



<b>Unit title</b>	Health and Safety in Construction
<b>Guided learning hours</b>	60
<b>Number of lessons</b>	30
<b>Duration of lessons</b>	2 hours (unless otherwise stated)
<b>Links to other units</b>	
<ul style="list-style-type: none"> <li>This unit has links to all other units in the qualification.</li> </ul>	

Key to lesson types			
<b>AW</b>	Assignment writing	<b>RS</b>	Revision session
<b>GS</b>	Guest speaker	<b>V</b>	Visit
<b>IS</b>	Independent study	<b>WE</b>	Work experience

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
<b>Learning aim A: Understand how health and safety legislation is applied to construction operations</b>				
1	Learning aims A, B and C	IS	<ul style="list-style-type: none"> <li><b>Tutor presentation:</b> issue specification to discuss the unit, the learning outcomes, and the mode of assessment. Introduce useful online resources (e.g. <a href="http://www.hse.gov.uk">www.hse.gov.uk</a>).</li> <li><b>Group activity:</b> ask learners to collaborate in small groups to come up with examples of accidents on incidents that have occurred on construction sites. Use these as a basis for a class discussion.</li> <li><b>Plenary:</b> collate and summarise key points from discussion.</li> </ul>	Presentation resources IT and online resources Flipcharts or dry wipe boards for group activity
2	<b>A1:</b> Health and Safety at Work etc. Act 1974	IS	<ul style="list-style-type: none"> <li><b>Tutor presentation:</b> overview of the Health and Safety at Work Act 1974. This should include the duties of:</li> </ul>	Presentation resources



			<ul style="list-style-type: none"> <li>o employers</li> <li>o employee and self-employed</li> <li>o designers and manufacturers.</li> <li>• <b>Paired activity:</b> discuss and summarise the duties of each group.</li> <li>• <b>Plenary:</b> learners feed back to class to collate a definitive list of duties for each group.</li> </ul>	<p>IT and online resources</p> <p>Flipcharts or dry wipe boards for group activity</p>
3	<b>A1:</b> Health and Safety at Work etc. Act 1974	IS	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> recap on the duties of employers, employees, self-employed, designers and manufacturers under the HASAWA 1974.</li> <li>• <b>Tutor presentation:</b> overview of the powers of the Health and Safety Executive, including improvement and prohibition notices and the penalties for non-compliance.</li> <li>• <b>Paired activity:</b> research examples of improvement and prohibition notices and summarise the penalties for non-compliance.</li> <li>• <b>Class discussion:</b> the outcomes of the small group activities are shared within the class.</li> <li>• <b>Plenary:</b> conclusions drawn on the powers of the Health and Safety Executive and the impact of penalties for non-compliance on construction companies.</li> </ul>	<p>Presentation resources</p> <p>IT and online resources (<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>)</p> <p>Flipcharts or dry wipe boards for paired activity</p>
4	<b>A2:</b> Construction (Design and Management) Regulations 2015	IS	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> overview of the Construction (Design and Management) Regulations 2015 (CDM) looking at: phases to be followed pre-construction, the construction phase safety plan, content of the health and safety file.</li> <li>• <b>Paired activity:</b> research the content of each phase and the health and safety file.</li> </ul>	<p>Presentation resources</p> <p>IT and online resources (<a href="http://www.hse.gov.uk/pubns/priced/hsg150.pdf">http://www.hse.gov.uk/pubns/priced/hsg150.pdf</a>)</p>



