



# LEARNER HANDBOOK

## *Plant Operations NVQ Level 2*



NVQ  
Programs



Health & Safety  
Training



All Types of  
Safety Training



Mobile Scaffold  
Tower Training



Forklift Truck  
Training



Access Platform Training



First Aid  
Training



## MOBILE ELEVATED WORKING PLATFORMS (MEWPS) = SCISSOR LIFT & BOOM LIFT

**Working Conditions:** Can be both inside and out.  
Can be restricted use outside due to wind or severe weather conditions. Used in a huge range of industries including all trades who work at height or who need to work in places which are difficult to access.

Qualities needed to operate a Scissor or Boom Lift:

- Unafraid of heights \*this is very important\*
- Good all round vision
- Ability to steer and control from unusual positions
- Good hand/eye coordination
- Good concentration span
- Adaptable to inside or outside work
- Good communication skills
- Reasonable mathematical skills (for working with various load weights etc)
- Decent degree of general fitness

Further desirable qualities which employers like to see:

- Health & Safety awareness
- Team player with good productive attitude to work
- An awareness of the industry (not necessarily experienced)
- Manual handling skills
- First aider



Boom  
Lift



Scissor  
Lift



Health and Safety Training Ltd

Unit 1 & 9 Lawson Street, Dock Road Industrial Estate, North Shields NE29 6TF

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## TELESCOPIC HANDLER

**Working Conditions:** Usually outside in all weathers.

Some of the qualities needed to operate a Telescopic Handler include:

- Good all round vision
- Good concentration span
- Good hand/eye coordination
- Ability to work in extreme weather/conditions
- Good communication skills
- Good mathematical skills to work out loads
- Decent degree of general fitness (in and out of cab, checking loads, etc)
- \*Existing driving skills are an advantage



Further desirable qualities which employers like to see:

- Health & Safety awareness
- Team player with good productive attitude to work
- An awareness of the industry (not necessarily experienced)
- Manual handling skills
- First aider

Construction Industry



Housing



Heavy Industry



Building Materials & Storage



Farming Industry



Scrap Metals Industry



\*Telescopic Handlers are also used in some instances as small cranes for lifting and positioning loads in workshops.

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## COUNTERBALANCE FORKLIFT TRUCK

**Working Conditions:** Inside and outside in all weather conditions.

**Qualities needed to operate a Counterbalance Forklift Truck include:**

- Good all round vision
- Good concentration span
- Good hand/eye coordination
- Adaptable to inside or outside work
- Good communication skills
- Reasonable mathematical skills (for working with various load weights, etc)
- Decent degree of general fitness (on and off machine checking loads, etc)
- \*Existing driving skills are an advantage

**Further desirable qualities which employers like to see:**

- Health & Safety awareness
- Team player with good productive attitude to work
- An awareness of the industry (not necessarily experienced)
- Manual handling
- First aider



Heavy Industry



External Storage



Factory Work



Transport and Haulage



Shipbuilding and Repairs



Warehousing and Storage



\*Counterbalance Forklift Trucks are also used in retail, distribution and engineering industries.

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## REACH FORKLIFT TRUCK

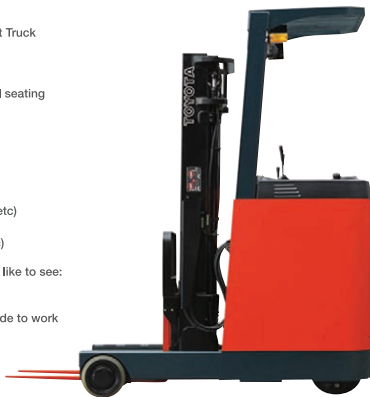
**Working Conditions:** Mostly inside work but can be outside as well.

**Qualities needed to operate a Reach Forklift Truck include:**

- Good all round vision
- Ability to steer and control from unusual seating position
- Good concentration span
- Good hand/eye coordination
- Adaptable to inside or outside work
- Good communication skills
- Reasonable mathematical skills (for working with various load weights, etc)
- Decent degree of general fitness (on and off machine checking loads, etc)

**Further desirable qualities which employers like to see:**

- Health & Safety awareness
- Team player with good productive attitude to work
- An awareness of the industry (not necessarily experienced)
- Manual handling
- First aider



Usually used for various types of warehouse, distribution and factory work, can include working with high racking systems, as well as vehicle loading. Used more internally than externally.



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## **MISSION STATEMENT – HEALTH & SAFETY TRAINING LTD**

Health & Safety Training Ltd; we aim to deliver outstanding teaching, learning and assessment to individuals and employers

### **HEALTH & SAFETY TRAINING LTD – LEARNER PLEDGE**

For all training courses and assessment arranged or run by Health & Safety Training Ltd, we pledge to support the Learner from the moment they enquire and right through the entire learning process, whether that is with Health & Safety Training Ltd or with one of our partnership organisations. We will provide information on all courses enquired about, as well as any advice needed. We will also provide guidance to the learner on realising their potential. It is our policy to help the Learner search for suitable courses in order to help them progress in both a personal and a work environment. All are welcomed at Health & Safety Training Ltd. We are proud to be an equal opportunities training provider who has the interests of the Learner at heart.

Health & Safety Training Ltd pledge continued support throughout!

#### ***We guarantee;***

- To take active steps to ensure every Learner receives equal access to our courses and the guidance and advice that we offer.
- To provide any necessary training aids and personnel to ensure that everyone receives the support and assistance necessary to reach their full potential.
- To actively combat language, disability and stereotyping barriers to ensure everyone has full and fair access to our courses.

#### ***We guarantee;***

- A detailed personal response guaranteed within 24hrs of any enquiry.
- Further information or an interview within three working days of your initial enquiry.
- A personal bespoke learning programme to suit the individual needs of the Learner and Employer.
- Feedback and reviewing of the personal programme and learning process given to the Learner and Employer on a regular basis.
- Learners and their Employers will be kept informed of improvements to our systems or programs which have been implemented through feedback they have given to us.
- Monitoring of the Learner's progress with any of our partnership organisations, backed with support and guidance for the Learner.
- The provision and use of time and resources to help Health & Safety Training Ltd employees and all learners improve upon their Maths and English skills.





## **Handbook Contents:**

1. The purpose of this handbook and the contents.
2. Information on Health & Safety Training Ltd – general policies/ rules for being trained and working with us.
3. Introduction to the NVQ
4. Knowledge and understanding of the job.
5. Information, Advice & Guidance
6. Equality & Diversity explained.
7. Equality & Diversity Policy at Health & safety Training Ltd.
8. Health, Safety and Welfare in the workplace – some guidance.
9. The Top 10 health and Top 5 safety risks in the workplace
10. Communication in the workplace.
11. Signs and fire extinguishers in the workplace.
12. Unemployed learners – The Route Into Work
13. Spell Checker and grammar tips – information and guidance on the meanings and spellings of common words used on this course.

## **1: WHAT IS THE PURPOSE OF THIS HANDBOOK?**

The handbook should be kept with you at all times when doing training and assessment on this course. It holds important information to help you answer the questions you can expect to be asked by your assessor. It also has information on how the course will be run, and there is a handy spell checker in the back of the book which a lot of our learners find helpful.

In addition, it holds information on health, safety and welfare at work, and how you are expected to act and treat people when you get a job (if you don't already have one). Within this handbook you will find the answers to many questions you will need to be able to answer when you are on the course.



## **Welcome!**

Thank you for choosing to take your Level 2 National Vocational Qualification (NVQ) award in Plant Operations with Health & Safety Training Ltd.

We are delighted to have this opportunity to be able to offer you training and assessment, and our aim is to make your NVQ journey with us as enjoyable and productive as possible.

If you are not already aware of us, Health & Safety Training Ltd works predominantly in the north of England. We deliver around 1000 NVQs to learners each year through training and assessment in the workplace and at our purposely equipped training centres. We specialise in the delivery of training & NVQs in the construction, engineering and transportation industries, as well as employability. We are fully experienced in all areas of training and assessment which we operate in, and all of our training staff are all occupationally competent, so you are in good hands!

We hope your experience of working with our organisation will be of great benefit to you and we look forward to working with you on this course, and with any future courses you may progress onto.

If you have queries regarding any aspect of your NVQ award or your training program please do not hesitate to contact us via your assessor, or via details that are provided within this handbook.

This booklet contains vital information on the units of the award, as well as some additional information which you might find useful in the workplace. It informs you about the NVQ and about health, safety and welfare in the workplace. Please read the following pages and try to relate the information to your specific job role, or intended job role. Remember! Your Assessor is here to help and guide you throughout, so please don't be afraid to ask questions about anything you don't fully understand.

We wish you every success with your programme.

*Phil Binks (Managing Director) - Health & Safety Training Ltd*

## **2: ABOUT HEALTH & SAFETY TRAINING LTD**

Health and Safety Training Ltd is an accredited training provider for the most in demand awarding bodies in the plant/machinery industry, including NUCO, RTITB, NPORS, PASMA, IPAF and IOSH, and we are an approved centre for the delivery of NVQs with awarding body EDI. We are also an approved training provider with the Skills Funding Agency (SFA) for the delivery of fully government funded NVQ training programs for businesses across the north of England.

We aim to provide a quality service that's second to none in all aspects of health and safety and mobile plant equipment training. We are particularly experienced in the fields of materials handling and construction equipment training, and we can offer a wide range of training courses in these areas. Our instructors and assessors are fully trained and accredited and are extremely experienced in their specialist fields.

### **QUALITY MATTERS!**

In our most recent government inspection by Ofsted in June 2013, we received a Grade 2: Good in all aspects of our training and assessment delivery.

#### **Reasons quoted by Ofsted on why Health & Safety Training Ltd is Grade 2: Good**

- ✓ Success rates are consistently high
- ✓ Good progress is made by most learners
- ✓ Highly effective development of learners' occupational skills takes place
- ✓ Teaching, learning and assessment are highly effective
- ✓ Good personal, social and mathematical skills are developed by learners
- ✓ The development of safe working practices is excellent
- ✓ High quality training equipment benefits learners
- ✓ Leaders and managers identify improvements needed and take rapid action

## **Future aims of Health & Safety Training Ltd**

Whilst we see the Grade 2; Good given by Ofsted as a real positive, we aim to be seen as a Grade 1 Outstanding provider in future, and to do so we need to gather data from staff, learners and employers, as well as partnership organisations and colleges that we work with; and we need to use that information more to see how we can make improvements to the delivery of the training and assessment process.

We also aim to help learners and staff to improve their English skills to match how we help to develop skills in mathematics as mentioned by Ofsted above. We will be doing this by providing resources for learners and by giving feedback on how they can improve by taking simple steps during the training and assessment, or if they wish by enrolling on courses with one of our partnership organisations.

Another of our company aims, is to maintain our current Matrix Standard accreditation and to continuously improve to meet and surpass their requirements. The Matrix Standard is a unique quality standard for organisations which allows them to assess and measure their advice and support services, which ultimately supports individuals in their choice of career, learning, work and life goals

## **Training and Working at Health & Safety Training Ltd**

Our normal working hours for office staff are  
8am - 4.30pm Monday – Friday.

Our normal working hours for training staff are  
8.30am – 4.30pm Monday – Friday

If you are being trained at our training centre your course times will be  
8.30 start and 4.30 finish (unless stated otherwise).

When training at our centre, you are classed as a working visitor to our site, and as such we expect all visitors to adhere to our times and policies.

