



Qualification Mapping Table

This mapping table are related to the Activity Pack – 101.1c – Spin the Regs.

Curriculum Requirement.	How the activity meets it.	Evidence
101.1: Know the importance of health and safety in the construction industry	Learners explore why regulations exist, what they protect against, and how they prevent accidents, illness, and unsafe working conditions. The spinner, flashcards, and scenarios show how regulations keep workers safe in real site situations.	Intro: “Learners explore what each regulation means, why it exists, and how it applies to everyday construction tasks.”
101.1.3: state the main regulations covered under the Health and Safety act 1974	The activity introduces six major UK regulations and requires learners to identify, explain, and apply them. The spinner lands on a regulation, and learners complete a challenge linked to it.	Learning Objective: “Identify six key UK Health & Safety regulations used in construction.” Flashcards include COSHH, Noise at Work, Work at Height, RIDDOR, PUWER, PPE.
The Control of Substances Hazardous to Health (COSHH)	Learners match COSHH to scenarios involving chemicals, dust, fumes, and harmful substances. They explain what COSHH requires and why it matters.	COSHH Flashcard: “COSHH requires employers to control hazardous substances to protect workers’ health.” Scenario 1: sanding lead paint; Scenario 2: brick acid burns.
The Noise at Work regulations, the Work at Height regulations	Learners identify when noise exposure or unsafe height work applies and explain the regulation’s purpose.	Noise Flashcard: “Controls loud noise at work that can damage hearing over time.” Scenario 3: breaker noise. Work at Height Flashcard: “Controls any work where a fall could injure someone.” Scenario 4: unsafe ladder use.
Reporting of Injuries Diseases and Dangerous Occurrences regulations (RIDDOR)	Learners identify when an incident must be reported and explain why reporting is required.	RIDDOR Flashcard: “Reporting serious workplace accidents... helps prevent future incidents.” Scenario 5: fractured toe not being reported.
The Provision and Use of Work Equipment Regulations (PUWER)	Learners match PUWER to scenarios involving unsafe, damaged, or misused equipment and explain the regulation’s requirements.	PUWER Flashcard: “Ensures work equipment is safe and properly maintained.” Scenario 7: damaged cement mixer; Scenario 8: untrained apprentice using nail gun.
Numeracy & Interpretation skills	Learners interpret scenario details, identify hazards, and match them to the correct regulation. They analyse cause-and-effect relationships between unsafe conditions and the regulation designed to prevent them.	Student Instructions: “Use the Regulation Reference Sheet to help you understand the rule... complete the challenge by writing or saying your answer.” Scenario cards require interpretation of hazards and consequences.

Communication skills	Learners explain regulations verbally or in writing, justify their choices, and discuss answers with peers. Challenge tokens require explanation, application, summarising, or empathising.	Learning Objective: "Communicate their understanding verbally or in writing." Student Instructions: "Share your response with your group or tutor."
Discovery-based learning	Learners discover which regulation applies by spinning the wheel, analysing scenarios, and using reference sheets rather than being told the answers. The activity is hands-on, exploratory, and discussion-driven.	Activity Overview: "Learners use a 3D-printed spinner board... draw a challenge token... apply regulation knowledge to short site-based scenarios."
Reading & Writing	Learners read regulation flashcards, reference sheets, and scenario cards. They write explanations, complete worksheets, and summarise regulation meaning and application.	Student Instructions: "Use the Regulation Reference Sheet... complete the challenge by writing or saying your answer." Activity Worksheet includes written tasks.