			<ul style="list-style-type: none"> <li>• <b>Plenary:</b> classroom discussion to identify the features of the pre-construction phase, construction phase safety and plan and the health and safety file.</li> </ul>	Flipcharts or dry wipe boards for paired activity
5	<b>A2:</b> Construction (Design and Management) Regulations 2015	IS	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> summarise content of CDM Regulations 2015 from previous lesson.</li> <li>• <b>Tutor presentation:</b> overview of the duties of the commercial clients, domestic clients, designers, principal designers, principal contractors, contractors and workers.</li> <li>• <b>Group activity:</b> give each small group two or three duty holders under the CDM Regulations 2015, and ask them to prepare a short presentation on who each duty holder is and what their main duties are in relation to a construction project.</li> <li>• <b>Plenary:</b> conclusions drawn on the duties of each group under the CDM regulations.</li> </ul>	Presentation resources IT and online resources <a href="http://www.hse.gov.uk/pubns/priced/I153.pdf">http://www.hse.gov.uk/pubns/priced/I153.pdf</a> Flipcharts or dry wipe boards for paired activity
6	<b>A2:</b> Construction (Design and Management) Regulations 2015	GS	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> introduce guest speaker.</li> <li>• <b>Guest speaker:</b> ask a guest speaker from a local construction company to explain how the CDM Regulations impact on a construction project.</li> <li>• <b>Q and A:</b> allow time for learners to engage with guest speaker.</li> </ul>	Guest speaker
7	<b>A3:</b> Management of Health and Safety at Work Regulations 1999	IS	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> overview of the duties of the employer in relation to carrying out risk assessments and training for all operatives. Specific duties of employees under the regulations.</li> <li>• <b>Group activity:</b> discuss the aspects of the legislation which can be related to construction projects and how to best to manage risks on site.</li> </ul>	Presentation resources IT and online resources <a href="http://www.hse.gov.uk/pubns/priced/hsg65.pdf">http://www.hse.gov.uk/pubns/priced/hsg65.pdf</a>



			<ul style="list-style-type: none"> <li>• <b>Plenary:</b> list possible risks that may occur on site, their consequences and suitable control measures for each.</li> </ul>	Flipcharts or dry wipe boards for group activity
8	<b>A4:</b> Work at Height Regulations 2005	IS	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> overview of the duties of the employers and employees in relation to the Working at Height Regulations 2005.</li> <li>• <b>Paired activity:</b> research accident statistics linked to working at height in the construction industry.</li> <li>• <b>Class discussion:</b> the outcomes of the small group activities are shared within the class.</li> <li>• <b>Group activity:</b> watch health and safety video linked to working at height (e.g. <a href="https://www.youtube.com/watch?v=Kwh8wGWLMrs">https://www.youtube.com/watch?v=Kwh8wGWLMrs</a>).</li> <li>• <b>Homework:</b> learners given an example of working at height and asked to independently research the activity and produce a short presentation (including images) on the risks, consequences and control measures associated with the activity. (e.g. painting, installing windows, brick laying above ground floor levels, installing roof trusses, installing wiring or pipework in ceilings, replacing roof tiles).</li> </ul>	Presentation resources IT and online resources <a href="http://www.hse.gov.uk/statistics/">(http://www.hse.gov.uk/statistics/)</a> Flipcharts or dry wipe boards for group activity
9a	<b>A4:</b> Work at Height Regulations 2005	IS	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> summarise content of Working at Height Regulations 2005 from the previous week.</li> <li>• <b>Paired activity:</b> each pair should be given an example of equipment used to work at height (e.g. scaffolding, roof work, ladders, Mobile Elevated Work Platforms (MEWP), step ladders, mobile towers). Learners research the equipment and discuss when it should be used, the benefits and drawbacks of the equipment and examples of any accidents that have occurred.</li> <li>• <b>Group activity:</b> discuss all the different types of equipment that can be used for working at height. Identify which can</li> </ul>	Presentation resources IT and online resources <a href="http://www.hse.gov.uk/pubns/indg401.pdf">http://www.hse.gov.uk/pubns/indg401.pdf</a> Flipcharts or dry wipe boards for group activity