The wearing of PPE (Personal Protective Equipment) on HST premises.

If you have suitable protective work footwear, this should be brought with you for the course if you are being trained on our premises. If you do not

have suitable footwear – inform your assessor, who will be able to arrange footwear to be made available (subject to availability).

If you do not wear the correct footwear, then you will not be allowed onto the main training areas where plant/machinery is operating.

Hi-viz vests will be supplied to all people on the main training areas. It is your responsibility to make sure you are wearing one and to take care of it whilst you are being trained and assessed on our premises.

Please note: We take health and safety extremely seriously within our organisation, and anyone found not wearing the correct PPE will be reminded and warned if necessary. Repeat offenders can have their training and assessment terminated.

### **The wearing of PPE on site at customer premises.**

When being trained on site at your place of work, we would expect you to abide by Company Policies implemented by your employer in wearing suitable Personal Protective Equipment within your workplace and for the course you are on. We cannot enforce the wearing of PPE by people who do not work for Health & Safety Training Ltd on premises other than those owned or rented by HST Ltd for the purposes of training and assessment, but we are happy to help companies by recommending suitable PPE should they wish.

### **Health & Safety Training Ltd: Equality Statement**

Health & Safety Training Ltd is committed to the promotion of equality and diversity in society. We aim to ensure that everyone has a chance to fulfil their potential. Health & Safety Training Ltd respects and values differences in its learners and employees, as well as visitors to the workplace. We will promote equality and opportunity and good relations between members of different groups. We have a responsibility to ensure that no learner is prevented from the right to benefit from the training and assessment we offer. Health & Safety Training Ltd celebrates and values diversity among all people. All will be treated with respect and dignity within a positive learning environment free from discrimination, harassment and victimisation. No trainee or learner, employee or visitor shall be treated less favourably than

another for any reason, but specifically including:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Details of our Equality & Diversity Policy and Grievance Policy are in this handbook and in all learner portfolios. They are also readily available within the premises of Health & Safety Training Ltd and online at our website; [www.hst.uk.com](http://www.hst.uk.com)

## **Health & Safety Training Ltd – general health and safety policy statement.**

### **General statement**

It is our policy to:

- Provide adequate control of the health and safety risks arising from our work activities;
- Consult with our employees on matters affecting their health and safety;
- Provide information, instruction and supervision for employees;
- Ensure all employees are competent to do their tasks, and to give them adequate training;
- Prevent accidents and cases of work-related ill health;
- Maintain safe and healthy working conditions; and
- Review and revise this policy as necessary at regular intervals.

## **Responsibilities**

Overall and final responsibility for health and safety is that of Phil Binks, (Managing Director)

All employees are required to:

- Co-operate with their supervisor/manager on health and safety matters;
- Not interfere with anything provided to safeguard their health and safety;
- Follow any system of work implemented to protect their health and safety and generally take reasonable care of their own health and safety; and
- Report all health and safety concerns to an appropriate person (as detailed in this policy statement).

## **Risk assessment**

John Mitchinson has been nominated as the person who will oversee the carrying out risk assessments in our workplace. We will adopt a pro-active approach by conducting a systematic and up-to-date risk assessment of all areas of our organisation. These risk assessments will establish what needs to happen in your area. This assessment will cover all foreseeable hazards. This is a practical exercise that will lead to the implementation of necessary improvements in the design of our workplace and the way in which we organise work.

We will periodically review our health and safety policy to ensure that it remains relevant to the needs of our staff, organisation and legislative requirements. We recognise that improving health and safety standards is an ongoing process.

## **Consultation**

As part of our risk management process we are committed to consulting and involving all employees. Your involvement in this process is seen as essential. An important part of our policy is the commitment to provide you with appropriate health and safety training so that they can fulfil competently your health & safety responsibilities - including participating in the risk assessment process.

## **Monitoring and inspection**

Constant scrutiny contributes to the development of a healthy and safe workplace. We will undertake regular inspections and checks to monitor health and safety performance. Your involvement and participation in this ongoing exercise is seen as very important.

## **Training and information**

The Training Manager will oversee the delivery of health and safety training in our workplace. A key element to achieving safe work practices is knowledge and information. All staff, including temporary workers, will receive health and safety training. This training will include induction training for new staff, as well as on-going health and safety training for staff on more specific issues associated with their work such as Equality & Diversity training and manual handling. Health and safety training will cover all the foreseeable hazards to which employees are exposed and safety measures you must take to protect your health and safety.

If you are required to undertake a task for which you feel you are not competent and where your health or safety might be put at undue risk you are required to report this immediately so that appropriate remedial steps can be taken.

## **Accident Reporting**

The reporting of accidents and dangerous occurrences is a statutory requirement. Certain accidents and ill health that result in a person being absent for three or more days must also be reported to enforcing authorities on standard forms like this. In addition to obvious injury, this reporting covers absence due to ill health from recognised diseases.

All staff are required to report any work related ill health absence or dangerous occurrence. In the event of an accident there will be a formal investigation. This is not to apportion blame but to establish root causes so that we can prevent future accidents.

*Phil Binks (Managing Director) Dated 03rd Jan 2013  
On behalf of Health & Safety Training Ltd*



### **3: INTRODUCTION TO YOUR NVQ**

The NVQ is made up of a minimum 3 units, all of which must be completed to gain the full award, although a smaller achievement of unit certification is possible in some instances (see below).

During your time spent with Health & safety Training, you will be observed in the workplace by one of our qualified assessors to ensure that you are putting what you have learnt into practice as well as adhering to company policies. Evidence is collected through observations whilst you are training, and also whilst you go about your normal daily routine because your assessor needs to know you are working in line with policies such as tidying away your equipment or disposing of rubbish correctly, as well as treating people properly. Questioning may also take place at a convenient time and place, and the learner can also take part in a discussion which will be recorded onto disc which is probably the fastest and most efficient way of gathering evidence.

Knowledge and Understanding of the Learners job role (or intended job role) is vital to gather the full award, and in particular to complete the two mandatory units which are;

- UNIT 4109: Conforming to General Health, Safety and Welfare in the Workplace.
- UNIT 4110: Conforming to Productive Working Practices in the Workplace.

#### **What is the Aim?**

The aim of this course is to assess the Learner's competence against NVQ Level 2 standards and where necessary agree development plans.

Some of the Benefits:

Participants will:

- Develop their performance in key areas of specialised plant & machinery and where standards are met; achieve a nationally accredited certificate for operating that Plant/Machinery.

- Match their performance in the workplace against recognised criteria of the National Occupational Standards (NOS).
- Gain a Nationally recognised qualification in full or in part.
  - Full certification can be gained if the Learner completes the underpinning knowledge training on the plant/machinery as well as the two mandatory units of the award.
  - Part, or 'unit' certification can be gained if the Learner does not successfully complete the training on the plant/machinery; In this instance, unit certification could consist of one or both of the mandatory units of the NVQ award.

#### **4: KNOWLEDGE & UNDERSTANDING OF A JOB**



The NVQ in Plant Operation concentrates on two things in particular;

- 1) It will look at how you physically 'perform' a job. This can be in general, as well as when using plant or machinery.
- 2) It will also look at whether you know and understand why you do the tasks connected to your job, and the what might happen if you did not carry out those tasks safely and correctly and what you would do in the event of an emergency.

This section concentrates mainly on number 2) above.

For example: A person may spend all of their working days packing boxes with machine parts, labeling the boxes and sealing them up for delivery to customers. That person may well be able to carry out that job on a day to

day basis, but! ...

**...do they know why they are doing that job?**

**...are they aware who relies on them to do the job properly?**

**...do they know what could happen if they did not pack the right parts into the right boxes or label them correctly?**

The consequences of them doing any part of that job wrongly (or not at all) can have a snowball effect, causing problems for them, their workmates, the company and the customer.

It may result in customers not getting the service they expect. Therefore the business will suffer which can end in disciplinary action or job losses and bad feeling amongst workmates.

Also, if that worker is not aware of what she or he should do in the event of an emergency such as fire or accident, then this can cause harm to themselves or to others.

So a wider 'knowledge & understanding' of what your job entails, as well as your responsibilities to 'perform' your job correctly, is vital.

Basically, what you need is ...

- Good knowledge of what your job is
- Good knowledge of WHY your job is important (and remember ALL jobs are important, otherwise they wouldn't exist)
- Good knowledge of your workplace, as well as the signs, policies and rules.
- Respect for other people and what others around you are doing as part of their job
- A good knowledge of what happens if your job is not done correctly!

If you understand the things mentioned above, it will improve relations with your work colleagues and your employer, as well as the customer.

**This all makes for a more productive and happier workplace, as well as an improved chance of promotion or wage rises.**

The following pages cover all of the parts of the qualification which are 'knowledge' based and not just 'performance' based. Completing the questions with your Assessor will go a long way to helping you complete the NVQ Level 2 in Plant Operations. They cover things such as;

- Emergencies/Accidents
- PPE (personal protective equipment)
- Communication at work
- Hazards & Risks in the workplace
- Pre-use checks of machinery
- Signs and Fire Extinguishers in your workplace.
- Equality & diversity and how you treat other people at work.
- Energy saving and low carbon emissions.

Once you have completed questions with your assessor on these subjects, your Assessor will be able to mark off the knowledge based parts of the NVQ. They can mostly be covered by recording a conversation with your Assessor, which is far quicker and easier than writing answers to questions by hand. The choice is yours though.

## **5: INFORMATION/ADVICE & GUIDANCE FOR THE NVQ LEVEL 2 IN PLANT OPERATIONS**

How long does it take to complete the course?

This can vary between a relatively short period of a week or two, to a few months, depending on the needs of the Learner. Between signing up for the course and completing the NVQ, the course will include assessments of you in and around the designated work area, and will also include any underpinning knowledge training required to make sure you are preparing and operating the machinery correctly. Learners normally complete easily within a 3 month period, but this can be much quicker if we are allowed continued and frequent access to learners.

### **Do I need to be good at English and maths?**

This is a Level 2 qualification, and as such it does not require a high level

of English and maths knowledge, and a lot of the evidence can be covered with recordings so this helps to cut down on the writing aspect. However, maths and English are an important part of working life and we use them more often than we realise, especially with plant/machinery. Below are just some of the reasons why English/maths are important.

When working with plant/machinery, we need to be aware of the capabilities of the machinery we use – the **amount** of **weight** it can lift, what **angle** we need to turn the machine in small **area**. We may need to **measure** the windspeed to see if it is safe to use the machinery, or to **calculate** the weight of a load or the **fulcrum** so that the load is well **balanced**. You may even need to **calculate** the hours and work out your wages or the tax **percentage** you are paying.

note; all words in **bold italics** in the above paragraph are mathematical terms.

Machinery needs to be checked daily to make sure it is safe. You need to be able to fill out pre-shift check lists, which you use to make sure the machine is safe for use. You may need to carry out risk assessments at work and write up reports or fill in the accident book. You may need to read delivery notes and understand orders which need to be loaded onto delivery vehicles.

As you can see, English and maths is a large part of working life and its good to try and improve your skills. We are not teachers of those subjects here at Health & Safety Training Ltd, but we are able to put people in touch with specialists in those areas if you wish to improve. What we will do here, is give you resources to enable you to check spellings and use phrases which are used within the industry, and which will help you improve English and maths which is related to working with plant/machinery. Your assessor will guide you with maths/English.

