Unit 211: Set up and operate a circular saw

Sample scheme of work

This sample scheme of work covers both classroom and workshop based learning for Unit 211. It is based on 3 hours per session for 12 sessions. It is an example only of a possible scheme of work and is based on theory and practical within an FE centre, but can be amended to suit all learning facilities with the necessary adjustments to meet individual learners’ needs.

Unit 211 is designed as a stand-alone unit and should be used in conjunction with the standards set for the qualification to ensure full coverage of the learning requirements. However, with some modification it could be combined with Unit 214: Manufacture bench joinery products.

You can use the sample scheme of work as it is, adjust it or extract content to create a scheme of work to suit your delivery needs. It can also be adjusted by adding theory and practical workshops to support learners who have/need additional learning time.

Reference is made within the scheme of work to worksheets, handouts, sample questions and PowerPoint presentations (in black bold) that are available on SmartScreen.co.uk for tutors to use with learners. Any other resources listed are not provided on SmartScreen but provide guidance for the tutor as to others they may produce. Delivery timings are given; however, these can be amended to suit the group. The content of presentations, discussions, explanations etc are left to the professionalism of the course tutor. Also provided on SmartScreen.co.uk for Unit 211 is a revision worksheet that may be used by tutors to prepare learners for assessment.

Centres should also incorporate the following themes, where appropriate, as strands running through each of the sections within the qualification. Although they are not specifically referred to in the section content section, City & Guilds regards these as essential in the teaching of the qualification:

- health and safety considerations, in particular the need to impress upon learners the fact that they must preserve the health and safety of others as well as themselves
- Functional Skills (mathematics, English and ICT)
- extension tasks and differentiation, inclusion, entitlement and equality issues
- spiritual, moral, social and cultural issues
- environmental education and related European issues
- Every Child Matters
- personal learning and thinking skills (PLTS)
- Use of information learning technology (ILT).
- Learners to prepare a few brief notes in small group discussions on the possible implications of not following health and safety regulations.
Unit 211: Set up and operate a circular saw

Sample scheme of work

Teacher:

<table>
<thead>
<tr>
<th>Course/Qualification</th>
<th>Group</th>
<th>Duration:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2 Bench joinery 6706-211</td>
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<td>From: To:</td>
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<table>
<thead>
<tr>
<th>No of sessions</th>
<th>Delivery hours</th>
<th>Venue</th>
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<tbody>
<tr>
<td>12</td>
<td>36</td>
<td>Classroom and workshop</td>
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Aims of course:
- The aim of this unit is to provide the learner with the knowledge and skills to use a circular saw to cut wood, wood products and non-ferrous metals.
- The knowledge acquired by the learner will enable them to understand how the relevant law and good practice relating to circular saw usage is important.
- The skills developed by the learner include the ability to maintain, use and change tooling on fixed and transportable circular saws.

To enable learners to:
1. know the principles of using circular saws safely
2. know how to change circular saw blades
3. be able to change circular saw blades
4. know timber, timber products and processes
5. know how to cut timber and manufactured boards
6. be able to cut timber and manufactured boards.
## Session 1

### Objectives/learning outcomes

**The learner will:**
- State current legislation applicable to circular saws
- Identify components of a circular saw
- State potential faults in relation to circular saws

### Activities and resources

**Activities:**
- Using power point presentation learners will be guided through regulations governing circular saws.
- Ask learners to revise the contents of the legislation affecting the use of circular saws.
- Learners to prepare a few brief notes in small group discussions on the possible safety requirements needed for working with circular saw and preparing the working area and then share these ideas in a whole group discussion.
- Learners to identify reasons for maintenance and fault finding.
- Discuss importance of maintenance logs.

**Resources:**
- Lesson plan 1
- Power point presentation 1
- Activity 7
- Activity 9
- Activity 12
- Activity 13
- Activity 14
- Handout 1
- Worksheet 1
- Worksheet 2
- Noise at work video

**Assessment:**
- Observation
- Group working
- Question and answer
- Worksheets 1 and 2
- Drag and drop activity 1
- Wordsearch Activity 7
- Wordsearch Activity 9
- Crossword Activity 12
- True or false Activity 13
- Word bank Activity 14
- Handout 1
- Worksheet 1
- Worksheet 2

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### Session Objectives/learning outcomes

**The learner will:**
- Using power point presentation learners will be guided through regulations governing circular saws.
- Ask learners to revise the contents of the legislation affecting the use of circular saws.
- Learners to prepare a few brief notes in small group discussions on the possible safety requirements needed for working with circular saw and preparing the working area and then share these ideas in a whole group discussion.
- Learners to identify reasons for maintenance and fault finding.
- Discuss importance of maintenance logs.

**Resources:**
- Lesson plan 1
- Power point presentation 1
- Activity 7
- Activity 9
- Activity 12
- Activity 13
- Activity 14
- Handout 1
- Worksheet 1
- Worksheet 2
- Noise at work video

