. • **Individual activity:** research the reasons for providing a safe place of work and what is included in a Safe System of Work (SSW). • **Tutor-led discussion:** group members discuss how you can ensure you have competent workers on site. Tutor-led discussion to clarify where appropriate. • **Plenary:** review the reasons for promoting good standards of working on a construction site and how they can be implemented on site.	• Internet access • ICT facilities
5	**A2: Regulation of safe working practice**	GS	• **Lead in:** introduce guest speaker. • **Group activity:** ask a guest speaker from a local construction	• Guest speaker

			company to discuss the legislation that applies when setting up a site, employer responsibilities, worker rights and responsibilities, and the role of enforcement agencies. • **Q and A:** allow time for learners to engage with the guest speaker.	
6	**A2: Regulation of safe working practice**	GW	• **Lead in:** review the consequences of non-compliance with legislation, standards and enforcement agencies. • **Tutor presentation:** group discussion about the impact of non-compliance for all parties involved. • **Small group activity:** investigate and produce a presentation which highlights the consequences of non-compliance with legislation for local construction projects. • **Tutor-led discussion:** groups present their presentations to the wider class, with tutor-led discussion to clarify where appropriate. Discuss what happened and why this is non-compliance. • **Plenary:** Outline the severe impact of non-compliance for workers and employers.	• Internet access • ICT facilities
7	**A3: Planning of effective safe working practice**	GW	• **Lead in:** review key elements of safe working management systems. • **Tutor presentation:** use an example of a safe working management system from a current or recently completed construction project to identify the different sections. Include the content of the different sections (policy, organising,	• Reference books • Textbooks • Internet access • ICT facilities

			planning and implementing, evaluation, auditing and actions for improvement). • **Plenary:** groups present their findings to the wider class. Discuss and address any issues that may have been missed.	
8	**Learning aim A**	V	• **Group activity:** arrange a visit to a local construction project, such as a housing scheme, hotel, hospital, leisure centre or office block. Task learners, working in small groups, to take photographs and notes during the site visit (you should give basic guidance on what to look for, such as site induction, signage, personal protective equipment used and possible hazards to look out for).	• Visit (cameras)
9	**Learning aim A**	GW	• **Lead in:** summarise the site visit and the information that was gained from the visit. • **Group activity:** ask each small group to present their findings from the visit using their photographs and notes. • **Class discussion:** lead a discussion on the site visit. What information was given by the site manager? What was included in the site induction? Was the site safe? What was good about the health and safety on site? What could have been improved? • **Homework:** have each individual learner write a short summary of the visit, reflecting on what they felt was good practice on the site and suggesting possible improvements.	• Presentation resources • IT and online resources • Flipcharts or dry wipe boards for group activity

10	**A1–A3**	RS	• **Lead in:** review the concepts that have been covered in topics A1 to A3. • **Class discussion:** outline the requirements of the set assignment for learning aim A. • **Individual activity:** investigate a range of construction accidents. What was the cause? What were the consequences? What actions for improvement should be implemented? • **Plenary:** discuss results of investigations. Address any common misconceptions.	• Reference books • Textbooks • Internet access • ICT facilities
Learning aim B: Carry out the development of a safe system of work for construction operations				
11	**B1: Risk Assessment**	IS/GW	• **Tutor presentation:** outline the steps involved in creating a risk assessment. • **Individual activity:** ask learners to research and write down the definition of the terms 'hazard', 'risk' and 'risk assessment'. • **Paired activity:** give each pair a picture of a construction activity and ask them to identify approximately five to ten hazards. For each hazard, they should identify the associated risks and suitable control measures. • **Plenary:** watch the HSE video 'Turning Concern into Action'.	• Presentation resources • IT and online resources • Flipcharts or dry wipe boards for group activity
12	**B1: Risk Assessment**	GW	• **Lead in:** recap the requirements for risk assessments. • **Paired activity:** using the construction activity given in the previous lesson, each pair should create a risk assessment for the activity. (An example template can be found on the HSE	• Presentation resources • IT and online

			website.) • **Class discussion:** discuss the different risk assessments produced by each pair. Identify good practice and give guidance for areas that need further work. • **Plenary:** review actual risk assessments given by a local construction company. Is the information clear and simple to follow?	resources • Flipcharts or dry wipe boards for group activity • HSE risk assessment template
13	**B1: Risk Assessment**	GS	• **Tutor presentation:** overview of requirements for writing risk assessments and evaluating control measures. • **Guest speaker:** ask a site manager or health and safety officer from a local construction company to come and speak on the importance of writing and reviewing risk assessments. • **Class discussion:** reasons for reviewing risk assessments. • **Plenary:** conclude with the benefits of maintaining high standards of health and safety at all times, and the consequences if they are not maintained.	• Presentation resources • Guest speaker • Flipcharts or dry wipe boards for group activity
14	**B2: Principles of hazard prevention**	GW	• **Lead in:** tutor-led discussion to introduce the hierarchy of hazard prevention. • **Tutor presentation:** introduce learners to all the different control measures. • **Paired activity:** give each pair a construction activity and ask them to list the control measures required, in the correct order.	• Reference books • Textbooks • Internet access • ICT facilities