## **What is an 'Assessor'?**

Your Assessor is the person who is going to observe, question and assess your abilities using plant or machinery (forklift truck for example), as well as your knowledge of health, safety & welfare in the workplace. Your Assessor is there to help and support you on this course, and to give feedback on

any evidence that is submitted to help gain the qualification. The assessor will also offer simple ways to improve English and maths if you need any support in that area. Sometimes more than one assessor may be involved over the period of the course.

Your assessor may also act as your instructor for your training on the chosen plant/machinery (forklift truck, scissor or boom lift etc).

### **What is meant by collecting 'Evidence'?**

Evidence is verifiable proof that you are able to operate the plant/machinery to the required standard, and also that you have the knowledge and understanding needed about what being employed as an operator of plant/machinery entails. The mandatory units of the NVQ which are in addition to the safe preparation and use of plant/machinery, cover various aspects of working in the industry. These can be things such as;

- Emergency procedures and security procedures
- Equality and diversity in the workplace.
- Efficient work practices and other aspects of health, safety and welfare in the workplace.
- Different ways of communication in the workplace.
- The safe setting up, operating and shutting down of specific plant/machinery.

**Evidence is gained mainly through assessments.**

### **What are Assessments?**

There are a number of ways to assess learners, and this will include being observed in your everyday duties such as setting up and operating the plant/machinery in and around the workplace, as well as shutting it down safely afterwards.

When a workplace observation is carried out, it will involve your Assessor making out an Observation Report. Each report goes into the portfolio to act as evidence. You may also be asked to answer verbal and written questions during time spent with your Assessor to show Knowledge &

Understanding of the job. Additionally, your Assessor may ask you to take part in a Guided Discussion. This is a recorded conversation between you and your Assessor, which is put onto a disc and kept in your portfolio as evidence. Guided Discussions are an excellent way for you to gather evidence. A conversation in relaxed circumstances can cover a lot of the evidence needed to complete the qualification. Guided Discussion is also a great way for you to talk about past experiences in your job, or to talk about how you would react in circumstances that your Assessor may not normally see as part of your everyday work schedule such as emergency procedures or security issues.

## **Assessment Plans**

Your Assessor will plan each session with you, helping you to focus on the issues that need to be covered and how you will gather the evidence needed. In some cases, it is possible that the Assessor may contact you by telephone to discuss certain evidence, which may also be recorded. In any event, you will be informed beforehand of any recordings taking place, so that you are prepared and also so that you can give permission for the recording to take place.

## **Progress and Feedback Review**

You will be given a review of your progress at the end of each assessment, and this will give you information on how much you have achieved so far, as well as any targets you have to think about for the next assessment. Where possible a date for the next assessment will be on the review as well, so that you know when you will next see your assessor. Here is an example of a feedback & progress review. It is from the second day of training on a forklift truck for a learner. You will notice it gives the learner feedback on various aspects of the course, but some aspects have not yet been covered. It is important that you understand and are happy with feedback given to you by your instructor or assessor. Feedback is something which is given to help people understand what progress they have made and what they need to do to improve. See the example over the page for further guidance.

**ASSESSOR, PLEASE CIRCLE WHAT THIS PROGRESS & FEEDBACK IS FOR - INDUCTION - EMPLOYABILITY - MACHINE TRAINING - ASSESSMENT**

**WHERE POSSIBLE PLEASE GRADE EACH SECTION BETWEEN 1&10 (WHERE 1 = POOR & 10 = OUTSTANDING)**

SCOPE OF LEARNING	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
OBSERVATION SKILLS	5	7				
MACHINE OPERATING SKILLS	5	7				
MACHINE PRACTICAL TEST						
MACHINE THEORY TEST						
HEALTH/SAFETY/WELFARE	7	8				
COMMUNICATION	6	8				
WRITTEN WORK		8				
ATTENDANCE ON COURSE	10	10				
PUNCTUALITY ON COURSE	10	10				
BUSINESS/CUSTOMER AWARENESS		8				
WORKING AS PART OF A GROUP		7				

**ASSESSMENT PLAN AND TARGETS AGREED BETWEEN LEARNER AND ASSESSOR FOR NEXT VISIT:**

*John, once again you have 10 out of 10 for attendance and timekeeping, well done keep up the good work please because it'll be important for you to do that when you get a job again. Your pre-shift check was great today, logging all the correct details on the form. Plus its good that you have improved your observation skills, remembering to keep looking on the direction of travel when on the Forklift (including reverse!) - You have worked well in the*



group and shown some extensive knowledge of the warehousing industry from your past experience, explaining to me about the use of forklift when at work and who you would be communicating with. This is important, well done. You still need to master the chic-cane with the forklift, so remember what I said about getting the turning point spot on, the centre of the front wheel is what you need to use as a guide. We will do this again in the morning but have a think about things overnight and plan it in your head. We will also be working on the theory (written work) side of things so please look at your FLT handbook about Load Centre and how a truck can tip sideways and forward if not used correctly. This is vital information for your theory test. Well done though, you are making great progress and if you continue to work hard should have no problems passing the tests.

<b>Action points:</b> Look in direction of travel when operating!  Concentrate on turning point of truck (front wheel)  Revise truck stability and load centre for tomorrow	Comments by Learner:  Learner sign/date: <b>John Smith 4th November 2013</b>	
	Are you happy with the progress made in this assessment?	YES x NO Tick
	Are you happy with the assessment plan for your next visit?	YES x NO Tick
Manager comments (if applicable):  <i>Not applicable (unemployed learner)</i>	Approx. % Achieved so far:- 25%  Date of next visit: 5/11/13  How was Equal Ops covered: <i>Discussed verbally— spoke about how a Polish ex-colleague of Johns brought ideas to the job from his experience in Poland.</i>	
Sign & date:	Training Advisor sign & date: <i>Peter Fisher—4/11/13</i>	
IV sign & date:		

## **SOME OF THE DIFFERENT TYPES OF EVIDENCE THAT YOU MAY USE.**

The NVQ Level 2 in Plant Operations is a qualification that is made up of three or more different units (depending on the plant/machinery you are being assessed on). Each candidate must produce different types of evidence to cover each of the units separately. There can be a number of different types of evidence; some of these are explained as follows;

### ***Written or Verbal Questioning (Q)***

This consists of your Assessor asking you questions after observations or during assessments & training. The questions will be regarding different aspects of your job in the use of plant or machinery, or could be about general workplace safety, health and welfare of people in the workplace, or of security or emergency procedures. The information you give to your Assessor will be logged into your portfolio. Questions are supplied in written form, but you will be given the choice to answer those questions verbally with your assessor, and have it recorded to disc.

### ***Guided Discussion (GD)***

As explained above, this is a recorded conversation, usually between the Learner and Assessor, where you talk about the job you do, or intent to do. This can cover any aspect of the job, including general health and safety aspects of your workplace, or emergency and security procedures. They can also cover previous experiences where you can talk about past training or situations that have occurred in the workplace.

### ***Simulation (Sim)***

This evidence is gathered either when health and safety issues prevent the evidence from being gathered naturally in the workplace, or it can also be used in some circumstances when a task cannot be carried out in the workplace, as long as this has previously been agreed with the awarding body quality control department.

## ***Witness Testimony (Wt)***

This is evidence that your supervisor/manager can produce for you (if you are already in employment), and is evidence that they have seen you perform whilst at work in relation to the standards of the NVQ. Witness Testimony can be plotted into all units of the award depending on the information given.

## ***Observation (Obs)***

This is evidence that your Assessor sees you perform repeatedly and competently in the workplace. The assessor should see you perform your duties to the level required during any training you have received as part of the award. This is very important evidence and goes into all units of the award.

## ***Written Account***

As the learner you would write down a written account of past training or experiences, or things that have occurred, or that could occur at work or in other relevant circumstances. This is not as quick as Guided Discussion, but can be used if the learner is happy to write detailed accounts of past experiences. It would first be discussed and properly planned with your assessor.

## ***Product evidence (P)***

This evidence is usually used for people who are in employment. It can be anything that the Learner brings forward from their everyday working tasks, as long as they are actively used by the learner. Things such as paperwork, jobcards, checklists, picking lists, drawings, risk assessments, work permits etc. Your Assessor will view the product and make a note of where it is kept at work. Your Assessor can then say that you have brought this evidence forward and where it can be found if quality department would like to see it for themselves. Copies or originals of the product evidence are not normally needed, as long as the Assessor can verify where the originals can be found.

***In summary*** – the evidence you gather shows you can perform repeatedly and competently safe and efficient work practices using plant/machinery, and that you have sufficient knowledge and understanding of the following topics...

- Communication – the importance of it and what happens when communication breaks down.
- PPE – the different types of personal protective equipment and its uses.
- General questions about health, safety & welfare at work.
- Fire extinguishers – identifying them, and knowing their uses.
- Workplace safety signs; the different types and what they mean.
- The top 10 safety and top 5 health risks in the workplace.

### **Keeping a record of the evidence you gather.**

#### ***Matrix cross-referencing of evidence.***

As the evidence is gathered, it is logged into the Evidence Matrices in your portfolio. There is a separate evidence matrix for each of the units. Each matrix will reference all of the evidence as you produce it. Some of the evidence will naturally be covered more than once during training and assessment. However, as long as the Assessor judges the evidence brought forward to be sufficient, and this is verified by the IV, then covering it once can sometimes be permitted. Your assessor will explain the matrix and fill in the evidence, or help you to fill it in if you prefer.

### **Who else might you see, or talk to, during the course?**

#### **QUALITY ASSURANCE DEPARTMENT.**

Sometimes on the course, a manager from Health & Safety Training Ltd may drop in to see if you are happy with progress or to check the work in the portfolios is up to date and correct. Also, as part of our internal quality assurance program, your Assessor may be observed doing his job. This is purely to make sure we are giving the best service to you, and so that we look to improve whenever possible.

**The IV (Internal Verifier – or Internal Quality Advisor)** – The IV's are employed by Health & Safety Training Ltd in order to make sure the quality of what we do is kept to a high standard and so that the awarding body (EDI) are happy with the standards of what we pass for certification. The IV is the person who checks to make sure the file is presented correctly, and that there is sufficient evidence provided, and that the evidence is valid, authentic and reliable. An IV may speak to you at some stage, if they have any specific questions about your particular course.

**The EV (External Verifier – or External Quality Advisor)** – The EV is employed by the awarding body for the Plant operations qualification (EDI) and the EV visits Health & Safety Training Ltd at regular intervals to check that things are being run correctly and that learner files are of a sufficiently high standard. Once again, the EV can ask to speak to any learner, usually just to check they are happy with the course.

## **LEARNER SATISFACTION SURVEY**

You will be asked to complete a short questionnaire at the end of the course. This is because we are constantly looking to improve what we do in regards to the award and to help Learners fulfil their potential. We would appreciate your honesty with the questions, as well as your cooperation in filling it in.

## **Further information/Advice & Guidance**

At any time your assessor will be available to help supply you with any further information you require on this course, or any other course you may be interested in taking. Also, information on the training and assessment procedures, on the training providers, and any help that may be at hand from funding organisations will be available, should you require it.

If an Instructor or Assessor feels they can offer you any advice, then he or she will be glad to offer it. They may also offer you advice from an outside source if they do not have the information to hand themselves. Likewise, if you feel you need any advice, feel free to ask. We are always willing to help.