			<p>be used in different situations, the possible risks and consequences if the equipment is not used correctly.</p> <ul style="list-style-type: none"> <li>• <b>Plenary:</b> conclusions drawn on the risks of working at height and the equipment available to minimise the risks.</li> </ul>	
9b	<b>A5:</b> Control of Substances Hazardous to Health (COSHH) Regulations 2002	IS	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> overview of the COSHH regulations, including employers' duties, substances covered (such as chemicals), products containing chemicals, fumes, dust, vapours, mists, gases and biological agents. Outline what is involved in a COSHH assessment. Explain manufacturer's safety data sheets.</li> <li>• <b>Paired activity:</b> each pair should be given an example of a product that is commonly used on a construction site, such as wood glue, concrete additives, welding fumes, cement powder, diesel, paints, cement dust produced from grinding, epoxy resins, methylated spirits, material products. Learners should research the manufacturer's website to find the safety data sheet for their given product. They should then answer the following questions: <ul style="list-style-type: none"> <li>○ What PPE do I have to provide?</li> <li>○ Will operative require training?</li> <li>○ What are the manufacturer's recommendations?</li> </ul>                     Information should be recorded on a COSHH assessment, which is a mandatory requirement of the regulations.                 </li> <li>• <b>Class discussion:</b> the outcomes of the paired activities are shared within the class.</li> <li>• <b>Plenary:</b> conclusions drawn on the risks of working with hazardous substances and the need for COSHH assessments.</li> </ul>	Presentation resources IT and online resources <a href="http://www.hse.gov.uk/pubns/priced/hsg97.pdf">http://www.hse.gov.uk/pubns/priced/hsg97.pdf</a> Flipcharts or dry wipe boards for group activity
10	<b>A6:</b> Training and education	GS	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> overview of requirement to provide training and instruction to employees under the HASAWA</li> </ul>	Presentation resources



			<p>1974. Outline what is expected to prove someone is competent to do a job.</p> <ul style="list-style-type: none"> <li>• <b>Guest speaker:</b> ask a site manager or health and safety officer from a local construction company to come and speak on the training and processes they use to ensure all the operatives on site are trained and competent.</li> <li>• <b>Class discussion:</b> benefits of CSCS cards and safety passports.</li> <li>• <b>Plenary:</b> conclude with the benefits of maintaining high standards of health and safety at all times, and the consequences if they are not maintained.</li> </ul>	<p>Guest speaker</p> <p>Flipcharts or dry wipe boards for group activity</p>
11	Learning aim A	V	<ul style="list-style-type: none"> <li>• <b>Group activity:</b> arrange a visit to a local construction project, such as a housing scheme, hotel, hospital, leisure centre or office block. Task learners, working in small groups, to take photographs and notes during the site visit (tutor to provide basic guidance on what to look for, such as site induction, signage, personal protective equipment used and possible hazards to look out for).</li> </ul>	<p>Visit (cameras)</p>
12	Learning aim A	IS	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> summarise the site visit and the information that was gained from the visit.</li> <li>• <b>Group activity:</b> ask each small group to present their findings from the visit using their photographs and notes.</li> <li>• <b>Class discussion:</b> lead a discussion on the site visit. What information was provided by the site manager? What was included in the site induction? Was the site safe? What was good about the health and safety on site? What could have been improved?</li> </ul>	<p>Presentation resources</p> <p>IT and online resources</p> <p>Flipcharts or dry wipe boards for group activity</p>



			<ul style="list-style-type: none"> <li>• <b>Homework:</b> each individual learner to write a short summary of the visit, reflecting on what they felt was good practice on the site and suggest possible improvements.</li> </ul>	
13	Learning aim A	RS	<ul style="list-style-type: none"> <li>• <b>Group activity:</b> as a revision session, learners complete the assessment practice exercise from the course textbook.</li> </ul>	<i>BTEC Construction Textbook</i>
<b>Learning aim B: Carry out the development of a safe system of work for construction operations</b>				
14	<b>B1:</b> Health and safety preparation	GS	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> introduce guest speaker</li> <li>• <b>Group activity:</b> a guest speaker from a local construction company to discuss the information required when setting up a site, the documentation that is required, and who has to be notified of the works. This should include: F10 notification of construction project (under the CDM Regulations 2015), safe systems of work (SSW), control of access to the site, site induction, toolbox talks and site signage.</li> <li>• <b>Q and A:</b> allow time for learners to engage with the guest speaker.</li> </ul>	Guest speaker
15	<b>B1:</b> Health and safety preparation	IS	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> review information and discussion points raised during the presentation from the guest speaker. Recap on the documents required and the provision of information for all operatives on site, the site induction, toolbox talks and site signage.</li> <li>• <b>Paired activity:</b> each pair to create a list of topics that should be covered in a site induction for a given local construction project. Each pair should also prepare a list of possible topics that could be covered by toolbox talks.</li> <li>• <b>Plenary:</b> discuss the topics that have been identified by each group and consider the benefits of increasing the knowledge of site operatives.</li> </ul>	Presentation resources  IT and online resources  Flipcharts or dry wipe boards for group activity