			• **Tutor presentation:** use an example of a completed risk assessment to demonstrate the correct hierarchy of hazard prevention. • **Plenary:** knowledge quiz to check understanding of risk assessments and hierarchy of hazard prevention.	
15	**B3: Preparation of method statement**	GS	• **Lead in:** recap prior knowledge of method statements. • **Tutor presentation:** introduce learners to the concept of method statements and safe systems of work. Outline the content of a method statement. Introduce the guest speaker. • **Group activity:** ask a guest speaker from a local construction company to discuss the information contained within a method statement. If possible, they could bring some completed method statements with them, so the learners examine for themselves what is contained within the method statement. Use of real documentation should be encouraged where possible. • **Tutor-led discussion:** lead a discussion on method statements. Read some out and get learners to comment on these, and where possible identify possible control measures, or if applicable, improvements. • **Q and A:** allow time for learners to engage with guest speaker.	• Presentation resources • IT and online resources • Guest speaker • Real documentation (e.g. method statements, risk assessments, control measures) for a given project
16	**B3: Preparation of method statement**	GW	• **Lead in:** discuss the difference between method statements and safe systems of work.	• Reference books • Textbooks

			• **Tutor presentation:** outline the distinction between a written method statement and a safe system of work. • **Paired activity:** have learners investigate the difference between method statements and safe systems of work. The investigation should consider the content of each. • **Plenary:** draw together similarities and differences and how they are used to promote safe working practice.	• Internet access • ICT facilities
17	**B1–B3**	RS	• **Lead in:** review the concepts that have been covered in topics B1 to B3. • **Class discussion:** outline the requirements of the set assignment for learning aim B. • **Individual activity:** investigate a range of construction problems that relate to development of safe working methods. • **Plenary:** discuss results of investigations. Address any common misconceptions.	• Reference books • Textbooks • Internet access • ICT facilities
Learning aim C: Understand safe working practice for on-site construction operations				
18	**C1: General on-site health and safety**	V	• **Lead in:** tutor-led discussion of the general provisions for managing construction safety on site. • **Tutor presentation:** introduce learners to the range of factors that need to be taken into consideration when preparing a site induction, such as PPE, storing and stacking materials, managing open excavations, preventing falling	• Visit (cameras)

			materials, working in adverse weather conditions and checking for buried services. • **Paired activity:** carry out research into factors that have been identified. • **Plenary:** consider the general provisions for managing construction safety on site and how they are used to promote safe working practice.	
19	**C1: General on-site health and safety**	GW	• **Group activity:** arrange a visit to a local construction project, such as a housing scheme, hotel, hospital, leisure centre or office block. Ask learners, working in small groups, to take photographs and notes during the site visit (you should give basic guidance on what to look for, such as site induction, signage, personal protective equipment used and possible hazards).	• Presentation resources • IT and online resources • Flipcharts or dry wipe boards for group activity
20	**C1: General on-site health and safety**	GW	• **Lead in:** summarise the site visit and the information that was gained from the visit. • **Group activity:** ask each small group to present their findings from the visit, using their photographs and notes. • **Class discussion:** lead a discussion on the site visit. What information was given by the site manager? What was included in the site induction? Was the site safe? What was good about the health and safety on site? What could have been improved?	• Reference books • Textbooks • Internet access • ICT facilities

