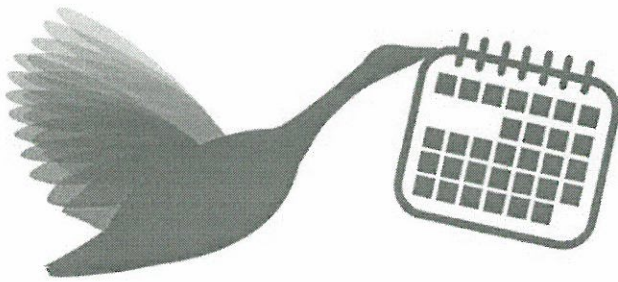


Level 1 Essential Skills Wales in Communication (3768)

Candidate logbook

500/7616/4



Your name:



City & Guilds enrolment number:

JWT 2628

Unique Learner Number (ULN):

Date of registration for 3768:

9.3.11

Date portfolio started:

4.9.10.

Date portfolio completed:

21.3.11.

Assessor's name:

A McFaul

Internal verifier's name:

1 How do I use this logbook?

This logbook will help you work towards Level 1 Essential Skills Wales in Communication. It contains:

- an **evidence record form** detailing the evidence you must provide to complete this qualification. You should use this to record and organise your evidence.
- a **Speaking and Listening assessment record**, to be completed by your assessor/tutor.
- a **skills checklist** containing all of the skills you need to have in order to show that you are competent. You can use this to help show how you have learnt and gained confidence in these skills.

The evidence and skills requirements for ESW are set out in full in the DCELLS document 'Essential Skills Wales'. This can be downloaded from www.cityandguilds.com/esw. Your assessor/tutor will also be able to explain to you in more detail what you need to do.

About ESW

The Essential Skills Wales (ESW) qualifications are designed to help you develop and demonstrate the skills needed to make the most of your learning, work and life.

This qualification will help you improve your **communication** skills. You will be required to demonstrate your skills in:

- speaking and listening
- reading
- writing

in familiar contexts, some of which must be formal, connected with education, training, work and social roles.

About City & Guilds

City & Guilds is your awarding organisation for Essential Skills Wales. City & Guilds is the UK's leading awarding body for vocational qualifications. You may also be working towards other City & Guilds qualifications at the same time as completing ESW and in some cases you may be able to use work completed for those qualifications towards your ESW portfolio.

Information about City & Guilds and our qualifications is available on our website www.cityandguilds.com.

2 Level 1 Essential Skills Wales in Communication

2.1 Evidence record

Your portfolio must include **all** of the following. Please use this sheet to record what your evidence is and where it can be found. The Declarations on page 8 **must** be completed.

| Standard | Description of evidence presented | Location/reference | Confirmed met and date <i>(assessor use only)</i> |
|--|---|--------------------|--|
| C1.1.1 Understand and respond to spoken language in a range of contexts. | How green are you? Considerate Constructors Scheme | 1-3 4-8 | <input checked="" type="checkbox"/> >1 context 4.2.11 7.3.11 |
| C1.1.2 Speak to communicate: <ul style="list-style-type: none"> information feelings opinions questions instructions on familiar topics, using appropriate language, and in a range of contexts. | | 1-3 4-8 | <input checked="" type="checkbox"/> information <input checked="" type="checkbox"/> feelings <input checked="" type="checkbox"/> opinions <input checked="" type="checkbox"/> questions <input checked="" type="checkbox"/> instructions <input checked="" type="checkbox"/> language appropriate 4.2.11 7.3.11 |
| C1.1.3 Take part in formal discussions with two or more other people. | | 1-3 4-8 | <input checked="" type="checkbox"/> >1 discussion <input checked="" type="checkbox"/> >=1 face-to-face 4.2.11 4.3.11 |
| C1.2.1 Read, understand and obtain information independently from at least two different types of documents. At least one document must contain an image. One document must be at least 250 words long. | "Menace of the Sky Lanterns" Ladder accidents | 9-13 14-16. | <input checked="" type="checkbox"/> >1 type of doc <input checked="" type="checkbox"/> >=1 doc 250+ words <input checked="" type="checkbox"/> image in >=1 doc 24.1.11 21.3.11 |
| C1.3.1 Write two short documents of different types to communicate information to a familiar audience in appropriate formats, using language that is appropriate to your purpose and audience. One document must be at least 250 words long. | Health + Safety Trampolining | 17-21 22-24 | <input checked="" type="checkbox"/> >1 doc of different types <input checked="" type="checkbox"/> >=1 doc 250+ words <input checked="" type="checkbox"/> evidence of planning <input checked="" type="checkbox"/> >=1 draft 4.10.10 13.12.10. |

2 Level 1 Essential Skills Wales in Communication

2.2 Assessment record – Speaking and Listening Discussion (1)

At least one other discussion must also take place.

Candidate's name: [REDACTED]

City & Guilds Enrolment number: _____

Date/time/location of discussion: Coleg Powys Brecon 7-2-11

Details of participants (candidate plus at least two other people not including the assessor):

Sean, Kieren, Josh, Chris, Ewan.

Summary of the discussion: Recycling - personal views and practise both at home and at work.

| Confirm that the candidate: | | Give examples |
|---|-------------------------------------|--|
| Prepared for a discussion in order to say things and provide information that is relevant to the subject and purpose of the discussion. C1.1.3 (a) | <input checked="" type="checkbox"/> | <u>Read handout, highlighted points of interest. Wrote notes</u> |
| Took part in a purposeful group discussion to reach a shared understanding. C1.1.3 (b) | <input checked="" type="checkbox"/> | <u>Discussion concluded in understanding of facilities offered in the area and systems carried out</u> |
| Made clear and relevant contributions to discussions. C1.1.3 (c) | <input checked="" type="checkbox"/> | <u>Gave information about recycling at home recycling and what is done at work.</u> |
| Respected the turn-taking rights of others during discussions. C1.1.3 (d) | <input checked="" type="checkbox"/> | <u>Respected others. Did have to adjust to waiting his turn but developed the skill.</u> |
| Used appropriate phrases or gestures in order to join in the discussion. C1.1.3 (e) | <input checked="" type="checkbox"/> | <u>Gained eye contact with a group member. Would lift his notes</u> |
| Used language and register appropriate to listeners. C1.1.2 (g) | <input checked="" type="checkbox"/> | <u>Spoke clearly. Vocabulary was understood.</u> |

| Confirm that the candidate: | | Give examples |
|---|---|---|
| Spoke to communicate: <ul style="list-style-type: none"> • Information* • Feelings* • Opinions* • Questions* • Instructions* C1.1.2 Note all of the above bullet points must be covered at least once in the conversations and discussions for this qualification. *Tick only as applicable | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | All points covered. Information on recycling systems followed. Feelings and opinions expressed "I think recycling can be easy to do" Question - "where do you take building rubbish" Gave some instructions/information re working. |

Feedback to candidate:

Sean took an active part in the discussion.
 - needed to learn a little patience at first but did develop appropriate turn taking skills.