16	<b>B2:</b> Construction phase health and safety	IS	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> outline the steps involved in creating a risk assessment and a method statement (RAMS).</li> <li>• <b>Individual activity:</b> learners to research and write down the definition of the terms: hazard, risk and risk assessment.</li> <li>• <b>Paired activity:</b> give each pair a picture of a construction activity, and ask them to identify approximately five to ten hazards. For each hazard, they should identify the associated risks and suitable control measures.</li> <li>• <b>Plenary:</b> watch HSE video (<a href="http://www.hse.gov.uk/construction/resources/turning-concern-into-action.htm">http://www.hse.gov.uk/construction/resources/turning-concern-into-action.htm</a>)</li> </ul>	<p>Presentation resources</p> <p>IT and online resources</p> <p>Flipcharts or dry wipe boards for group activity</p> <p>Video link</p>
17	<b>B2:</b> Construction phase health and safety	IS	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> recap on the requirements for SSW, risk assessments and method statements.</li> <li>• <b>Paired activity:</b> using the construction activity provided in the previous lesson, each pair should create a risk assessment and method statement including a SSW for the activity.</li> <li>• <b>Class discussion:</b> discuss the different RAMS produced by each pair. Identify good practice and provide guidance for areas that need further work.</li> <li>• <b>Plenary:</b> review actual RAMS provided by a local construction company. Is the information clear and simple to follow?</li> </ul>	<p>Presentation resources</p> <p>IT and online resources</p> <p>Flipcharts or dry wipe boards for group activity</p> <p>How to develop SSW: <a href="http://www.hse.gov.uk/pUbns/priced/hsg150.pdf">http://www.hse.gov.uk/pUbns/priced/hsg150.pdf</a></p>
18	<b>B2:</b> Construction phase health and safety	IS	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> overview of the impact of construction waste on the environment.</li> <li>• <b>Class discussion:</b> as a group, research the type of waste that is produced from a construction project. How can this impact on the health and safety of operative on site? What</li> </ul>	<p>Presentation resources</p> <p>IT and online resources</p>





			<p>are the benefits of waste management, segregation and good housekeeping?</p> <ul style="list-style-type: none"> <li>• <b>Homework:</b> research how construction materials can be recycled or reused to reduce the amount of material going to landfill.</li> </ul>	<p>Flipcharts or dry wipe boards for group activity</p>
19	<b>B3:</b> Health and safety file	GS	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> recap on the requirements of the CDM Regulations 2015 and the requirements for the client to ensure that the principal designer prepares a health and safety file for the project.</li> <li>• <b>Tutor presentation:</b> the purpose of the health and safety file to ensure that at handover of the project, the client has all the information on the building, enabling anyone carrying out further construction work on the building with all the necessary information to be able to plan and carry out the work safely.</li> <li>• <b>Group activity:</b> ask a guest speaker from a local construction company to discuss the information contained within a health and safety file. If possible, they could bring a completed file with them so the learners examine for themselves what is contained within the file. Use of real documentation should be encouraged where possible.</li> <li>• <b>Tutor-led discussion:</b> tutor to lead discussion on risk assessment and method statements. Tutor to read some out and learners to comment on these, and where possible identify possible control measures, or if applicable, improvements.</li> <li>• <b>Q and A:</b> allow time for learners to engage with guest speaker.</li> </ul>	<p>Presentation resources IT and online resources (<a href="http://www.hse.gov.uk/pUbns/priced/I153.pdf">http://www.hse.gov.uk/pUbns/priced/I153.pdf</a>) Guest speaker Real documentation (e.g. method statements, risk assessments, control measures) for a given project</p>