**Below are some frequently asked questions around the subject of equality and diversity in the workplace, and some answers to help you understand more about the subject...**

***Q: What is equality and diversity, and how do can I make sure I am doing and saying the right thing?***

This whole section aims to explain equality & diversity and give you the information you need to do and say the right thing. Think about it, when you are working for any organisation or employer, you will naturally come across people of different backgrounds and abilities, and people in many different situations than yourself. These differences could be down to things such as their social background or upbringing, or the fact that they may have a disability of some sort.

**Note:** If you are able to recognise and accept the differences in people, and treat all people with the same respect they are due, no matter what those differences may be, then you will be putting the principles of equality and diversity into practice.

So ...

***Q: What is meant by the term 'Equality'?***

**Answer:** Equality is often defined as treating everyone the same. Basically – everyone should be treated with the same respect, even though they make look different or have different beliefs to you.

'True equality' means treating everyone differently in order to treat them the same. For example; making reasonable allowances for the needs of all people, whether on the grounds of religion, ability or disability, gender or age. If people have different beliefs or needs, we should respect them and do our best to accept and accommodate them.

**Q: What is meant by the term ‘Diversity’?**

**Answer:** Diversity is about recognising, valuing and taking account of people’s different backgrounds, knowledge, skills, and experiences. It’s about encouraging and using those differences to create a productive and effective workforce.

If we take the strongest parts of different people, and put them all together, then we are a stronger unit as a result!

**Q: What is a ‘protected characteristic’?**

**Answer:** Equality and diversity includes any issue which could result in less favourable treatment to an individual or group of individuals based on, for example their disability, gender, race, age, sexual orientation, religion or belief etc.

The Equality Act 2012 protects against discrimination on the following grounds; these are the nine ‘protected characteristics’ ...

- Age
- Disability
- Gender reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex (gender)
- Sexual Orientation.

**Q: Isn’t equality and diversity someone else’s responsibility?**

**Answer:** Definitely not! It is everybody’s responsibility to implement good practices, no matter what you do within an organisation.

### **Q: What is discrimination?**



**Answer:** Discrimination happens when an employer treats one employee or a group of employees, less favourably than others. It could mean a female employee being paid less than a male colleague for doing the same job. Or it could be if minority ethnic employees were being refused the same training opportunities offered to white colleagues.

You cannot be discriminated against because of your:

- gender
- marriage or civil partnership
- gender reassignment
- pregnancy and maternity leave
- sexual orientation
- disability
- race
- colour
- ethnic background
- nationality
- religion or belief
- age

Your employer also cannot dismiss you or treat you less favourably than other workers because you work part time or are on a fixed-term contract.



**Q: What is meant by harassment?**



**Answer:** Harassment can be defined as unwanted and offensive behaviour towards a person or group of people. It can be persistent or a single incident towards one or more people.

Listed below are some forms which can harassment take ...

- Verbal Abuse
- Jokes
- Graffiti
- Embarrassing and/or insensitive comments
- Physical contact
- Unwanted sexual advances
- Ridicule
- Victimisation
- Deliberately ignoring someone
- Offensive language
- Unfounded criticism
- Setting unattainable targets at work
- Obscene gestures

**NOTE:** If any person or particular group of people is subjected to any of the above, then it could be seen as harassment. This could lead to an investigation and disciplinary action may follow.

**Q: What is an equality and diversity policy?**

Answer: It is the first essential step in developing an equality and diversity programme. It is not an end in itself but provides a framework for action and initiatives. It is a basic statement of equality and diversity aims and objectives for the organisation. It underpins specific measures aimed at ensuring equality and diversity for present and potential employers.

**Q: Is it a legal requirement to have an equality and diversity policy and procedures?**

Answer: There is no legislation that requires a company to have a written policy or procedures. However, it is strongly advised that companies do so and should a company ever be involved in an employment tribunal it will need to demonstrate that it takes equality and diversity seriously. The absence of a policy and procedures will make the evidence for this difficult.

**IMPORTANT NOTE!**

Please remember that people are different for many reasons, and everyone deserves the opportunity to learn and to work. Remember also, that all people deserve to be treated with respect no matter what those differences may be.





## **7: Health & Safety Training Ltd: Equality & Diversity Policy**

It is the aim of Health & Safety Training Ltd, to ensure all of its employees and learners are treated equally, irrespective of:

- Age
- Colour
- Disability,
- Ethnic origin
- Gender
- Marital status
- Nationality
- Race
- Religion
- Sex
- Sexual orientation

Health & Safety Training Ltd shall appoint, train, develop, promote and assess, purely on the basis of merit and ability. All Health & Safety Training Ltd employees have a duty both morally and legally not to discriminate against individuals. This means that there shall be no discrimination on the account of disability, race, colour, religion, nationality, ethnic origin, age, sex, sexual orientation or marital status. Employees of Health & Safety Training Ltd have personal responsibility for the practical application of the company's equal opportunities policy, which extends to the treatment of fellow employees, as well as learners or trainees who are undergoing training and assessment onsite and on Health & Safety Training Ltd premises, and also to members of the public. Disciplinary action shall be taken against any employee of Health & Safety Training Ltd, who is found to have committed an act of unlawful discrimination either onsite or on the premises of Health & Safety Training Ltd. Discriminatory conduct and sexual

or racial harassment shall be regarded as gross misconduct. The grievance procedure below is in place to any employee, trainee, or assessment candidate who believes that he or she may have been unfairly discriminated against.

Learners or trainees who, after investigation are found to have committed an act of serious harassment or unlawful discrimination against staff of Health & Safety Training Ltd, or against fellow learners/trainees, can have their training and/or assessment terminated and can be removed from courses at any time. Training/assessment can be suspended pending investigations.

*Phil Binks (Managing Director) Dated 3rd January 2013*

### **Health & Safety Training Ltd:- Grievance and complaints Procedure**

If there is any grievance, doubt or complaint about appropriate treatment under the company's Equal Opportunities Policy or mistreatment of any sort, employees of Health & Safety Training Ltd should contact a member of the management team to discuss and make a report. Learners undergoing instruction or assessment either onsite or on Health & Safety Training Ltd premises, should immediately contact any of the following:

*Mr Phil Binks - Managing Director of Health & Safety Training Ltd.*

*Mr Mark Elliott - Quality Manager of Health & Safety Training Ltd.*

*The External Quality Advisor (in relation to NVQ's - details available on request)*



**Health & Safety Training Ltd: Assuring fairness & equality for all we work with.**



## **8. SOME GUIDANCE ON HEALTH, SAFETY & WELFARE IN THE WORKPLACE**

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### **INTRODUCTION**

The Workplace (Health, Safety and Welfare) Regulations 1992 cover a wide range of basic health, safety and welfare issues and apply to most workplaces (with the exception of those workplaces involving construction work on construction sites, those in or on a ship, or those below ground at a mine). They are amended by the Quarries Regulations 1999, the Health and Safety (Miscellaneous Amendments) Regulations 2002, the Work at Height Regulations 2005, and the Construction (Design and Management) Regulations 2007.

This gives a brief outline of the requirements of the Workplace Regulations.

### ***Requirements under these Regulations***

- Employers have a general duty under section 2 of the Health and Safety at Work etc Act 1974 to ensure, so far as is reasonably practicable, the health, safety and welfare of their employees at work.
- These Regulations aim to ensure that workplaces meet the health, safety and welfare needs of all members of a workforce, including people with disabilities.

### ***Interpretation***

'Work' - means work as an employee or self-employed person.

'Premises' - means any place including an outdoor place.

'Disabled person' - has the meaning given by section 1 of the Disability Discrimination Act 1995.



## **HEALTH**

The measures outlined in this section contribute to the general working environment of people in the workplace.

### ***Ventilation***

- Workplaces need to be adequately ventilated.
- Ventilation should also remove and dilute warm, humid air and provide air movement which gives a sense of freshness without causing a draught. If the workplace contains process or heating equipment or other sources of dust, fumes or vapours, more fresh air will be needed to provide adequate ventilation.
- Windows or other openings may provide sufficient ventilation but, where necessary, mechanical ventilation systems should be provided and regularly maintained.

### ***Lighting***

- Lighting should be sufficient to enable people to work and move about safely. If necessary, local lighting should be provided at individual workstations and at places of particular risk such as crossing points on traffic routes. Lighting and light fittings should not create any hazard.
- Automatic emergency lighting, powered by an independent source, should be provided where sudden loss of light would create a risk.

### ***Cleanliness and waste materials***

Every workplace and the furniture, furnishings and fittings should be kept clean and it should be possible to keep the surfaces of floors, walls and ceilings clean. Cleaning and the removal of waste should be carried out as necessary by an effective method. Waste should be stored in suitable receptacles, this helps to reduce carbon emissions when the waste is incinerated.



## ***Maintenance***

- The workplace, and certain equipment, devices and systems should be maintained and in good working order (efficient for health, safety and welfare). Plant & machinery definitely need to be maintained, and operators should know how to carry out basic checks to help ensure safe use.

## ***Floors and traffic routes***

- 'Traffic route' can mean a route for pedestrian traffic, vehicles, or both, and includes any stairs, fixed ladder, doorway, gateway, loading bay or ramp.
- There should be sufficient traffic routes to allow people and vehicles to circulate safely with ease.
- To allow people and vehicles to move safely, the best approach is to keep vehicles and pedestrians apart by ensuring that they use entirely separate routes. If people and vehicles have to share a traffic route, use kerbs, barriers or clear markings to designate a safe walkway and, where pedestrians need to cross a vehicle route, provide clearly marked crossing points with good visibility, bridges or subways. Make sure the shared route is well lit.
- It is often difficult for drivers to see behind their vehicle when they are reversing; as far as possible, plan traffic routes so that drivers do not need to reverse. This can be achieved by using one-way systems and drive-through loading areas.
- Set appropriate speed limits, and make sure they, and any other traffic rules, are obeyed. Provide route markings and signs so that drivers and pedestrians know where to go and what rules apply to their route, so they are warned of any potential hazards.
- Loading bays should have at least one exit point from the lower level, or a refuge should be provided to avoid people being struck or crushed by vehicles.

- Where a load is tipped into a pit or similar place, and the vehicle is liable to fall into it, barriers or portable wheel stops should be provided at the end of the traffic route.
- Floors and traffic routes should be sound and strong enough for the loads placed on them and the traffic expected to use them. The surfaces should not have holes or be uneven or slippery, and should be kept free of obstructions and from any article or substance which may cause a person to slip, trip or fall.

### ***Falls into dangerous substances***

- The consequences of falling into dangerous substances are so serious that a high standard of protection is required. Dangerous substances in tanks, pits or other structures should be securely fenced or covered. Traffic routes associated with them should also be securely fenced.
- Duties to prevent falls from height in general are covered by the Work at Height Regulations 2005 (see Further reading).

**WORKPLACE SIGNS ARE EXTREMELY IMPORTANT FOR YOUR SAFETY, AND THE SAFETY OF OTHER PEOPLE. MAKE SURE YOU KNOW THE SIGNS, AND THEIR MEANINGS!**



On the following pages there is some guidance on some of the signs you can find in the workplace. As part of the NVQ you will be questioned by your assessor on various signs and their meanings. There are written questions in this portfolio as well, so please take note.





## **WELFARE**

### ***Sanitary conveniences and washing facilities***

- Suitable and sufficient sanitary conveniences and washing facilities should be provided at readily accessible places. They and the rooms containing them should be kept clean (by everyone!) and be adequately ventilated and lit. Washing facilities should have running hot and cold or warm water where possible, with soap and clean towels or other means of cleaning or drying.

### ***Drinking water***

- An adequate supply of high-quality drinking water, with an upward drinking jet or suitable cups, should be provided.