Assessor name: A McFall Assessor signature: AM Fall

IV signature (if sampled): J. Gillett Date: 25/3/11

The Declarations on page 8 **must** also be completed.

2 Level 1 Essential Skills Wales in Communication

2.3 Assessment record – Speaking and Listening Discussion (2)

One of more of these discussions must be conducted face-to-face.

Candidate's name: _____

City & Guilds Enrolment Number: _____

Date/time/location of discussion: _____

Coleg Powys, Brecan 7/14.3.11.

Details of participants (candidate plus at least two other people not including the assessor):

Kieren, Josh, Chris, Connor.

Summary of the discussion:

Considerate Constructors Scheme.

| Confirm that the candidate: | | Give examples |
|--|-------------------------------------|---|
| Identified detail and information from explanations, instructions or discussions. C1.1.1 (a) | <input checked="" type="checkbox"/> | <i>Read through scheme's Code of Practice. Made notes</i> |
| Paid close attention and responded constructively to what others said. C1.1.1 (b) | <input checked="" type="checkbox"/> | <i>Followed discussion, answered questions "Have you heard of this?"</i> |
| Judged when to speak and how much to say. C1.1.2 (a) | <input checked="" type="checkbox"/> | <i>Timed his input appropriately. Let others complete before starting</i> |
| Clearly expressed statements of fact/questions/ explanations/instructions/accounts /descriptions of familiar topics. C1.1.2 (b) | <input checked="" type="checkbox"/> | <i>"We are considerate with our language when we are working"</i> |
| Used strategies to support what they were saying. C1.1.2 (c) | <input checked="" type="checkbox"/> | <i>"We don't swear if someone else, like the client, is around"</i> |
| Presented information and ideas in a logical sequence. C1.1.2 (d) | <input checked="" type="checkbox"/> | <i>Followed through with handout (notes) as a guide</i> |

| Confirm that the candidate: | Give examples |
|---|---|
| Responded to questions about a range of familiar topics. C1.1.2 (e) | <input checked="" type="checkbox"/> Answered about location of work site |
| Clearly conveyed feelings/opinions when appropriate (may be covered by discussion). C1.1.2 (f) | <input checked="" type="checkbox"/> "Once you get a bad name you won't get work." |
| Spoke to communicate: <ul style="list-style-type: none"> • Information* • Feelings* • Opinions* • Questions* • Instructions* C1.1.2 Note all of the above bullet points must be covered at least once in the conversations and discussions for this qualification. *Tick only as applicable | <input checked="" type="checkbox"/> All covered with discussion <input checked="" type="checkbox"/> Information - "working on a small site away from others." <input checked="" type="checkbox"/> "I think that builders don't have a bad image" <input checked="" type="checkbox"/> "Where are you working - is it a new site?" <input type="checkbox"/> |

Feedback to candidate:

Interesting discussion on a scheme little is known of in the area with these apprentices. All contributed and compared their working practice in comparison to the Code of Practice.

Assessor name: A McFaul Assessor signature: A McFaul

IV signature (if sampled): [Signature] Date: 25/3/11

The Declarations on page 8 **must** also be completed.

2 Level 1 Essential Skills Wales in Communication

2.5 Skills checklist

This checklist is designed to help you show you have learnt all of the skills needed for this qualification. Unlike the Evidence record, this list is not a formal part of your assessment although you and your assessor/tutor should be confident that you can do all of these things by the time you complete your portfolio.

| In order to show you are competent, you need to know how to: | Tick if you can | Further guidance |
|--|--|--|
| <ul style="list-style-type: none"> a) identify relevant detail and information in explanations, instructions and discussions in a range of contexts b) pay close attention and respond constructively to what others say c) use strategies to show you are listening and to clarify and confirm understanding | <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <p>Understand and respond You must understand and know how to respond to spoken language. In practice, you are likely to demonstrate some of these skills in the context of a formal discussion (C1.1.3). You may demonstrate some, but not all, of these skills in a telephone conversation.</p> <p>Range of contexts The range of contexts might include the classroom, the workplace, or everyday life.</p> <p>Respond constructively You must listen to what other people say and respond in ways that show that you have thought about what they have said and can learn from it. You do not have to accept everything that others say but you must be able to explain why you agree or disagree.</p> <p>Use strategies Strategies to show you are listening could include body language, brief affirmative responses, asking questions to clarify points, repeating/confirming what the speaker has said, etc.</p> |
| <ul style="list-style-type: none"> a) judge when to speak and how much to say b) clearly express statements of fact, questions, explanations, instructions, accounts and descriptions of familiar topics c) use strategies to support what you are saying d) present information and ideas in a logical sequence e) respond to questions about a range of familiar topics f) clearly convey your feelings and opinions when appropriate g) use language appropriate to your listener(s) and the context | <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <p>Speak to communicate You must know how to orally communicate a range of content and sentiments. In practice, you may demonstrate some of these skills in the context of a formal discussion (C1.1.3). You may demonstrate some, but not all, of these skills in a telephone conversation.</p> <p>Use strategies Strategies to support what you are saying could include body language, facial expression, gestures, emphasis, etc.</p> <p>Present information and ideas in a logical sequence When you are talking to someone, you must be able to make your points in an order that makes it easy for your listener to follow and understand.</p> <p>Clearly convey your feelings and opinions You must be able to say what you think or feel in a way that is balanced and assertive, without being aggressive.</p> |
| <ul style="list-style-type: none"> a) prepare for discussions so that you can say things and provide information that is relevant to the subject and purpose of the discussion b) take part in a purposeful group discussion to reach a shared understanding c) make clear and relevant contributions to discussions d) respect the turn-taking rights of others during discussions e) use appropriate phrases or gestures in order to join in the discussion. | <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <p>Discussion You must take part in formal discussions with two or more other people, so that you all develop the same understanding of what is being discussed. The discussions must provide opportunities for you to respond to a range of views and sensibilities.</p> <p>Respect turn-taking rights You must allow other people to say what they want to say in a discussion; you must not stop others speaking.</p> <p>Join in discussion You must be able to show that you want to speak, without interrupting a speaker or appearing to be over-assertive.</p> |