20	<b>B3:</b> Health and safety file	IS	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> recap on the previous lesson and content of the health and safety file.</li> <li>• <b>Paired activity:</b> give each pair a number of items that may be required in a health and safety file. Ask them to research the information that would need to be included in the health and safety file for the specified items.</li> <li>• <b>Tutor-led discussion:</b> lead a discussion on the content of the health and safety file. What are the benefits of having the health and safety file? What challenges may arise if information is not included in the health and safety file?</li> <li>• <b>Plenary:</b> conclude with a summary of the potential hazards and risks on a construction site and the need for enforcing control measures to maintain a safe working environment.</li> </ul>	<p>Presentation resources</p> <p>IT and online resources (<a href="http://www.hse.gov.uk/pUbns/priced/I153.pdf">http://www.hse.gov.uk/pUbns/priced/I153.pdf</a>)</p> <p>Flipcharts or dry wipe boards for group activity</p>
21	Learning aim B	V	<ul style="list-style-type: none"> <li>• <b>Group activity:</b> arrange another visit to a local construction project, such as a housing scheme, hotel, hospital, leisure centre or office block. Take photographs and notes during the site visit (tutor to provide basic guidance on what to look for, such as site induction, signage, personal protective equipment used and possible hazards to look out for).</li> <li>• <b>Class discussion:</b> discuss the policies and procedures used on the site. Compare the enforcement of health and safety on the different site visits. Think about; access to the site, signage, welfare facilities and possible hazards, such as working at height, electricity and plant and machinery.</li> </ul>	Visit (cameras)
22	Learning aim B	RS	<ul style="list-style-type: none"> <li>• <b>Group activity:</b> in a revision session, learners to complete the assessment practice exercise from the course textbook.</li> </ul>	<i>BTEC Nationals Construction Student Book + Activebook</i>



				(2017) 9781292184043
<b>Learning aim C: Understand the need for the review of safety systems for construction operations</b>				
23	<b>C1:</b> Accident reporting procedures	IS	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> overview of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013.</li> <li>• <b>Tutor-led discussion:</b> why report accidents and incidents that occur on site? What must be reported? What are the types of reportable injuries? What are dangerous occurrences? What are reportable occupational diseases?</li> <li>• <b>Individual activity:</b> ask each learner to research the definitions for an accident type: near miss, minor injury, major injury. They should provide several examples of each category.</li> <li>• <b>Plenary:</b> check the learners' knowledge and understanding of RIDDOR and the different categories of accidents. This could be done by creating a list of possible accidents and asking which category it comes under and if it needs to be reported.</li> </ul>	Presentation resources IT and online resources <a href="http://www.hse.gov.uk/pubns/indg453.pdf">http://www.hse.gov.uk/pubns/indg453.pdf</a> Flipcharts or dry wipe boards for group activity
24	<b>C1:</b> Accident reporting procedures	GS	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> recap on content of RIDDOR 2013. Introduce guest speaker.</li> <li>• <b>Group activity:</b> ask your centres' health and safety officer to give a talk on accident reporting. They could highlight the procedures to be followed upon discovering an accident at your centre, the first aid arrangements and the accident forms that need to be completed.</li> <li>• <b>Group activity:</b> research the HSE website and identify the different forms that need to be completed and sent to the</li> </ul>	Presentation resources Guest speaker Flipcharts or dry wipe boards for group activity IT and online resources



