



101.1a – What the numbers say

Qualification Mapping Table

These questions are related to the Activity Pack – 101.1a – What the numbers say content.

Curriculum Requirement.	How the activity meets it.	Evidence
101.1: Know the importance of health and safety in the construction industry	The activity builds foundational understanding by guiding learners through real accident, injury, and ill-health data. By comparing 2014/15 and 2024/25 statistics, learners discover for themselves why health and safety matters: it prevents harm, protects workers, and improves site conditions. The structured tasks, discussion prompts, and sentence starters help learners express this knowledge clearly and confidently.	The pack states: “This activity helps learners understand why health and safety matters by exploring real-world evidence.” It explains that learners will “see how improved safety standards... have made construction sites safer over time.” The Intro reinforces the core message: “Health and safety is important because it protects workers and saves lives.” The Activity Overview concludes: “Health and safety is important because it reduces accidents, injuries, and deaths.”
101.1.1: State the importance of health and safety in the construction industry	The activity leads learners to recognise that health and safety is essential because it prevents accidents, injuries, and fatalities. By analysing real HSE data from two different years, learners see clear evidence that improved safety measures protect workers and make construction sites safer. The structured worksheet and sentence starters help learners express this understanding in simple, accurate statements.	The pack states: “By the end of the activity, learners will be able to explain... that health and safety is important because it protects workers and saves lives.” It also reinforces the core message: “The numbers themselves tell the story: fewer injuries, fewer deaths, and healthier workplaces.” The Activity Overview concludes: “Health and safety is important because it reduces accidents, injuries, and deaths.”
Reduce Accidents and loss of life	Learners compare real accident and fatality statistics from 2014/15 and 2024/25 to see how improved health and safety measures directly reduce harm. By analysing the changes, they discover that safer equipment, better training, and stronger site rules lead to fewer injuries and fewer deaths. The activity guides them to conclude that health and safety is essential because it prevents accidents and saves lives.	The pack states: “Through analysing these figures, learners will see how improved safety standards... have made construction sites safer over time. The numbers themselves tell the story: fewer injuries, fewer deaths.” It also states the intended learning outcome: “By the end of the activity, learners will be able to explain... that health and safety is important because it protects workers and saves lives.” Statistic cards include fatal injury data for both years (e.g., 35 fatal injuries in 2014/15 and 24 fatal injuries in 2024/25).

Minimise insurance costs	Learners analyse how improved health and safety reduces accidents, injuries, and ill health — all of which directly lower insurance claims and premiums. By comparing 2014/15 and 2024/25 data, they see that fewer incidents mean fewer claims, less financial loss, and lower insurance costs for employers.	The activity requires learners to compare accident and injury statistics across a decade: “Learners work in pairs or small groups to compare 2014/15 and 2024/25 construction accident statistics.” The pack reinforces that improved safety reduces harm: “Health and safety is important because it reduces accidents, injuries, and deaths.” Lower accident numbers directly link to reduced insurance claims.
Minimise lost output	Learners analyse how improved health and safety reduces time lost through illness and injury. By comparing 2014/15 and 2024/25 data, they see that safer practices lead to fewer absences and greater productivity.	The statistic cards show a reduction in <i>lost working days</i> from 1.7 million (2014/15) to 2.6 million (2024/25) , prompting discussion on how safety improvements prevent downtime. The pack states: “Learners work in pairs or small groups to compare 2014/15 and 2024/25 construction accident statistics... leading to the conclusion: ‘Health and safety is important because it reduces accidents, injuries, and deaths.’”
Numeracy & Interpretation Skills	Learners develop numeracy by sorting, comparing, and interpreting real statistical data from two different years. They record figures, identify increases and decreases, and analyse patterns in accident, injury, and ill-health trends. The structured worksheet requires them to make numerical comparisons and draw conclusions based on evidence, strengthening both numeracy and data-interpretation skills.	The Student Instructions require learners to “record the numbers on your worksheet” and “highlight any numbers that look surprising.” The activity explicitly asks learners to identify “which numbers went down” and “which numbers went up.” The pack states the activity helps learners “interpret data and recognise patterns in workplace safety trends.” Statistic cards provide numerical data for all categories (e.g., 35 fatal injuries, 74,000 non-fatal injuries, 1.7m lost working days , etc.).
Communication Skills	The activity develops communication skills by requiring learners to discuss findings in pairs, explain changes in the data, and express the importance of health and safety using clear, simple statements. Sentence starters and structured questions support learners in forming accurate verbal and written explanations. Group discussion, worksheet responses, and whole-class feedback all reinforce effective communication.	The pack instructs learners to “talk with your partner or group” and encourages “discussion in pairs before whole-class feedback.” Sentence starters are provided: “Health and safety is important because...”, “The numbers show that...”, “This means that...”. The Lecturer Instructions emphasise: “Encourage discussion in pairs” and “Prompt learners to use simple, clear statements for 101.1.1.”
Discovery-based learning	The activity is intentionally designed so learners uncover meaning for themselves rather than being told the	The Lecturer Instructions state: “Keep the activity discovery-based — let learners find the numbers.”

	answers. They sort, compare, and interpret real statistics, identify patterns, and draw their own conclusions about why health and safety matters. The lecturer guidance reinforces a hands-off approach, encouraging learners to explore, discuss, and reason independently.	Student Instructions emphasise exploration: “There are no right or wrong guesses — you are learning by exploring.” The pack also notes that learners “actively discover how improved safety practices have reduced harm and saved lives.”
Reading & Writing	Learners develop reading skills by interpreting statistic cards, instructions, tables, and explanatory text. They read numerical data, headings, and contextual information to understand trends and meaning. Writing skills are strengthened through completing the worksheet, answering structured questions, using sentence starters, and producing written explanations about what the data shows and why health and safety is important.	Student Instructions require learners to “record the numbers on your worksheet” and answer written questions such as “Which numbers went down?” and “What does this tell you about construction safety?” The pack provides sentence starters to support writing: “Health and safety is important because...”, “The numbers show that...”. The “Before You Start” section includes reading comprehension text explaining the purpose of the activity.