| In order to show you are competent, you need to know how to: | Tick if you can | Further guidance |
|---|--|---|
| a) read and understand relevant specialist key words and phrases b) identify the main points and ideas in documents and images c) recognise the purpose of a variety of documents d) locate and understand information using organisational features e) find the meaning of words and phrases you do not understand, using reference materials f) obtain information from documents and images, including inferring meaning that is not explicit in the text g) ask others when you are unclear about what you have read. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <p>Independently Your tutor/teacher/trainer may give you, or suggest, some documents for you to read but you must find the information you need within them.</p> <p>Purpose of documents You must be able to identify the purpose of a variety of documents (eg to inform, to persuade, to instruct) by the vocabulary they use and how they are presented.</p> <p>Inferring meaning You must be able to see what a writer means, even when this is not made clear in the text.</p> <p>Skills may be implicit in the work produced While this is not required, you could ensure that the purpose of your reading is to help you write one of your documents for C1.3.1. Your reading skills would then be apparent from what you write about the subject of your reading.</p> |
| a) plan and draft writing b) present relevant information in formats that suit your purpose and audience c) construct compound sentences, using appropriate conjunctions d) organise writing in paragraphs that demonstrate a logical sequence e) use correct basic grammar f) use punctuation correctly, including apostrophes g) spell correctly, including specialist words h) judge the relevance of information and the amount of detail to include for your purpose i) use language suitable to purpose and audience j) use relevant images to help the reader understand your main points k) produce legible text l) make your meaning clear m) check and where necessary revise your documents. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <p>Formats that suit your purpose and audience Your teacher/tutor/trainer may give you guidance about possible formats for your writing but you must make the final choice yourself. This might be a business letter, a report or essay, a set of instructions, a memo, an article for a newspaper or magazine, etc.</p> <p>Judge the relevance of information and the amount of detail to include You must be able to decide how much of what you read is relevant to your purpose and how much detail you need to include in what you write.</p> <p>Spelling, grammar, punctuation</p> <ul style="list-style-type: none"> • You must be able to spell correctly, including specialist words related to your topic and context. • You must know how to write compound sentences using correct basic grammar. • You must use punctuation such as apostrophes accurately (as well as capital letters, full stops, question marks and exclamation marks, which are required at Entry levels). <p>Checking You must check and (where necessary) correct your work in order to ensure that spelling, punctuation and grammar are correct, that it is organised into paragraphs that help the reader to follow what you have written, and that your meaning is clear.</p> |

Published by City & Guilds
1 Giltspur Street
London
EC1A 9DD
T +44 (0)844 543 0033
F +44 (0)20 7294 2413
www.cityandguilds.com

**City & Guilds is a registered charity
established to promote education
and training**

WW-04-3768

WEALTH FROM WASTE

People used to describe Britain as 'an island built on coal, surrounded by fish'. These days, Britain is more like an island built on rubbish, surrounded by pollution. Every year, each household in Britain creates about 1 tonne of rubbish that has to be thrown away. If it *wasn't* taken away, the streets of our towns would be impassable rubbish mountains. But much of our rubbish is not rubbish at all! Most of it could be recycled.

What happens to our rubbish?

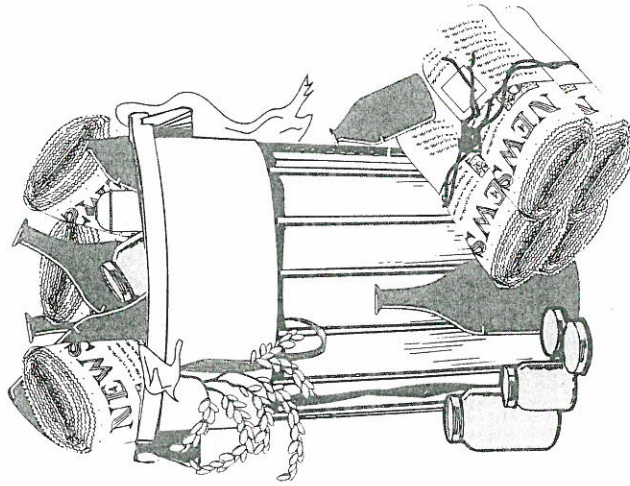
Once the dustmen have taken rubbish away, most of it gets dumped in huge landfill sites. Most sites eventually get covered with soil, but they cannot be used to grow crops and they are not strong enough for buildings. Meanwhile, all the rubbish inside them begins to decompose and all kinds of nasty, poisonous things seep down into the soil. Many of them seep into the water supply. Fires on landfill sites are common because of chemical reactions taking place below the surface. Other rubbish is burned in incinerators – but sometimes that releases toxic fumes and leaves poisonous ash behind.

Why recycle?

Recycling makes such perfect sense, it is amazing people are not forced to do it by law! When something is recycled it saves on finding fresh raw materials to make the same item. Most importantly, it cuts down the amount of energy needed to make that item. It takes less heat to make a glass bottle out of broken, recycled glass than it does starting afresh with the raw ingredients. Less heat means using less oil or coal.

How to recycle

The key to successful recycling is sorting. Recycling is more efficient if different types of items are separated into categories – the more, the better. Rubbish



can be split up into paper, glass, metal, organic waste (food, dead flowers, potato peelings, tea leaves, etc.), plastic and things made out of a mixture of items. At the bottle bank, glass can be separated again, into brown, green and clear. By using magnets, metal cans can be separated into steel and aluminium (aluminium will not stick to a magnet).

What can be recycled?

PAPER Paper is made from trees. Each year, everyone in Britain gets through six trees worth of paper. Making new paper harms the environment as the process usually involves chlorine bleach, which pollutes rivers. It's far better to use unbleached, recycled paper. Not only can newspapers be recycled, but also magazines, cardboard, paper bags and envelopes.

GLASS Most high streets now have bottle banks. Remove all tops first, then recycle drinks bottles, jam jars and sauce bottles. *But never recycle bottles that can be reused like milk bottles.* It's more efficient to refill them with milk than to make new bottles. If glass is not reused, it lasts forever, broken and buried in the soil.

ORGANIC MATTER *If you have a garden, you need never again throw away vegetable peelings, uneaten or rotten food. Get an old dustbin, drill a few holes in it, and pop off to the fishing shop. Buy some brandlings – worms that will happily munch away on your rubbish. In a few months you will have lovely black compost to put on the garden.*

METAL Most cans are made out of steel. As steel is magnetic, you can throw it out and it will be magnetically separated out and recycled at a waste centre. If aluminium cans are not recycled, it is a great waste of the energy it takes to make them. As they are not magnetic you need to separate them out of your rubbish.