### ***Accommodation for clothing and facilities for changing***

- Adequate, suitable and secure space should be provided to store workers' own clothing and special clothing.

### ***Facilities for rest and to eat meals***

- Suitable and sufficient, readily accessible rest facilities should be provided. Seats should be provided for workers to use during breaks. These should be in a place where personal protective equipment need not be worn. Work areas can be counted as rest areas and as eating facilities, provided they are adequately clean and there is a suitable surface on which to place food. (Once again! It is the responsibility of Everyone to keep these facilities clean & tidy!)
- Suitable rest facilities should be provided for pregnant women and nursing mothers. They should be near to sanitary facilities and, where necessary, include the facility to lie down.

From 1 July 2007, it has been against the law to smoke in virtually all enclosed public places and workplaces in England, including most work vehicles. Similar legislation exists in Scotland and Wales.



## **ACCIDENTS AT WORK**

### ***Recording accidents***

Any injury at work - including minor injuries - should be recorded in your employer's 'accident book'. All employers (except for very small companies) must keep an accident book. It's mainly for the benefit of employees, as it provides a useful record of what happened in case you need time off work or need to claim compensation later on. But recording accidents also helps your employer to see what's going wrong and take action to stop accidents in future.

You should know the location of the accident book and the procedure for reporting accidents or 'near misses'. A 'near-miss' should be reported so that measures can be put in place to avoid an accident happening should a similar instance occur.

### ***Employee's responsibility:***

It is the injured person's responsibility to ensure the details are entered into the Accident Book, either by themselves or by somebody acting on their behalf. Members should be encouraged to report injuries, no matter how trivial they seem at the time.

### ***Details should include:***

- Name, home address and occupation of injured person.
- Details of person making the entry if not the injured person.
- Time, date, location and description of what happened and signature of the person entering the details.

### ***Employer's duty:***

The employer...

- Must make the book available
- Must investigate the cause of the accident
- Must keep records for at least 3 years
- Can add their version (in '3' above) if different from employee's version – But the employer must not interfere with the individual's entry or change it in any way



### **Companies can help reduce carbon emissions by doing the following ...**

- Only buy goods which are produced with as little emissions as possible
- Avoid over packaging your goods - and also avoid buying over packaged goods
- Turn down your heating
- Turn off appliances when not in use
- Work in environmentally friendly buildings
- Install renewable energy systems, especially solar thermal systems
- Make sure the leaders and bosses lead by example
- Use biofuel if you can
- Create policies which ensure and encourage good practice.
- Educate your workers

### **CARBON EMISSIONS & THE ENVIRONMENT**

Reducing carbon emissions will not only save money but it will also prevent further damage to the planet. Here are some very simple & effective ways to reduce carbon emissions:

### **Individuals can reduce carbon emissions by doing the following ...**

- Turn off lights when you don't need them
- Drive less
- Print on both sides of paper
- Recycle more waste – and use correct recycling bins or skips
- Look after machinery, including rechargeable batteries. Good maintenance is vital!
- Refuse to buy over packaged goods
- Turn down your heating, or better still switch it off if not really needed

- Turn off appliances and machinery when not in use
- Live closer to where you work / Work closer to where you live
- Join a car sharing pool
- Reuse your carrier bags/cups/plastic boxes or containers
- Stick to company policies & procedures
- Maintain good practice & report bad practice
- Educate yourself
- Inform your boss about any new ideas you may have to help reduce carbon emissions.
- Raise the subject at meetings or toolbox talks

## 9. TOP 10 SAFETY & TOP 5 HEALTH RISKS IN THE WORKPLACE

We are aware that some people are not familiar with a lot of the subjects mentioned in this section, but because these are the most common accidents and dangers in the workplace, it is important that people who work within the industries which include plant/machinery, it is important you know what to do to avoid these most common accidents and illnesses. Some basic rules of thumb would be...

- **ASSESS THE RISKS BEFORE YOU START WORK.**
- **MAKE SURE YOU HAVE BEEN SUPPLIED WITH THE CORRECT PPE.**
- **IF YOU ARE UNSURE AT ALL – ASK YOUR SUPERVISOR OR MANAGER.**

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### THE HEALTH & SAFETY EXECUTIVE - TOP TEN SAFETY RISKS

#### 1: WORKING ON A LADDER



#### What the Manager should know...

- Visit the work site and assess the risks before taking on the job
- Plan the job – is it reasonably practicable to use another means of access?
- Ladders should only be used for light work of short duration
- Ensure the correct equipment is available, including ladder stability aids
- Before work starts, check that the conditions are according to your plan

### What the Worker should know...

- Take the time to work safely – remember! Ladders are mainly for light work, of short duration.
- Check the ladder before use, if you find defects, do not use
- Secure the ladder correctly by tying or other means
- Maintain three points of contact whilst on the ladder
- Contact your boss, if you have any concerns

### PLANNING - Applying Risk Controls

- 1) Can you eliminate the use of a ladder through better alternatives (e.g. fixed scaffold, mobile tower, cherry-picker or scissors). Note: if the nature of the job means that the worker cannot maintain three points of contact at all times, then you must find a better alternative.
- 2) The ladder must be secured to prevent it slipping. Options include:
  - Tying the ladder to the building (using anchor bolts etc)
  - Having a person footing the ladder
  - Using ladder stability devices
  - For access to a roof use a proprietary roof ladder
- 3) Put in place a simple system to make sure your ladders are inspected and maintained regularly.

### 2: FALL THROUGH A FRAGILE ROOF



### **What the Manager should know...**

- Visit site and assess risks
- Plan a safe system of work – see advice on the hierarchy of risk controls below
- Brief teams effectively, use a method statement
- Confirm that safety precautions are in place before work starts

### **What the Worker should know...**

- Check the method statement with your supervisor and raise any concerns
- Before starting work check that the safety measures are in place
- Take the time to do the job safely
- If you are on the roof and safety precautions are inadequate, stop work
- Stay alert to risks throughout the job, think before you move position on the roof.

### **PLANNING – Applying Risk Controls**

- Tackle the job from underneath – work safely from a guard-railed platform eg from a MEWP or tower scaffold – however, If you have to do it from above all these points are important:
  - Ensure that sufficient safety nets are securely anchored closely under fragile areas that will be used for access
  - Ensure access to the roof is secure – a fixed scaffold and ladder access is recommended
  - Fit edge protection, guardrails, protect open edges
  - Use crawling boards where appropriate (e.g. on fragile or slippery surfaces), fitted with guardrails if there is no net below
- 2) Ensure that workers are trained, authorised, briefed about the safe system of work and adequately supervised
  - 3) Use the HSE guidance material to inform and instruct your workforce.

### 3: LIFTING OPERATIONS



#### What the Manager should know...

- Are you competent to manage a lifting operation? Consider whether you need competent advice or a contract lift
- Ensure that a competent person prepares a lifting plan
- Prepare the site, eliminate risks where possible
- Ensure everyone involved in the lift and, those affected, are properly briefed
- Double check that safety precautions are in place before the lifting starts
- Define exclusion zones around lifting operations, and make sure people stay out of them.

#### What the Worker should know...

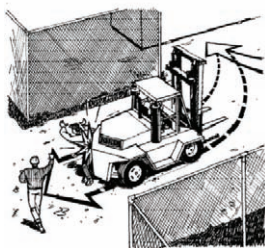
- Before starting work, make sure you have been properly briefed
- Take the time to check the lifting plan against what you actually see on site
- Check the method of work with your supervisor and raise any concerns
- Only act as a slinger/signaller if you are trained, authorised and competent to do so
- Work to the standard hand signals, and ensure that you understand your role in the operation
- Do not enter an exclusion zone.



## PLANNING – Applying Risk Controls

- 1) Using a crane can eliminate, or substantially reduce site risks related to manual handling and mobile plant. However, lifting operations often present severe risks in themselves, which must be controlled. The main measures you must take include:
  - Lifting operations involving a crane require a trained operator, a trained slinger/signaller, and a lifting plan drawn up by a competent person.
  - Exclusion zones should be established and loads should not be lifted over people working underneath. Organise unloading so that it takes place away from pedestrian areas.
  - All lifting accessories should have a certificate or marking indicating they have been thoroughly examined in the last 6 months
  - The lifting operation should be appropriately supervised
- 2) Ensure that the lifting operations are properly co-ordinated, so all trades working on site know about the operation, and not put to risk.

## 4: STRUCK BY PLANT



### What the Manager should know...

- Plan and implement safe traffic routes which separate vehicles and pedestrians and minimise the need for reversing
- Select plant that is suitable for the tasks and site that you are managing

- Ensure that visibility aids such as mirrors, CCTV and sensors are provided where necessary
- Set and enforce site speed limits
- Ensure plant operators are trained authorised and competent
- Plan and manage site deliveries and collections
- Where banksmen are used to guide vehicles, make sure they are trained and follow a safe system of work

### **What the Worker should know...**

- Know the site traffic management plan and site access procedures and follow them
- Stay a safe distance from moving plant and vehicles on site (use the segregated pedestrian routes) and always make sure drivers can see you
- Wear high visibility clothing
- Never guide vehicles unless you have been trained and authorised to act as a banksman
- Beware blind spots
- Use the mirrors and visibility aids provided and report problems to managers
- Stick to site speed limits

### **PLANNING - Applying Risk Controls**

- Reduce the amount of mobile plant in operation on your site (e.g. by using a crane)
- Segregate people from vehicles (e.g. by using fencing or barriers)
- Select the right size of plant for your site, and choose options which provide good driver visibility
- Eliminate vehicle reversing movements (e.g. by using a one way system)
- Further reduce the potential for vehicle reversing risks (e.g. by creating a dedicated reversing/ turning area)
- Communicate the traffic management plan to your workforce and raise awareness of the dangers posed by moving plant on your site
- Use the guidance links below to keep up to date with best practice

## 5: OVERTURNING PLANT



### What the Manager should know...

- Plan and implement safe traffic routes and provide physical protection to prevent plant overturning on slope, excavation or other edges
- Set and enforce site speed limits
- Select plant that is suitable for the tasks and site you are managing
- Ensure plant is inspected and maintained regularly
- Supervise in experienced operators more closely
- Do not put operators under undue pressure
- Monitor changes affecting normal traffic routes and provide safe alternatives

### What the Operator should know...

- Drive the correct way up and down slopes
  - know the manufacturer's gradient limits
  - keeping the greater weight of plant plus load uphill
- Stick to site speed limits
- Do the daily checks – include brakes and tyres
- Use outriggers when they are needed
- Follow safe loading and/or tipping practice
- Remember – diggers can go where dumpers cannot
- Wear your seat belt
- Small things add up – turning a fraction too sharply on a slight slope whilst marginally overloaded can cause an overturn

## **PLANNING – Apply Risk Controls**

There are three main components necessary to prevent plant overturning accidents – safe site conditions, safe vehicles and safe drivers

- All sites should be graded and provided with off road hard standing as soon as possible. Early installation of permanent roadways should be considered
- Traffic routes, storage and un/loading areas should be planned and marked and followed at all stages of the project
- Vehicles should be used only on ground conditions for which they are designed
- Equipment should not be overloaded
- Drivers should be trained and competent for the specific vehicles and tasks
- Managers and supervisors should be competent in plant management and may need training.