			<p>HSE. Print off and complete an accident form for a given accident from the tutor.</p> <ul style="list-style-type: none"> <li>• <b>Plenary:</b> conclude with an explanation of why it is important to report the accidents to the HSE, why they carry out investigations and what use they make of the accident statistics.</li> </ul>	<p>(<a href="https://www.hse.gov.uk/forms/incident/index.htm">https://www.hse.gov.uk/forms/incident/index.htm</a>)</p>
25	<b>C2:</b> Reviewing safety systems	IS	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> overview of accidents in the construction industry.</li> <li>• <b>Paired activity:</b> ask each pair to research accident statistics for the construction industry. Research recent examples of the main accident categories.</li> <li>• <b>Class discussion:</b> discuss the outcomes of the learners' research. Discuss how these accidents may have been avoided. What methods of training are available to inform operatives of the hazards and risks on site? How can this information be regularly passed on to the operatives?</li> <li>• <b>Homework:</b> learners to create a list of possible training methods and sources of information that could be used to inform operatives of the hazards and risks on site.</li> </ul>	<p>Presentation resources IT and online resources (<a href="http://www.hse.gov.uk/statistics/">http://www.hse.gov.uk/statistics/</a>) Flipcharts or dry wipe boards for group activity</p>
26	<b>C2:</b> Reviewing safety systems	IS	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> recap on accident statistics for the construction industry.</li> <li>• <b>Paired activity:</b> each pair to research the benefits of good health and safety procedures for a company. Give each pair a construction company and ask them to research the company's health and safety procedures.</li> <li>• <b>Class discussion:</b> use the research from each pair to compile a list of benefits of good health and safety practice.</li> <li>• <b>Plenary:</b> summarise the barriers to good health and safety practice and need to improve and implement good SSW.</li> </ul>	<p>Presentation resources IT and online resources Flipcharts or dry wipe boards for group activity</p>



27	<b>C3:</b> Changes to systems and procedures	IS	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> recap on the work previously completed on risk assessments in learning aims A and B.</li> <li>• <b>Tutor-led discussion:</b> why is it important to review and revise risk assessments? What may occur that will require a risk assessment to be reviewed?</li> <li>• <b>Paired activity:</b> give each pair an example of a scenario from a construction site along with the corresponding risk assessment. Ask them to review the effectiveness of the original risk assessment after an accident or incident has occurred.</li> <li>• <b>Homework:</b> give each learner an example of a poor risk assessment, and ask them to complete the risk rating and to add to the control measures.</li> </ul>	<p>Presentation resources</p> <p>IT and online resources</p> <p>Flipcharts or dry wipe boards for group activity</p>
28	<b>C4:</b> Skills, knowledge and behaviours	IS	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> recap on the importance of producing risk assessments and method statements.</li> <li>• <b>Tutor-led discussion:</b> lead a discussion on the importance of using clear communication methods to create a positive culture towards health and safety. Discuss how it is important to keep the information provided clear and simple to understand.</li> <li>• <b>Paired activity:</b> ask each pair to produce a poster, or a short presentation, or a basic risk assessment that relates to a specific construction activity and present it to the group.</li> <li>• <b>Plenary:</b> summarise the findings from the posters, presentations and risk assessments and highlight the importance of clear written and verbal communication skills.</li> </ul>	<p>Presentation resources</p> <p>IT and online resources</p> <p>Flipcharts or dry wipe boards for group activity</p>
29	Learning aim C	V	<ul style="list-style-type: none"> <li>• <b>Group activity:</b> arrange a visit to a local construction project, such as a housing scheme, hotel, hospital, leisure</li> </ul>	<p>Visit</p>



			centre or office block. Learners should take photographs and notes during the site visit that evidence good practice. Learners should also ask the site manager about training and procedures used on site, and enquire what the biggest risks that they see on site are.	
30	Learning aim C	RS	<ul style="list-style-type: none"> <li>• <b>Group activity:</b> in a revision session, learners complete the assessment practice exercise from the course textbook.</li> </ul>	<i>BTEC Nationals Construction Student Book + Activebook (2017)</i> 9781292184043

*Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling learners to access them through the school/college intranet.*