CLOTHES Yes, you can recycle old clothes! Take them along to charity shops like Oxfam. Some will be sold, others will go to the Oxfam Wastesaver Unit in Huddersfield. That is where the thousands of tons sent in by *Blue Peter* viewers in the 1987 Rags Appeal went. Clothes are sorted according to material and returned to textile mills for recycling.

Figure 10.2

How green are you?

Our group had a discussion on how conscious we are about being green. By reading the handout Wealth From Waste. We each highlighted the important points about reducing waste both at home and at work. After this we each thought about how careful we are our selves.

Our discussion brought out a mixed reaction from us all. Many of us relied on the family system at home to recycle. We also found that there is a big different in the facilities we have at home – those living in Brecon town itself have most things collected from the door. Those of us that live in the country have restricted facilities. This lead to Ewan saying that a lot of his rubbish is burned on the farm. Josh said that his family have to use the car to take paper and bottles to a recycling centre a few miles away. All of us work for firms that are quit good at managing waste. This is not only good for the environment but also for the profit of the firm. At work before throwing anything out we sort any materials that can be reused or recycled.

Before this discussion none of us actually thought of how much electricity we can easily waste. Chris admitted that during the day on sit his firm does have a lot of tools left switch on. We then thought about how much we have on stand by at home. Some of us realised that there was a lot more we can do about being green.

Evaluation

It has made me more aware of the recycling that is possible and the damage non recyclers do to this planet.

We all contributed and we learnt a lot from each other. We all had our say though some were quieter than others. We had to ask some questions so they would join in a little more.

The one thing that was brought up was that recycling facilities are not fair in the area. Some have easy access while others have to use cars to take things to recycling centres. The lads who live in the country have less than those who live in the town.

My own evaluation

I gave my information and opinion and listened carefully to the others. I was able to tell them what recycling we can do in Builth. I learnt that I had to wait sometimes for someone else to finish speaking before I could speak.

Handwritten signature: JG
Handwritten date: 25/3/11
Handwritten name: Well done Siat
Handwritten name: Amy
Handwritten date: 7.2.11

How green are you?

Recycling at home.

- At home we Compost
- Burn Paper and Card on the wood burner.
- Kitchen waste goes in the wormery for the worms.

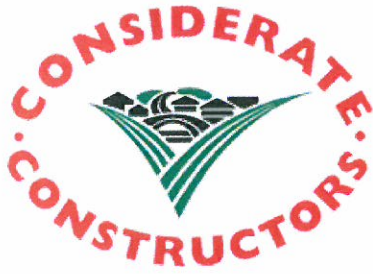
Recycling at work.

- Small off-cuts cuts of wood my boss takes home to burn on the fire.
- Reuse any usefull materials on any other jobs.
- don't recycle because they only collect the black normal bags of rubbish.
- all other rubbish goes in a skip.
- get Sawdust from the college for Guinea pigs bedding.
- Shred Paper for Guinea pig bedding.
- at home I turn the lights off when I leave the room.
- use all energy saving bulbs in the house.
- turn everything off before going to bed.

JG 25/3/11

Some good points to put forward still

AM
7.2.11



Pa 3-11 (4)

The Considerate Constructors Scheme is a national initiative set up by the construction industry to improve its image. Sites and companies that register are monitored against a Code of Considerate Practice designed to develop best practice beyond statutory requirements. The Scheme is concerned about areas of the construction industry that has a direct impact on the image of the industry as a whole.

The main areas of concern are : the environment, the workforce and the general public.

Site Code of Considerate Practice

The Site Code of Considerate Practice forms the basis of all the Scheme's requirements.

Considerate

Everyone affected by the project should be advised before work starts. Nuisance caused by deliveries, traffic and parking should be minimised. Diversions should be clearly signed with special attention paid to the needs of traders and those with sight, hearing and mobility difficulties.

Environment

The potential environmental and ecological effects of site operations should be identified and evaluated, with appropriate action taken to minimise all forms of pollution. Every effort should be made to reduce, reuse and recycle waste. Materials should be obtained from sustainable sources, and local resources used where possible. The site should make a positive contribution to the natural environment.

Appearance

The site should be doing all it can to create an image of which the industry can be proud. The site perimeter, the offices and all welfare facilities should be clean, tidy and well presented, and all materials stored neatly. Waste, rubbish and litter should not be allowed to accumulate. Dusty operations should be managed to prevent any inconvenience. Damage caused by graffiti should be repaired quickly.

Good Neighbour

The site should have a positive influence on the local community. The site manager should interact proactively with residents, businesses, schools, etc throughout the project to inform them about site activity and to pre-empt and avoid complaints. Any complaint should be logged and handled positively to achieve a satisfactory outcome for all concerned.

Respectful

Everyone on site should help to create a positive image and maintain respectable and safe standards of dress and behaviour. Improper conduct and language should be subject to severe disciplinary action. Pride in the management and appearance of the site, its temporary facilities and the surrounding area should be shown at all times.

Safety

Systems should be in place so that construction work is carried out with care and consideration for the safety of the public as well as for those visiting and working on site. No site should be a security risk to others.

Responsible

Considerate Constructors should be aware of their obligations to personnel, act in a professional and conscientious manner, and play a part in the development of the industry's future workforce.

Accountable

The site manager should promote the Scheme's aim of 'improving the image of construction'. Everyone associated with the site should understand and comply with the Site Code of Considerate Practice. The training and development needs for all on site should be identified and addressed.

Notes for discussion

1. Do you think the construction industry has a bad image?

no

2. How considerate are you about people who are around you when you are at work?

Very considerate of the people in the surrounding area.

3. How responsible are you and your employer about being respectful in language and dress whilst at work?

We are respectful with our language and dress whilst at work.

4. Do you think it is a good idea to be monitored about behaviour and attitude to safety and environment while on a construction site?

Yes it is a good idea because if you are not safe you could injure the public or your self.

5. What do you could be the "knock on effect" of a poorly run construction site - possible unsafe practice, waste and untidy environment, no regard for anyone else being in the vicinity (other workers, residents) and financial.

If there is a tidy site or a untidy site you would go for the tidy site slow down work slow down business. once you get a bad name for poor work work can decline.

6. Have you heard of this scheme before? What in general is your opinion?

Yes it is a good idea to keep sites tidy and safe.