			• **Homework:** ask each individual learner to write a short summary of the visit, reflecting on what they felt was good practice on the site and suggesting possible improvements.	
21	**C2: Working at height**	GW	• **Tutor presentation:** overview of the duties of the employers and employees in relation to working at height. • **Paired activity:** research accident statistics linked to working at height in the construction industry. • **Class discussion:** the outcomes of the small group activities are shared within the class. • **Group activity:** watch a health and safety video on YouTube, 'Working at height'. • **Homework:** give learners an example of working at height. Ask them to independently research the activity and produce a short presentation (including images) on the risks, consequences and control measures associated with the activity, e.g. painting, installing windows, brick laying above ground floor levels, installing roof trusses, installing wring or pipework in ceilings, replacing roof tiles.	• Presentation resources • IT and online resources • Flipcharts or dry wipe boards for group activity
22	**C3: Controlling substances hazardous to health**	GW	• **Tutor presentation:** overview of controlling substances hazardous to health, including employers' duties, substances covered (such as chemicals), products containing chemicals, fumes, dust, vapours, mists, gases and biological agents. • **Paired activity:** give each pair an example of a product that is commonly used on a construction site, such as wood glue,	• Presentation resources • IT and online resources • Flipcharts or dry wipe boards for

			concrete additives, welding fumes, cement powder, diesel, paints, cement dust produced from grinding, epoxy resins, methylated spirits, material products. Learners should research the manufacturer's website to find the safety data sheet for their given product. They should then answer the following questions: o What PPE do I have to provide? o Will operatives require training? o What are the manufacturer's recommendations? Information should be recorded. • **Class discussion:** the outcomes of the paired activities are shared within the class. • **Plenary:** have learners draw conclusions on the risks of working with hazardous substances.	group activity
23	**C4: Manual handling**	GW	• **Tutor presentation:** overview of the duties of the employers and employees in relation to manual handling. • **Paired activity:** research accident statistics linked to manual handling in the construction industry. • **Class discussion:** the outcomes of the small group activities are shared within the class. • **Group activity:** watch a health and safety video on YouTube, 'Manual Handling'. • **Homework:** give learners an example of manual handling. Ask them to independently research the activity and produce	• Presentation resources • IT and online resources • Flipcharts or dry wipe boards for group activity

			a short presentation (including images) on the risks, consequences and control measures associated with the activity.	
24	**C5: Working with plant, machinery and equipment**	GW	• **Tutor presentation:** introduction to the range of plant, machinery and equipment used in the construction industry. • **Paired activity:** research accident statistics linked to plant, machinery and equipment in the construction industry. • **Class discussion:** the outcomes of the small group activities are shared within the class. • **Homework:** give learners an example of plant, machinery and equipment. Ask them to independently research the activity and produce a short presentation (including images) on the risks, consequences and control measures associated with the activity.	• Presentation resources • IT and online resources • Flipcharts or dry wipe boards for group activity
25	**C6: Working with excavation**	GW	• **Tutor presentation:** introduction to activities which require working with excavation in the construction industry. • **Paired activity:** research accident statistics linked to working with excavation in the construction industry. • **Class discussion:** the outcomes of the small group activities are shared within the class. • **Homework:** give learners an example of working with excavation. Ask them to independently research the activity and produce a short presentation (including images) on the risks, consequences and control measures associated with the	• Presentation resources • IT and online resources • Flipcharts or dry wipe boards for group activity

			activity.	
26	**C7: Training and education**	GS	• **Tutor presentation:** overview of requirement to give training and instruction to employees. Outline what is expected to prove someone is competent to do a job. • **Guest speaker:** ask a site manager or health and safety officer from a local construction company to come and speak on the training and processes they use to ensure all the operatives on site are trained and competent. • **Class discussion:** benefits of fire safety training and toolbox talks. • **Group activity:** watch a health and safety video as an example of a toolbox talk. • **Plenary:** conclude with the benefits of maintaining high standards of health and safety at all times, and the consequences if they are not maintained.	• Presentation resources • Guest speaker • Flipcharts or dry wipe boards for group activity
27	**C1–C7**	RS	• **Lead in:** recap the site visit and safe working practices seen on the visit. • **Individual activity:** have learners solve a range of construction problems related to understanding safe working practice for on-site construction operations. • **Tutor-led discussion:** recap safe working practice. • **Plenary:** review assessment preparation activities and resolve any issues that learners may have encountered.	• Presentation resources • IT and online resources • Flipcharts or dry wipe boards for group activity

Preparation for Pearson set assessment				
28	**Learning aim A**	RS	• **Lead in:** recap content of topics in preparation for practice exam questions. • **Individual activity:** work through practice exam questions based around learning aim A. • **Plenary:** review questions. Discuss questions that learners considered to be challenging.	
29	**Learning aim B**	RS	• **Lead in:** recap content of topics in preparation for practice exam questions. • **Individual activity:** work through practice exam questions based around learning aim B. • **Plenary:** review questions. Discuss questions that learners considered to be challenging.	
30	**Learning aim C**	RS	• **Lead in:** recap content of topics in preparation for practice exam questions. • **Individual activity:** work through practice exam questions based around learning aim C. • **Plenary:** review questions. Discuss questions that learners considered to be challenging.	

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