## **6: FALL FROM SCAFFOLDING**



**What the Manager should know...**

- Insist on a handover certificate on completion of the scaffold
- Only authorise competent scaffolders to alter scaffold

- Ensure that a regular inspection is carried out
- Have a simple system to ensure signs or tags are used on scaffolds which are incomplete

### **What the Worker should know...**

- Be alert to unsafe scaffolds - eg; missing boards and guardrails and report them!
- Look for signs or tags which show the scaffold is safe to sue
- Do not move boards or alter the scaffold unless you are competent and authorised to do so
- Always ensure that access ladders are secured properly

### **PLANNING – Applying Risk Controls**

- 1) A correctly installed fixed scaffold provides a good level of collective safety, for all trades to work at height. The main risks are during installation altering of modifying and dismantling. Key points to take into account are:
  - Make sure you get the correct scaffold for the job in hand; get advice if unsure!
  - Scaffolds must be erected, altered and dismantled by competent, qualified scaffolders
  - Scaffolds should be inspected at least once a week, and after alteration by a competent person
  - Anticipate and prepare for all the users of a scaffold throughout the project.
- 2) Ensure that workers on your site know and understand the system for maintaining safe scaffolds, and identifying incomplete scaffolds.

## 7: FALL THROUGH AN INTERNAL VOID



### What the Manager should know...

- Plan the work to minimise the number of edges and opening
- Set standards of robust protection
- Recognise the risk if an opening is exposed, even if only for minutes
- Inspect the safety measures regularly to maintain protection
- Confirm that safety precautions are in place before work starts

### What the Worker should know...

- Check voids are protected – report defects
- Always seek authorisation and advice before removing edge protection
- Take steps to protect yourself and others from falls, even for short duration work
- Stay alert to the risk

## PLANNING - Applying Risk Controls

- 1) It is often necessary to create internal voids in building under construction and refurbishment work. Planning ahead to anticipate when these voids will constitute a risk to workers is essential. Here are some key principles:
  - Use mesh guards or covers which are permanently fixed into concrete floors – these provide protection to all workers throughout the job.

- Protect voids from underneath – using fixed scaffold
- Where coverings on the floor are used these must be robust, securely fixed and signed
- If you carry out short duration works around the void, provide alternative protection, eg scaffold underneath
- Only use harnesses and lanyards for work restraint as a last resort – consider others working nearby who may not be wearing a harness, create an exclusion zone to keep them away.

## 8: ASPHYXIATION POISONING



### What the Manager should know...

- Ensure that all workers including security guards know the risks
- Highlight the risks of inhaling fumes from generators or heaters to workers in briefings or toolbox talks
- Provide heating and lighting sources in site accommodation that are safe, and well maintained
- Fit carbon monoxide detectors where appropriate
- In the autumn, review the arrangements for security guards on night shift – only permit sleeping on site in purpose designed accommodation

### What the Worker should know...

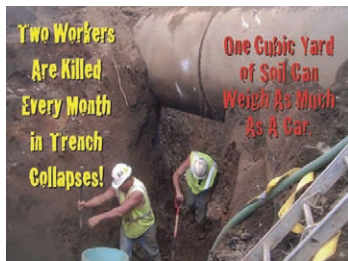
- Understand that a confined space may be a normal room with poor ventilation

- Understand that generators, heaters and petrol engine equipment
- Always site generators in well ventilated places
- Ensure there is adequate ventilation when using gas heaters indoors
- Never enter a room where there has been a buildup of fumes
- Report any concerns to your supervisor

## **PLANNING – Applying Risk Controls**

- Use sources of heat and light that do not produce fumes
- Identify and control access to confined spaces – if concerned, seek competent advice
- Assess the risks from processes such as painting or welding when working in basements and similar areas
- Assess the risks to all staff including security guards and other non construction operatives.
- Ensure that workers are trained, authorised, briefed about the safe system or work and adequately supervised

## **9: CRUSHED BY FALLING EXCAVATION**



***“an unprotected trench can be an early grave.”***

**What the Manager should know...**

- Ensure that excavations are made safe, by trench supports, battering back, fencing or other equally effective measures



- Be aware that there is no safe minimum depth of excavation
- Provide training for your staff which highlights the risks
- Ensure that adequate inspections, at least weekly, and after bad weather, are carried out on all excavations
- Provide competent supervision
- Ensure that plant does not work too close to the edge of an excavation

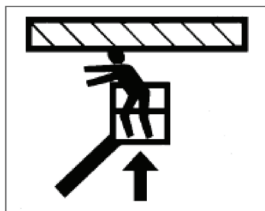
### **What the Worker should know...**

- Never go into an unsupported trench where there is a risk of collapse
- Never work outside the protection of trench boxes or trench supports
- Keep plant a safe distance from the excavation edge
- Never work underneath an excavator
- Be alert to risks from underground services or undermining adjacent structures
- Maintain fencing and other safety measures in order to protect others

### **PLANNING – Apply Risk Controls**

- Always batter back edges or support the sides of excavations to reduce risk of collapse
- Control plant movements around excavations and ensure that top blocks are used where necessary
- Ensure safe means of access and egress into and out of the excavation
- Ensure that excavations are adequately protected by fencing to protect the public and other workers
- Provide information, instruction and training to support your safe system of work.

## 10: MOBILE ELEVATED WORKING PLATFORM (MEWP) - ENTRAPMENT



### What the Manager should know...

- Select the appropriate MEWP for the task
- Ensure all MEWP operators are trained and authorised for the specific machine in use
- Ensure that ground conditions (including traffic routes) are suitable for the MEWP
- Plan and rehearse procedures for rescuing someone from an elevated basket, in the machine in use.
- Ensure that there are adequate trained staff to deal with an emergency
- Ensure operators are properly familiarised with the MEWP they are using.

### What the Worker should know...

- be alert to the risks of crushing
- Be aware of the structures around you that may cause a hazard and ensure that you do not crouch over the controls when working/ travelling close to the them
- Be aware of sources of distraction e.g. mobile phones
- Understand the controls on the specific machine you are using
- Always look where you are going before you operate the controls
- Check that you have people on the ground who can operate the emergency descent controls if you get into trouble
- Only operate the MEWP on safe, level ground.

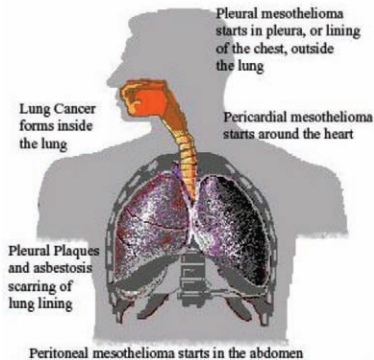
## **PLANNING – Applying Risk Controls**

The use of a MEWP is often the most suitable and safest option for temporary work at height. MEWPs are seen as a solution for work at height but their use still requires careful assessment and control of risk. Important control measures include:

- Assessing competently the specific work to be undertaken from the MEWP
- Designing the structure and planning the sequence of works to minimise the work which has to be undertaken at height and in tight restricted areas with overhead obstructions
- Selecting the most appropriate equipment for the specific tasks, site and environment
- Ensuring suitable ground conditions and traffic routes
- Ensuring operators are trained and understand the control systems on the specific equipment in use
- Training supervisors so that they can ensure safe practices are followed
- Planning and practicing rescue procedures for the specific equipment in use
- Ensure there are sufficient workers who have been trained in using the emergency controls of the MEWP on the ground to effect a rescue.

# THE HEALTH & SAFETY EXECUTIVE - TOP FIVE HEALTH RISKS

## 1: EXPOSURE TO ASBESTOS



### What the Manager should know...

- Avoid disturbing asbestos containing materials if possible.
- Make sure you know what work can be carried out on asbestos-containing materials if you are unlicensed, i.e. does this work need to be carried out by a contractor licensed by HSE?
- Ensure that anyone who is going to work on asbestos material has received non-licensable training.
- Use HSE's 'Asbestos Essentials' to make sure that the job is carried out properly.
- Prepare a plan of work, explaining what the job involves, the work procedures, and what controls to use.
- Provide workers with the right equipment e.g. an FFP3 face mask and Type 5 overalls. Equipment should be clean and in good working order.
- Ensure that tradesmen have had a face fit for their mask.
- Ensure that those undertaking the work understand the plan.

- Make sure the work area is inspected visually at the end of the job and there is no debris or dust.
- Make arrangements for the safe disposal of any asbestos waste
- Consult the health and safety representative (if there is one).

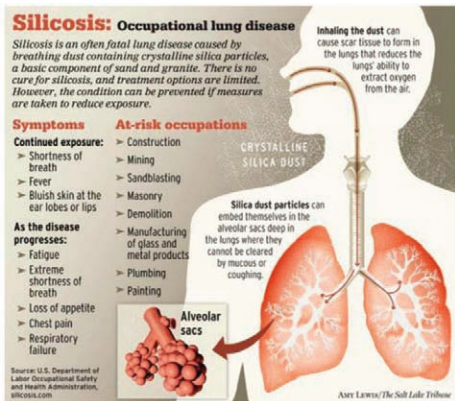
### **What the Worker should know...**

- Ensure you have received training for non-licensable asbestos work and are sufficiently briefed to understand the plan of work.
- Use HSE's 'Equipment and method sheets' and the right 'Asbestos essentials task sheet' to make sure that the job is carried out properly and that exposure to asbestos is kept as low as possible.
- Stick to the plan of work that has been outlined to you.
- If you have any concerns, stop work and talk to your supervisor.
- Don't eat smoke or drink in the work area.
- Use the correct equipment and ensure it is clean, in good working order and that you report any faults.
- Make sure the work area is clean at the end of the job. Don't sweep up dust and debris - use a Type H vacuum cleaner or wet rags.
- Ensure asbestos waste is disposed of safely.

### **PLANNING - Applying Risk Controls**

- Identify where there might be asbestos containing materials.
- Consider eliminating the need to work with asbestos. Can you avoid disturbing asbestos by doing the job some other way?
- Does the work need to be done by a licensed contractor?
- Where it is not possible to eliminate the risk, develop a plan of work that highlights the risks and identifies the controls that must be used. Communicate this so that it is understood by all involved.
- Workers must be provided with the appropriate RPE and any other equipment identified in the plan of work. This equipment must be clean and in full working order.
- Ensure all workers are trained in non-licensable asbestos work and follow the task guidance sheets.
- Use an asbestos waste container and dispose of asbestos waste safely.

## 2: EXPOSURE TO SILICA



### What the Manager should know...

- Educate your workers about RCS dust and the lung disease risks linked to it.
- Consult your workers on the importance of control measures and the need to properly use them.
- Plan the job and provide the right equipment.
- Train workers on how to use the equipment and any common problems they may find.

### What the Worker should know...

- Be aware of the dangers of working with RCS dust.
- Check that the equipment you have been provided is right for the job, in good working order and that you know how to use it.
- Follow the method of work that you have been given.
- If in doubt, stop work and ask your supervisor/manager for more information.

## PLANNING - Applying Risk Controls

- Can you eliminate the RCS dust risk (do the cuts need to be made or can an alternative non silica containing material be used). Where this is not possible can the risk be reduced through the use of non-powered tools such as block splitters.
- When using a power tool, such as a cut-off saw, ensure that:

Water suppression or on-tool extraction is used to control the dust at the cutting blade.

There is an appropriate supply of water or electricity

Workers are provided with an FFP3 face mask to protect against any of the dust that is not controlled. For tight fitting masks they will also need to be face fit tested.

Ensure that the equipment is properly maintained and spares provided where they might be regularly needed.