The Considerate Constructors Scheme

As a group we were asked to discuss the Considerate Constructors Scheme. This scheme has been set up to improve the image of the construction industry.

Before we had our discussion we were given time to read through the code of practice and to make our own preparation notes. In my notes for discussion I have written down my own opinions. I could then take them forward into the discussion.

After our group discussion we all come to the conclusion that it would not be that appropriate on smaller sites but we decided that it might be relevant on bigger sites. We decided that if you do a bad job or have an untidy site it may result in loss of trade and the consequence could lead to loss of jobs for employees and the reputation of the company goes bad and leads to the company not being able to carry on.

We all listened to each others' suggestions and we all made equal contributions to the group discussion. Kieran mentioned the risk of job losses when people used bad practices in the work place. I made a number of notes from our discussion.

Evaluation:

All of us gave our opinions on our experiences so it was interesting to see how other firms and companies work. It's helped to build on the skills I have learnt in college.

It's made me more aware of how important it is to be considerate towards the general public around where you are working.

AG 25/3/11

*AM
14.3.11*



Draft

8

The Considerate Constructors Scheme

check case of cap letters
As a group we were asked to discuss the considerate constructor's scheme. This scheme has been set up to improve the image of the construction industry.

Before we had our discussion we were given time to read through the code of practice and to make our own preparation notes. In my note for discussion I have written down my own opinions. I could then take them forward into the discussion.

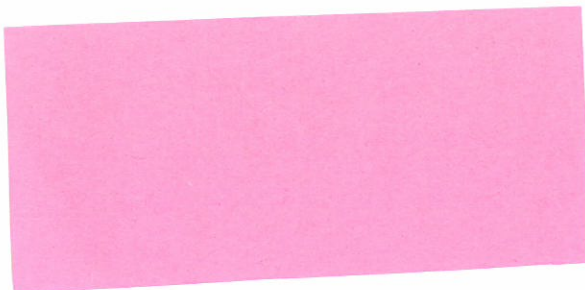
st. After our group discussion we all come to the ^{concl} collusion that it would not be that apoprate on smaller sites but we decided that it might be relevant on bigger sites. We decided that if you do a bad job or have an untidy site it may result in lose of trade and consequence lead to lose of jobs for employees and the repetition of the company goes bad and leads to the company not being able to carry on.

We all listened to each others' suggestions and we all made equal contributions to the group discussion. Kieren mentioned the risk of job losses when people used bad practices in the work place. I made a number of notes from our discussion. SP.

Evaluation:

All of us gave our opinions on our experiences so it was interesting to see how other firms and company's work. Its helped to build on the skills I have learnt in college.

Its made me more aware of how important it is to be considerate towards the general public around were you are working.



9/11
14-3-11

Menace of sky lanterns must end, say farmers

Sky lanterns have been used during the Chinese New Year's celebrations for thousands of years to symbolise hope and good luck. These lanterns are widely available in the UK and cost as little as £1.99 so they are available for most people. These lanterns are used at parties, festivals and are private celebrations. They are made of paper and metal, and they float in the sky for miles, they have been known to fly for 20 minutes or more.

Sky lanterns are nothing but a worry for farmers. They have vowed to continue to press for a complete ban despite a UK Government intervention that stopped short of making them illegal. Manufacturers have been told to make sky lanterns totally biodegradable. There are reports of death and injury among people and livestock in the UK. Mr Clegg has stated that everyone living and working in rural areas knows that the sky lanterns are a threat to our country side as well as a pretty sight to see in the skies. The UK Government is currently looking for ways to reduce the risks caused by these lanterns. Another reason why farmers are against sky lanterns is that the wire in them is getting stuck in the cows' stomachs.

Farmers are also worried about the potential fire risks to hay and other crops which would be devastating to the countryside. Farmers are worried that when these lanterns land while still on fire they can set fire to crops or if they land in hay barns the consequences could be catastrophic.

JG TV
25/3/11

AM
24.1.11

Menace of sky lanterns must end, say farmers

Sky lanterns are nothing but a worry for farmers. They have vowed to continue to press for a complete ban despite a UK government intervention that stopped short of making them illegal. Manufacturers have been told to make sky lanterns totally biodegradable. There ^{are} ~~is~~ flowing reports of death and injury among people and livestock in the UK. Mr clegg has ⁺starred that everyone living and working in rural areas knows that the sky lanterns are a threat to our country side as well as a pretty sight to see in the skys. The UK government is currently looking for ways to reduce the risks ^{caused} ~~proposed~~ by these lanterns. Another reason why farmers are against sky lanterns is that the wire in them is getting stuck in the cows stomachs, ^{causing injury to animals.}

Sky lanterns have been used during ^{the} Chinese New Year's celebrations for thousands of years to symbolise hope and good luck. These lanterns are widely available in the UK and cost as little as £1.99 so they are available for most people. These lanterns are used at parties, festivals and are private celebrations. They are made of paper and metal, and they float in the sky for miles, they have been known to fly for 20 mins or more. Farmers are also worried about the potential fire risks to hay and other croops which would be devastating to the country side. Farmers are worried that when these lanterns land while still on fire. They can set fire to croops or if they land in hay barns the consequences could be catastrophic.

look at the order of writing.

check use of capital letters etc.

AM
24.1.11

Menace of Sky lanterns must end, say farmers.

Sky lanterns are nothing but a worry for farmers. They have vowed to continue to press for a complete ban despite a UK government intervention that stopped short of making them illegal. Manufacturers have been told to make sky lanterns totally biodegradable. There is a flow of reports of death and injury among people and livestock in the UK. Mr Clegg has stated that everyone living and working in rural areas knows that the sky lanterns are a threat to our country side as well as a pretty sight to see in the sky. The UK government is currently looking for ways to reduce the risks proposed by these lanterns. Another reason why farmers are against sky lanterns is that the wire ~~off~~ⁱⁿ them is getting stuck in the cows' stomachs. Sky lanterns have been used during Chinese New Year celebrations for thousands of years to symbolise hope and good luck. These lanterns are widely available in the UK and cost as little as £1.99 so they are available for most people. These lanterns are used at parties, festivals and at private celebrations. ~~They~~^{They are} made of paper and metal, and they float in the sky for miles, they have been known to fly for 20mins or more. Farmers are also worried about the potential fire risks to hay and other crops which would be devastating to the country side. Farmers are worried that when these lanterns land while still on fire set fire to crops or if the land is hay barns the consequences could be catastrophic.