Where possible the cutting work is undertaken away from other people.

- Anyone using the control measures will need to be properly trained and supervised to ensure they are working correctly.

## 3: MANUAL HANDLING



### What the Manager should know...

- Ensure your workers are provided with information and training about safe manual handling.
- Consider whether you could use smaller blocks for the job.

- Allow reasonable time for completion of tasks where manual handling is involved – injuries are more likely if workers are exerting themselves.
- Consider whether lifting aids could help and ensure workers know how to use them.
- Ensure safe working platforms are provided for laying blocks above chest height e.g. on a scaffold ‘hop-ups’ can be provided at 500mm increments rather than the whole 2m rise to each platform.

### **What the Worker should know...**

- Take the time to work safely. Low level blocks may be awkward and will take longer to lay comfortably.
- Keep blocks covered so that they do not absorb rain water, which may add unnecessary extra weight.
- Keep blocks close to the point of use.
- Use any manual handling aids you are provided with.
- Take time to organise your work so that you can maintain a comfortable rate and to avoid unnecessary bending or reaching e.g. put spot mortar boards at a comfortable height.
- Keep your work area free from obstructions.
- Let your supervisor know if you are experiencing pain.

### **Planning - Applying Risk Controls**

- Eliminate the need for manual handling.
- If manual handling is unavoidable reduce it as far as possible by delivering blocks close to the point of use, using the lowest weight for the required performance and providing lifting aids where this can effectively reduce handling.
- Improve posture during the laying of bricks by using safe working platforms for laying bricks above chest height.
- Allow reasonable time for the job as a safe rate of work will reduce the likelihood of injury. Blocks with a maximum weight of 20kg will typically be laid at a rate of up to 20 – 30 units per hour. Allow more time for awkward jobs such as low lying blocks.



- If the job still requires manual handling consider whether some training and/or information would reduce the risk to employers. Training should aim to give employees the necessary skills to identify, assess and control risk at their work.
- Keep the work area tidy to avoid extra trip hazards when manoeuvring blocks.

#### **4: EXPOSURE TO EXCESSIVE NOISE**



##### **What the Manager should know...**

- Assess the noise levels in your workplace and consider them against guidance on noise levels.
- Consider whether you could use different equipment or processes with lower noise levels.
- Ensure your employees understand risks to their hearing and the importance of hearing protection.
- Provide hearing protection for workers where exposure to noise is potentially damaging. A range of hearing protection may be needed to help different workers.
- Remember that it is not only the person using the noisy piece of machinery but all those working close by with high exposures that can be affected by the noise.

## **What the Worker should know...**

- Use ear defenders for noisy activities and ensure you are wearing them correctly. Keep them in a good condition and report any faults.
- Ensure you understand the risks to your hearing and are taking action to protect yourself.
- Ensure you participate in health surveillance where it has been identified that you need it.
- Report any signs of discomfort or deteriorating hearing to your supervisor, safety representative or occupational health department.

## **PLANNING - Applying Risk Controls**

- Assess the risks to workers from noise in the workplace and make sure the legal limits on noise exposure are not exceeded.
- Take action to eliminate workers' exposure to noise by designing out noisy process or if not possible then keeping workers out of noisy areas on site if they do not need to be there.
- Reduce workers' exposure to noise by considering processes that reduce the risk and implementing a policy of buying/hiring low noise tools.
- If you cannot reduce the noise exposure to safe levels provide your employees with well maintained, properly fitting hearing protection.
- Provide your employees with information, instruction and training to make sure they understand risks associated with noise and how to use the equipment provided to them.
- Carry out health surveillance where there remains a risk to health.

## 5: EXPOSURE TO EXCESSIVE VIBRATION



### What the Manager should know...

- Ensure your workers are provided with information about risks from vibration.
- Consider whether you could eliminate exposure to vibration by, in this example, using built-in ducting. In some circumstances it may be possible to use machine mounted tools, otherwise use hand-held tools that produce low levels of vibration.
- Ensure tools are properly maintained to minimise vibration.
- Put a system of job rotation in place so that workers are not exposed to long periods of work with hand held vibrating tools and enforce this system.
- Provide health surveillance for those workers at risk.

### What the Worker should know...

- Maintain tools and report any faults with tools that may be increasing the level of vibration.
- Participate in job rotation where these systems are in place.
- Participate in health surveillance where this is provided.

## PLANNING - Applying Risk Controls

- Designers should consider eliminating exposure to vibration by including appropriate features in the building that remove the need to use vibrating hand-held tools.
- If the exposure cannot be eliminated by design consider whether there are tools that produce little or no vibration that could be used for the job.
- Where the risk cannot be eliminated, consider using job rotation to ensure workers are not spending long periods working with vibrating tools. Have a system in place to ensure the maintenance of tools.
- Ensure no worker is exposed to vibration above the maximum level permitted and know the maximum trigger time allowed for your tools. Take account of the use of different vibrating tools in the same day.
- Provide information and training on the risks from vibration.
- Put health surveillance in place where necessary and ensure you enforce attendance.
- Implement a policy of buying / hiring low vibration tools for your work.



## 10. EVERYBODY NEEDS TO COMMUNICATE AT WORK.

As an operator of plant/machinery such as forklift trucks or working platforms its vital you communicate with other workers, management and customers or visitors who come to your workplace. Failure to communicate properly can result in loss, damage; injury or even death.

We can communicate by talking (verbal) – or hand signals, especially if its noisy in the workplace. Some hand signals are acceptable, others are not, as you can see...



Communication at work can take the form of a 'pick list' to gather orders in a warehouse. Other ways of communicating could be to clock in when arriving at work and clock out when leaving so that the hours worked can be checked. This is very important when it comes to paying wages, and if you are often late, it could lead to problems with your employer.

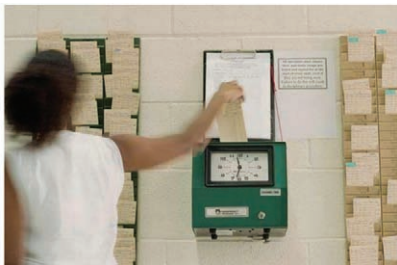
Mobile Invoice Quick 3:54

**Warehouse Pick List**

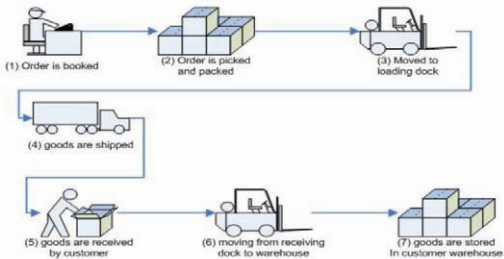
Name: Ted Nichols  
Document Date(s): 1/11/07  
Document Type: ALL DOCUMENTS

Item	Quantity
1&D Nails in #'s	11
35Yr Silicone Ext Caulk	18
Roll rosen paper	4
1" Fencing staples in #'s	5
Construction Glue Tube	12

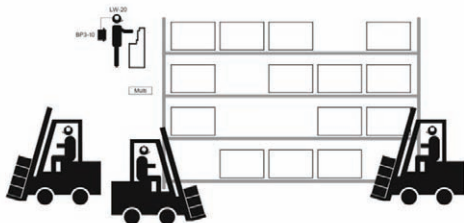
View Tools



## FOR AN ORDER TO REACH THE CUSTOMER, COMMUNICATION IS VITAL EVERY STEP OF THE WAY!



[www.SmartApps.nl](http://www.SmartApps.nl)



Some places use 'walkie talkie' to communicate with people in different areas of the workplace, or other electronic gadgets which can monitor stock control and orders.



Communicating by using checklists to make sure machinery is safe to use is vital and means that management or even health and safety inspectors can see if safety checks are being done regularly and properly by the people preparing and using the machinery.

**BELOW IS AN EXAMPLE OF A CHECKLIST, BE AWARE THOUGH - NOT ALL CHECKLISTS ARE THE SAME!**

FORKLIFT TRUCK DRIVER'S DAILY CHECKLIST

GAS, LPG OR DIESEL

Truck No. \_\_\_\_\_

S/N \_\_\_\_\_

Check Before Start of Each Shift

Check Boxes Accordingly

Not OK

☒

OK

☐

Date										
Hour Meter Reading										
Operator										
Visual/Operational checks	OK	Not OK	OK	Not OK	OK	Not OK	OK	Not OK	OK	Not OK
Obvious Damage/Leaks										
Check Floor										
Tire Condition										
Engine Oil Level										
Fuel Level										
Warning Lights										
Radiator Water Level										
Horn										
Steering										
Foot Brake										
Parking Brake										
Hydraulic Controls										
Fire Extinguisher										
Check pin and gauge										
Battery Water Level										
Check once a week										
Repairs Needed										
Remarks										

Write Additional Comments on Back

## **SO WHAT HAPPENS WHEN COMMUNICATION BREAKS DOWN?**

**IF WE DON'T READ THE SIGNS – ACCIDENTS CAN HAPPEN**



**IF WE DON'T USE WARNING DEVICES (HORN ETC) - PEOPLE CAN GET SERIOUSLY HURT OR KILLED**



**IF WE DON'T COMMUNICATE PROPERLY WITH OTHER PEOPLE – IT CAUSES BAD FEELING AND A BAD ATMOSPHERE.**



**REMEMBER! A BAD ATTITUDE IS LIKE A FLAT TYRE, UNLESS YOU CHANGE IT YOU WON'T GET VERY FAR - AND IT'S AN UNCOMFORTABLE RIDE!**



## 11. SAFETY SIGNS IN THE WORKPLACE

This section shows you some of the types of safety signs commonly seen in the workplace. Please study them carefully, your knowledge of these signs can help you to successfully complete your NVQ award and will make your working area a safer place.

### KNOW YOUR SAFETY SIGNS



#### STOP

Prohibition Signs  
MEANING:

- You must not
- Do not
- Stop



No smoking



No access to  
unauthorised personnel



Do not use and turn off  
mobile phones



#### OBEY

Mandatory Signs  
MEANING:

- You must
- Carry out the action/shown



Ear protection  
must be worn



Safety harness  
must be worn



High visibility clothing  
must be worn



#### DANGER

Warning Signs  
MEANING:

- Caution
- Risk or danger
- Hazard ahead



Non-ionising radiation



Trip hazards or  
obstacles



Low temperature



#### SAFETY

Safe Conditions  
& First Aid Signs  
MEANING:

- The safe way
- First aid equipment
- Where to go in an emergency



Drinking water



First aid station



Emergency exit



#### Fire Signs

MEANING:

- Location of fire
- fire-fighter equipment
- Type of fire-fighter equipment



Foam fire extinguisher



CO<sub>2</sub> fixed installation



Fire hose

## Signs you should know



# KNOW YOUR FIRE EXTINGUISHER COLOUR CODE

WATER	DRY POWDER	FOAM	CO <sub>2</sub> CARBON DIOXIDE
<p><b>For use on</b></p> <p>Wood, Paper, Textiles etc.</p> <p><b>Do not use on</b></p> <p>Flammable Liquids</p> <p>Live Electrical Equipment</p>	<p><b>For use on all classes of fire</b></p> <p>Wood, Paper, Textiles etc.</p> <p>Flammable Liquids</p> <p>Gaseous Fires</p> <p>Live Electrical Equipment</p>	<p><b>For use on</b></p> <p>Wood, Paper, Textiles etc.</p> <p>Flammable Liquids</p> <p><b>Do not use on</b></p> <p>Live Electrical Equipment</p>	<p><b>For use on</b></p> <p>Flammable Liquids</p> <p>Live Electrical Equipment</p> <p><b>Do not use in a confined space</b></p>

## ON DISCOVERY OF A FIRE

On discovery of a fire, staff will follow the guidance outlined on the fire guidance notices (see Examples; figures 1 & 2), which should be located at various locations throughout the premises.

The assembly point following evacuation should be clearly marked as a muster or assembly point at a convenient place decided during a fire risk assessment of the premises.

It is the responsibility of all staff to ensure that all visitors have safely evacuated the premises in the event of fire. You may find instructions on how to contact the fire brigade at work; follow the instructions in Example; figure 3



Example; figure 1



Example; figure 2



Example; figure 3








**STAFF MUST NOT RE-ENTER THE BUILDING WITHOUT THE APPROVAL OF THE FIRE SERVICE.**

**PPE = PERSONAL PROTECTIVE EQUIPMENT.**

## WHAT YOU NEED TO KNOW

### Personal Protective Equipment at Work Regulations 1992

In situations where risks cannot be controlled by other means such as systems of work or engineering controls, employers are required to protect their employees from risks to health and safety by providing suitable personal protective equipment (PPE).



#### THE EMPLOYER MUST:

- Provide suitable protective equipment free of charge.
- Maintain PPE in working order and good condition.
- Provide relevant training in the use of PPE.
- Consult with employees on the suitability of the PPE to be provided.

#### THE PPE PROVIDED MUST:

- Be relevant to the work being undertaken.
- Protect effectively against the particular risks involved.
- Comply with relevant standards.
- Fit the user properly and comfortably and adjust where necessary.
- Should not hinder the performance of the task or add to the risks involved.

#### THE EMPLOYEE MUST:

- Use the PPE provided.
- Report any loss, defects or damage to PPE.
- Take care to correctly store the PPE when not in use.

 <b>Wear protective clothing</b>	<div></div> <p>THIS PROTECTIVE EQUIPMENT <b>MUST BE WORN</b> IN THIS AREA</p>	 <b>PPE must be worn beyond this point</b>	 <b>High visibility clothing must be worn in this area</b>
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**REMEMBER! BLUE SIGNS MEAN 'OBEY' SO YOU MUST DO AS THEY SAY**

## **12. UNEMPLOYED LEARNERS – THE ROUTE INTO WORK**

In partnership with Jobcentre Plus, we began training unemployed learners in 2011. This was to enable them to enhance their qualifications and experience in order to become employed in the plant/machinery industry. Since then we have delivered training to 958 unemployed learners, and helped approximately 10% of those learners find work.

As part of the drive to increase the percentage of learners finding work, we have been alerting companies who use our services for training their own staff, to let them know that we can help them find trained and qualified potential employees who are keen to become employed.

Also, we have set up a working relationship with the National Careers Service and employment agencies that are in contact with us regarding details of potential employees.

Any unemployed learners who join our new The Route Into Work scheme will build up a score from the very start at induction, through to the completion of the course. Assessors will score each unemployed learner between 1-10 on various different aspects of the program from the very basics such as timekeeping and attendance, through to machine operating skills and attitude to health, safety and welfare in the workplace. On finishing the course, a final grading will be given and learners can total a possible 110 points from 11 different aspects of the training program. All unemployed learners will be given the option of joining our database of learners who we will hold on file, and pass details on to prospective employers or agencies. Learners who choose to enter will go into one of 3 categories, Gold, Silver and Bronze.

With The Route Into Work scheme, we feel will not only help increase the amount of unemployed learners gaining employment, but it will create more of an incentive for keen learners to score highly and aim to be in the Premium Category.

Unemployed learners will be informed about the option of joining the database of learners on The Route Into Work scheme at induction, and they will be reminded of the importance of scoring well in the categories throughout the course.

## EXAMPLE

The 'Example Table' shows that a learner can score highly and achieve premium category despite an average score in the written work category. By making the effort to achieve higher end scores on other categories, and importantly by attending the full course and being punctual (which gave the learner top marks in both of those categories), the score was boosted over the minimum 90 points needed to achieve the premium \*Gold category. This goes to show that learners do not have to be brilliant at everything to score highly.

Example Table;

Enter a score between 1-10 with 1 being poor, and 10 being Outstanding	
ROUTE INTO WORK - CATEGORIES	SCORE
OBSERVATION SKILLS	8
MACHINE OPERATING SKILLS	8
MACHINE PRACTICAL TEST	9
MACHINE THEORY TEST	7
HEALTH/SAFETY/WELFARE	8
COMMUNICATION	8
WRITTEN WORK	5
ATTENDANCE ON COURSE	10
PUNCTUALITY ON COURSE	10
BUSINESS/CUSTOMER AWARENESS	9
WORKING AS PART OF A GROUP	9
<b>TOTAL SCORE</b>	<b>91</b>

RATING TABLE	
RATING/SCORE	OVERALL CATEGORY
*90 - 110	*GOLD CATEGORY
61 - 89	SILVER CATEGORY
1 - 60	BRONZE CATEGORY
THIS LEARNER SCORE = 91 /110	
THIS LEARNER IS <i>*Gold</i> CATEGORY	

### 13. SPELL-CHECKER FOR PLANT OPERATIONS

Use this spell checker to become familiar with the meaning and spellings of words used in the workplace, as well as in plant/machinery operations in general. The words in *italics* are mathematical terms.

#### A

Accordance = in agreement or conforming to.

Ancillary = additional, or accompanying equipment needed (such as attachments).

Assess = judge the state, value or character of something.

Attachments = additional equipment for different uses with plant/machinery

#### B

*Balance* (Mathematical term)

Battery

#### C

*Calculate* = work out (Mathematical term)

*Capacity* = the amount that can be lifted or contained within.  
(Mathematical term)

Colleagues = fellow workers, members of staff or department.

Communicate = to express thoughts, feelings or information easily and effectively.

Comply = to act within the requirements, laws or conditions set out.

Condition = the state of something

Conforming = to act in agreement with

Consumables = replaceable materials or equipment that is disposed of when used.

Contribute = to be a part of, or be an important factor in a result.

*Counterbalance* = a weight or force that offsets another weight  
(Mathematical term)

#### D

Destacking = removing loads from racking system or from the top of one another.

Discrimination = making a distinction in favour or against a person based on the group, class or category that person belongs as opposed to individual merit.

Diversity = the state of being different (diverse), or unlike.

## **E**

Electrolyte = the acid inside a battery.

Emissions = particles, gases or liquids being sent out or released as a consequence of other actions or work being done.

Equality = the state of being the same (equal) in value, rank or ability.

Ethnic = a group of people sharing specific characteristics such as culture, religion, language etc.

Excavation = a hole or cavity made by digging or removing the inner area.

## **F**

*Fulcrum* = the pivot point, or point at which something changes. The balancing point. (Mathematical term)

## **G**

Guard = A protective shield. (also to 'guard' is to protect or prevent against).

## **H**

Harass = to trouble or torment. (Harassment = the act of troubling or tormenting)

Hazardous = extremely risky, or dangerous.

Hydraulics = mechanical systems which use (hydraulic) fluid and pressure to lift or move.

## **I**

Incline = a slant, or ramp. Some plant/machinery can operate on an incline.

Induction = introduction and familiarisation with the workplace or a specific course.

Inspection = carry out a check for faults

Instability = being unstable or unsteady.

Interpret = explain the meaning of.

## **L**

*Laterally* = sideways (Mathematical term)

Law = a rule, or a system of rules which is enforced to protect people and/or property

Legislation = the act or process of making 'laws'

Load

*Longitudinal* = lengthways (Mathematical term)



## **M**

Maintenance = the act of maintaining something, keeping it in good working order.

Mandatory = compulsory, not optional.

Manoeuvre = a movement or action requiring dexterity and skill

Manufacturer = the maker

Matrix = a grid of rows and columns set out to log progress made or to pinpoint other work which needs to be done. (Mathematical term)

Measurement = a measured dimension ie; length, weight, distance (Mathematical term)

Minimise = to reduce to the lowest amount possible.

## **N**

Necessary – (tip) Never Eat Crisps, Eat Salad Sandwiches And Remain Young

## **O**

Observation = a situation where we are watching and taking note of what is happening.

Occupations = types of employment, or jobs.

## **P**

Percentage = a proportion 'per hundred'. (Mathematical term)

Pivot point = the point at which to begin turning or changing direction.

Procedure = the course of action to be taken

Productivity = the rate at which goods and services having exchange value are brought forward. Example - 'productivity was up last year, and profits increased'

Progress = improvements

## **Q**

Qualification

## **R**

Race = a group of people related by common ancestry or background.

Requirements = what is needed

Resources = information and equipment needed to carry out the job safely and effectively.

## **S**

Stability = being stable or steady, in position.

Stacking = moving loads on top of one another, or into racking system.

## T

Telescopic = far reaching

Theory = technical or written work dealing with the principles, methods and rules of a subject, as opposed to carrying out practical 'hand-on' work.

## V

Verify = to prove something is true or correct.

## W

Weight = how heavy an object is (Mathematical term)

Welfare = wellbeing, contentment, happiness.

## SOME USEFUL TIPS AND HINTS ON SPELLING AND GRAMMAR

### There and Their

**Their** – think of ownership. If something belongs to someone, it is **theirs**.

**There** – think of direction or information.

**They're** – works by joining together 2 words – THEY and ARE

#### Examples:

**Their** – They went on honeymoon in **their** new car.

**There** (direction or information) - I noticed you pointing over **there**. You could ask someone how to get **there**.

**They're** – That's where **they're** (they are) getting the car from.

**Or all 3 together** – **They're** getting **their** new car from over **there**.

### Your and You're

**Your** – refers to something specific – It is **your** own fault if you forget **your** ticket

**You're** – works by joining together 2 words - YOU and ARE.

#### Example:

If **you're** (you are) not careful, you will forget your ticket.

## **'i' and 'e' – which way around?**

Words like receive or receipt can get confusing.

The general rule is - i before e

except after c – or when sounded like 'a' - as in neighbour or weigh

...However! You should drop this rule when the 'c' sounds like 'sh'

For example in words like efficient or ancient.

***If in doubt, use a dictionary.***

***They will be made available for you to use on your course.***

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Company Registration No. 4692462

**NOTES**

**NOTES**

# health&safety training limited



Health & safety Training Ltd take all reports and allegations of mistreatment towards employees, learners and visitors to the workplace seriously. Please report mistreatment of any kind to a manager.

## DO ANY OF THE FOLLOWING SEEM FAMILIAR?

FEEL UNFAIRLY TREATED



SUFFER INSENSITIVE COMMENTS



FEEL YOU HAVE AN UNFAIR WORKLOAD



PERSONAL SPACE BEING INVADED



SUFFER RIDICULE OR CONSTANT BAD TASTE 'JOKES'



FEEL THREATENED



If any of these are familiar to you ...then you *may* be recognising victimisation or harassment.

**IF YOU SEE IT, OR FEEL IT**

**Report  
it!**

**And we can do something about it!**

Health & Safety Training Ltd will not stand for unfair treatment of its employees, learners or visitors to the workplace.

Please speak to a manager if you personally feel, or see anyone else bullied, victimised or harassed.

# health & safety training limited



NVQ  
Programs



Health & Safety  
Training



All Types of  
Safety Training



Mobile Scaffold  
Tower Training



Forklift Truck  
Training



Access Platform Training



First Aid  
Training

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