- nothing but a worry for farmers.
- They have vowed to continue to press for complete ban despite a UK Government intervention that stopped Shouk of making them illegal..
- Manufacturers have been told to make them totally biodegradable.
- Following reports of death and injury among livestock.
- Mr Clegg said everyone living and working in rural areas knows that the lanterns are a threat as well as a pretty sight.
- Looking for ways to reduce the risks proposed by these lanterns.
- livestock issues
- wire getting in cows stomachs.
- used during Chinese New Year Celebrations for thousands of years to symbolise hope and good luck.
- as little as \$1.99
- use at parties, festivals and private celebrations
- made of paper and metal, float in the sky for miles.
- fly for 20mins or more
- but fire risk if lands in hay and crops.
- Vet says anyone thinking of making the lanterns part of their celebrations should consider the implications
- farmers want them banned.
- if union banned
- high risk of fire.
- animals eat them..
- cheap used a lot.
- wire can catch machinery.
- vet wants them reported

Work Accident Claim Articles

LADDER ACCIDENTS



Ladder Accidents

It's only a ladder - why falls from ladders constitute a genuine hazard in the workplace!

Falls from ladders and stepladders account for nearly one third of all fatal and major injuries and it is estimated they cost the UK economy £70 million each year. These staggering statistics come from the Health and Safety Executive's report on 'Costs to Society' and drive home the fact that ladders are, unless used properly, inherently dangerous.

On average, 12 people a year are killed at work after falling from ladders and over 1,200 suffer major injuries as a result. Ladders remain the most common agent involved, accounting for more than a quarter of all falls from height. Concerned that this number doesn't seem to be getting any smaller, the HSE is trying to drive home the message that ladders should only be used for low-risk, short duration work, and are issuing safety information for employers on exactly how and when ladders should be used. Although it may seem like basic common sense, employers often disregard the potential threat to their worker's safety when using ladders, even so-called low-level step ladders. They define 'short duration' as between 15 and 30 minutes, depending on the task at hand. Now while this may be fine for a quick DIY job, on a building site ladders are in constant use and pose a considerable risk for workers operating in difficult conditions.

There are basic safety measures that the HSE directives expect everyone to take when using ladders, such as ensuring that people are trained in their use and don't attempt to 'overextend' themselves whilst using the ladder. The general condition of the ladder has to be of a high standard, with no broken or dirty, slippery rungs. The ladder has to be correctly positioned and, if working at height, there should always be someone to 'foot' the ladder at the bottom or secure anchor

Ladders At Work

Falls from ladders and step ladders in the UK account for around one third of the over all injuries reported in the UK. These figures cost the UK economy £70 million each year. An estimated 12 people a year are killed on construction sites after falling from ladders and over 1,200 people in the UK suffer life treating and major injuries as a result from falling from ladders.

The HSE is trying to get the message across that ladders should only be used for low-risk, short duration work. This means between 15 and 30 minutes depending on the nature of the work that is being carried out.

The HSE are proposing that people need to be fully trained in the use of ladders and ladder safety. The ladders being used have to be in good condition and someone should be there to foot the bottom of the ladder. The HSE are concerned about poor standards which in turn could cause accidents. It is the employer's responsibility to keep risks to a minimum for employee's benefits and to keep the potential risks to the absolute minimum.

Television campaigns have been developed to help safety on construction sites.

JG N
25/3/11

AM
21.3.11

Draft



16

Ladders At Work

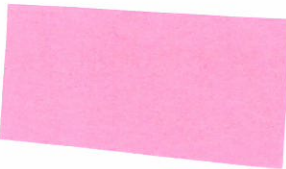
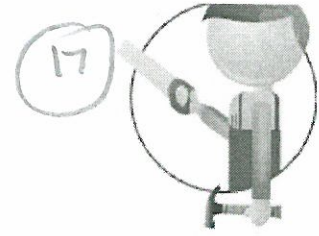
Falls from ladders and step ladders in the UK account for around one third of the over all injuries reported in the UK. These figures costs the UK economy £70 million each year. SP
An estimated 12 people a year are killed on construction sites after falling from ladders and over 1,200 people in the UK suffer life treating and majior injuries as a result from falling from ladders. SP

The HSE is trying to get the messege across that ladders should only be used for low-risk, short duration work. This means between 15 and 30 minutes depending on the nature of the work that is being carried out. SP

The HSE are proposing that people need to be fully trained in the use of ladders and ladder safty. The ladders being used have to be in good condition and someone should be there to foot the bottom of the ladder. ~~So~~ the HSE are concerned about poor standards which in turn could cause acidients. It is the employers' responsibilities to keep risks to a minimum for employees benefits and to keep the protentual risks to the apslute minimum. SP

Television campaigns have been developed to help safety on construction sites.

check back for spelling identified.
Need to check sentence grammar too
AM
21.3.11



Health & Safety

- **Safety Goggles** – Used when using power tools or machinery to protect your eyes from flying debris and sawdust.



- **Hard hat** – worn when at heights and on the ground to prevent objects from falling on your head and causing serious injuries to your head.



- **Lifting supports** – used to support your back when lifting.
- **Breathing apparatus** – worn when dealing with extremely hazardous substances. Worn when working in confined spaces and with hazardous substances.



- **Ear defenders** – worn when using loud machinery or power tools or if you're working around anyone using power tools or machinery. These will prevent deafness and any damage to your ears.



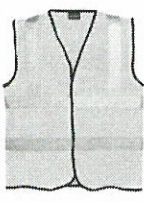
- **Steel toe cap boots** – must be worn at all times on site to prevent falling objects from injuring your toes. Most sites will make you wear your boots. If you haven't got them they could send you home.



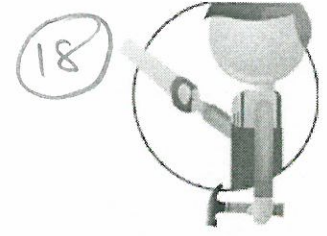
- **Gloves** – worn when handling materials and hazardous substances to protect your hands from injuries.



- **Hi vis jackets\ coats** – worn on site to ensure you can be seen by other people to prevent injury to yourself.



Am.
4.10.10



Health & Safety

- **Safety Goggles** – Used when using power tools or machinery to protect your eyes from flying dewberry and sawdust.

debris



- **Hard hat** – ^{worn} warn when at heights and on the ground to prevent falling objects from falling on your head and causing serous injuries to your head.

Serious



- **Lifting supports** – used to support your back when lifting.
- **Breathing apparatus** – worn when dealing with extremely hazardous substances.

give example and with hazardous



worn when working in confined space



- **Ear defenders** – worn when using loud machinery or power tools or if you're working around anyone using power tools or machinery, to These will prevent deafness and any damage to your ears.

will



- **Steel toe cap boots** – must be worn when at all times on site to prevent falling objects from injuring your toes, and most sites will make you wear your boots, or if your haven't got them they could send you home.



- **Gloves** – worn when handling materials and hazardous substances to protect your hands from injuries.



- **Hi vis jackets\ coats** – worn on site to ensure you can be seen by other people to prevent injury to your self.



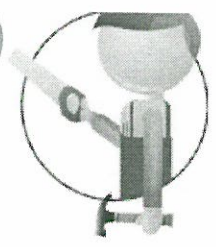
- **Dust masks** – worn when using power tools and machinery to stop dust and other substances from being inhaled into your lungs.

Am. 4.10.10.





19



- **Dust masks – worn when using power tools and machinery to stop dust and other substances from being inhaled into your lungs.**

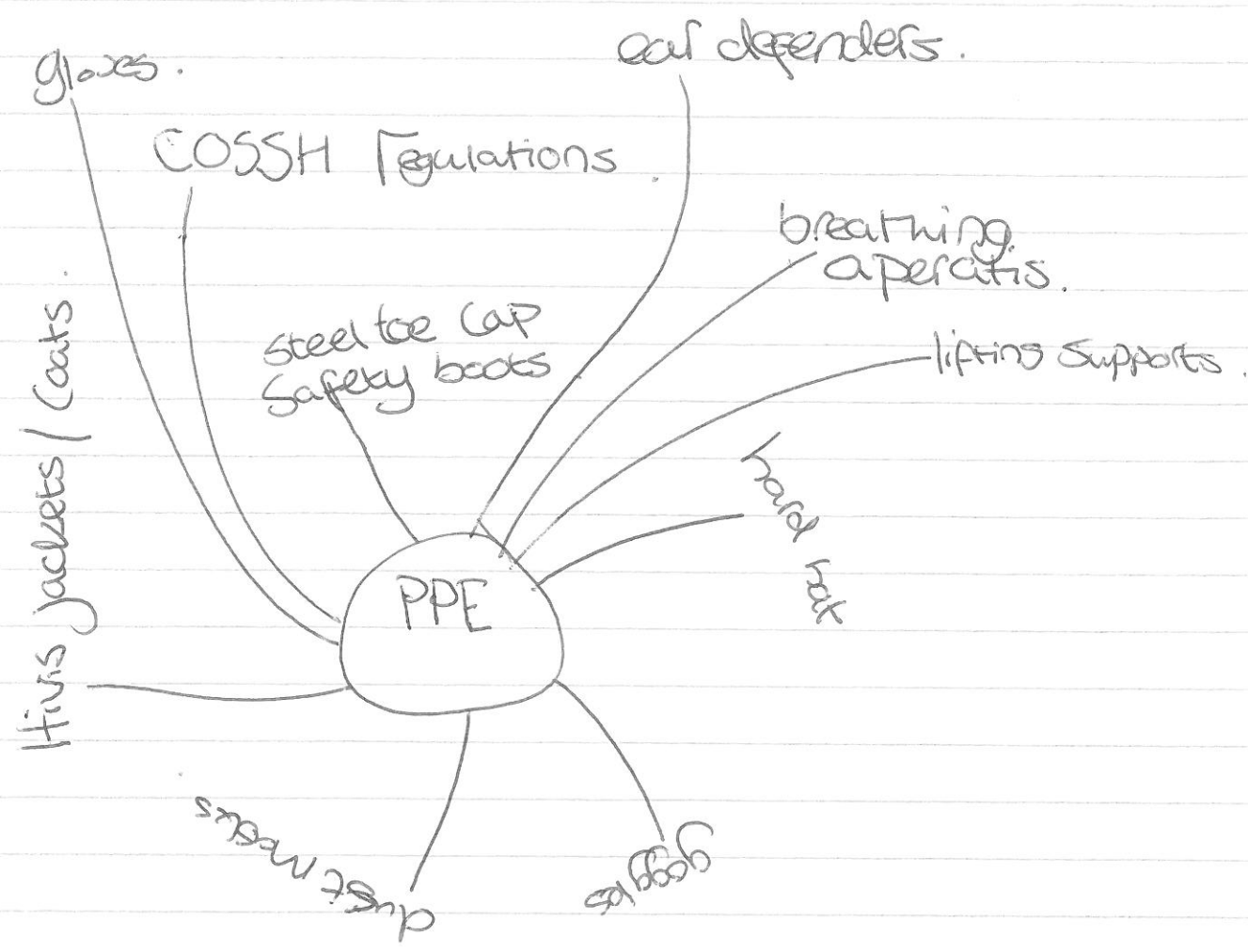


Plan

20

- ear defenders - worn when ~~if~~ using loud machinery to help prevent deafness.
- Steel toe Cap Safety boot - to protect your toes from falling object etc.
- gloves - worn when handling material and hazardous substances to protect your hands from injuries.
- Hi Vis jackets / coat / - worn to ensure you can be seen by other people to prevent injury to your self.
- dust masks - worn to stop dust getting into your lungs.

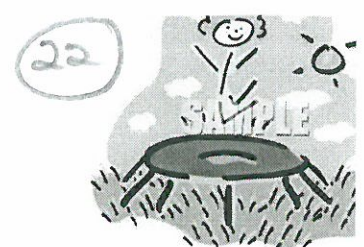
Health + Safety



- goggles - used when using power tools or machinery to protect your eyes from flying debris and sand/dust.
- hard hat - worn when at heights and ~~off~~ on the ground to prevent falling objects from falling and causing serious injuries to your head.
- lifting supports - used to support your back while lifting.
- breathing apparatus - worn when dealing with extremely hazardous substances.



Trampolining



History

The history of trampolining is uncertain but many people believe that it was started by the Eskimos because they used to throw each other into the air using a walrus skin. But there is also evidence of people in England doing a similar thing throwing each other in the air on blankets this was the same principle as what the Eskimos were doing.

Competitions and grades

British gymnastics has a grading system to establish trampolinists of all different levels. Grades start from seven to one, with seven being the lowest grade, and grade one being the highest level. Grade seven is intended for special needs and is not usually part of any main competition schedules. To qualify for the grade, you must compete at British gymnastics competition and hold a certain score from competing your routines. Competitions are a lot of work to organise to achieve the organised chaos we see every time.

Although the competitors may seem to be milling and hanging around in some random order they all have their specific place in the structure and there are several officials involved in guiding them throughout the day towards the awarding ceremony.

How you find out about joining your local trampolining club

There is a trampoline club in Brecon Leisure Centre every Monday and Friday evenings between 4.15pm and 5.45pm. When you join you will start on award three and the award system goes right through to award sixteen. I am currently on award eleven and working hard to achieve the very best that I can personally achieve.

The different moves in trampolining

Tuck jump, pike jump, straddle jump, swivel hips, full twist jump, straight jump, seat drop and then it goes on to front summersaults, back summersaults. The more advanced moves consist of baranis and double summersaults.

How much it costs to join my local trampoline club

To join Brecon Trampoline Club it will cost you approximately £60 each term but the cost can vary depending on the length of the term. Once you join you will keep progressing from award three right up to award sixteen.





Trampolining



History

The history of trampolining is uncertain but many people believe that it was started by the Eskimos because they used to throw each other into the air using a walrus skin. But there is also evidence of people in England doing a similar thing throwing each other in the air on blankets this was the same principle as what the Eskimos were doing.

Competitions and grades

British gymnastics has a grading system to establish ^{trampolinists} trampolines of all different levels. Grades start from seven to one, and with seven being the lowest grade, and grade one being the highest level. Grade seven is intended for special needs and is not usually part of any main competition schedules. To qualify for the grade, you must compete ~~it~~ at an British gymnastics competition and hold a certain score from competing your routines. Competitions are a lot of work to organise to achieve the organised chaos we see every time. Although the competitors may seem to be milling and hanging around in some random order they all have their ^{sp} specific place in the structure and there are several officials involved in guiding them throughout the day towards the awarding ceremony.

How you find out about joining your local ^{sp} trampolining club

There is a trampoline club in Brecon leisure centre every Monday and Friday evenings between 4.15 ^{pm} and 5.45 ^{pm} when you join you will start on award three and the award system goes right through to award sixteen. I am currently on award eleven and working hard to achieve the very best that I can personally achieve.

The different moves in trampolining

Tuck jump, pike jump, straddle jump, swivel hips, full twist jump, straight jump, seat drop and then it goes on to front summersaults, back summersaults, the more advanced moves consist of baranis and double summersaults.

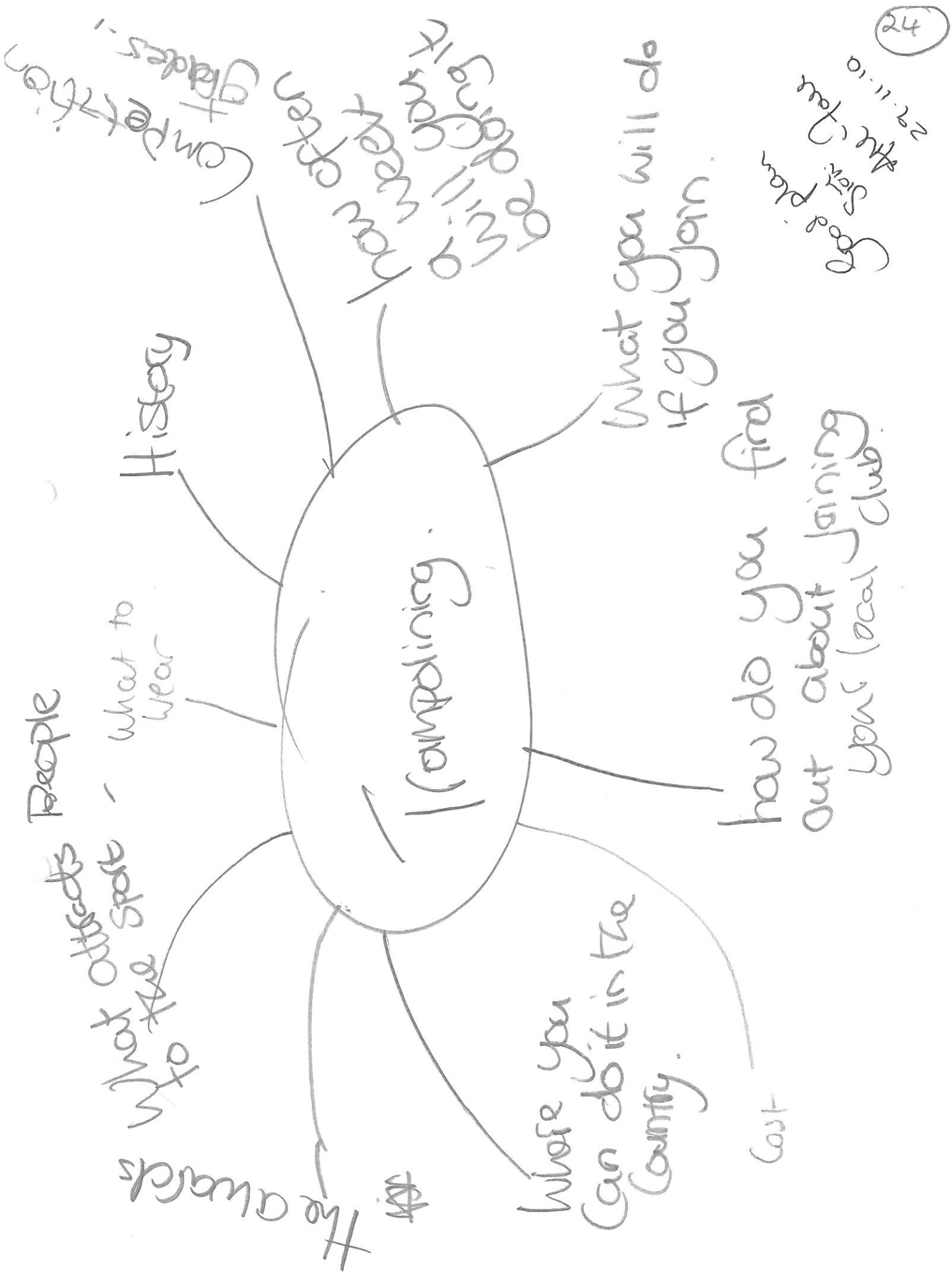
How much it costs to join my local trampoline club

To join Brecon trampoline club it will cost you approximately £60 each term but the cost can vary depending on the length of the term. Once you join you will keep progressing from award three right up to award sixteen.



Check spelling & punctuation





Good plan
 Start Jan
 the club
 29.11.10
 (24)

from next
 year
 23/11/10
 for
 the
 year