**Assessment:**
- Observation
- Group working
- Question and answer
- Worksheets 1 and 2
- Drag and drop activity 1
- Wordsearch Activity 7
- Wordsearch Activity 9
- Crossword Activity 12
- True or false Activity 13
- Word bank Activity 14
- Handout 1
- Worksheet 1
- Worksheet 2
<table>
<thead>
<tr>
<th>Session</th>
<th>Objectives/learning outcomes</th>
<th>Activities and resources</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>The learner will:</td>
<td>• missing or damaged guards&lt;br&gt;• faulty or incorrectly fitted tooling&lt;br&gt;• damage to equipment&lt;br&gt;• riving knife (thickness, distance, height)&lt;br&gt;Describe the procedure to follow on identification of faults&lt;br&gt;• missing or damaged guards&lt;br&gt;• faulty or incorrectly fitted tooling&lt;br&gt;• damage to equipment&lt;br&gt;• riving knife (thickness, distance, height)</td>
<td><a href="http://www.hse.gov.uk/woodworking/ripsaw.htm">http://www.hse.gov.uk/woodworking/ripsaw.htm</a>&lt;br&gt;Video on using a crosscut saw&lt;br&gt;<a href="http://www.hse.gov.uk/woodworking/crosscut.htm">http://www.hse.gov.uk/woodworking/crosscut.htm</a></td>
<td>Observation&lt;br&gt;Group working&lt;br&gt;Question and answer&lt;br&gt;Worksheet 1&lt;br&gt;Worksheet 3&lt;br&gt;Drag and drop activity 1&lt;br&gt;Hotspot activity 3&lt;br&gt;True or false activity 5&lt;br&gt;Wordsearch activity 7&lt;br&gt;Crossword activity 11</td>
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<td>2</td>
<td>(Learning outcome 1)&lt;br&gt;Describe types of dust extraction for circular saws&lt;br&gt;• fixed&lt;br&gt;• portable&lt;br&gt;State the importance of dust extraction on circular saws&lt;br&gt;Identify sawing safety aids used in conjunction with circular saws&lt;br&gt;• push sticks&lt;br&gt;• jigs (saddle, wedge)&lt;br&gt;State safety features of a circular saw&lt;br&gt;• crown/top saw guard&lt;br&gt;• riving knife</td>
<td>Activities:&lt;br&gt;• Using power point presentation learns will be guided through COSHH regulations governing circular saws.&lt;br&gt;• Discuss advantages and disadvantages involved with types of dust collection systems.&lt;br&gt;• Using power point presentation showing requirements for safety aids used with sawing machines.&lt;br&gt;• Learners to prepare a few brief notes in small group discussions on the possible safety implications of not using safety aids and features while working the circular saw and then share these ideas in a whole group discussion.</td>
<td>Resources:&lt;br&gt;• Lesson plan 2&lt;br&gt;• PowerPoint presentation 1&lt;br&gt;• PowerPoint presentation 2&lt;br&gt;• Worksheet 1&lt;br&gt;• Worksheet 3</td>
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<td>• braking systems</td>
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<td>• isolation switch</td>
<td>• Activity 3</td>
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<td>• out feed table</td>
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<td>• State safety features of a circular saw</td>
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<td>• Activity 11</td>
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<td>• Activity 16</td>
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<td>• Handout 1</td>
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<td>• Video on wood dust</td>
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<td>• Example safe working practice in controlling wood dust</td>
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<td>3 hours</td>
<td>(Learning outcome 2)</td>
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<td>State the sequence of changing circular saw blades</td>
<td>Activities:</td>
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<td></td>
<td>• consult the risk assessment</td>
<td>• Using power point presentation learns will be guided through risk assessment for a circular saw.</td>
<td>Observation</td>
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<td></td>
<td>• isolate</td>
<td>• Set by step guide to changing a saw blade.</td>
<td>Group working</td>
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<td></td>
<td>– remove guarding</td>
<td>• Learners to prepare a few brief notes in small group discussions on the correct safety requirements needed when changing a circular saw and then share these ideas in a whole group discussion.</td>
<td>Question and answer</td>
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<td></td>
<td>– riving knife</td>
<td>Resources:</td>
<td>Worksheet 4</td>
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<td>– saw blade</td>
<td>• Lesson plan 3</td>
<td>Sequence activity 6</td>
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<td>• clean down</td>
<td>• PowerPoint presentation 3</td>
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<td>• replace saw blade</td>
<td>• Worksheet 4</td>
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<td>– riving knife</td>
<td>• Activity 6</td>
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<td>Activities and resources</td>
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<td>4</td>
<td><strong>(Learning outcome 2)</strong></td>
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</table>
|         | Identify features of a circular saw blade | • Root  
• Top  
• Face  
• Back  
• Point  
• Heel  
• Positive, negative and neutral hook  
• Gullet  
• Tip  
• Kerf  
Describe effects of timber and sheet material on circular saw blades  
• Effects abrasion  
• Resin build up  
• overheating  
• Material  
  – Softwoods  
  – Hardwoods  
• Manufactured boards  
  – Plywood  
  – Chipboard  
  – MDF  
Describe the use of lubricants on circular saw blades | • Link for safe working practices on a crosscut saw  
• Audio on five steps to risk assessment  
http://www.hse.gov.uk/pubns/talkingleaflets/indg163.mp3  
Activities:  
• Using power point presentation learns to be guided through parts of rip saw blade, crosscut saw blade, teeth material and it’s suitability for cutting different types of material  
• Learners to identify different type of cutting material and it’s uses  
• Learners to prepare a few brief notes in small group discussions on the possible impact of using incorrect types of tooth design and material when working with different types of material. Learners to then share these ideas in a whole group discussion.  
Resources:  
• Lesson plan 4  
• PowerPoint presentation 4  
• Worksheet 5  
• Activity 2  
• Activity 4  
• Activity 8  
• Activity 10  
• Handout 2  
Observation  
Group working  
Question and answer  
Worksheet 5  
Drag and drop activity 2  
Hotspot activity 4  
Wordsearch activity 8  
Crossword activity 10  
Handout 2 |
<table>
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<tr>
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<th>Assessment</th>
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<td>5–6</td>
<td><strong>(Learning outcome 3)</strong></td>
<td><strong>Activities:</strong></td>
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<td>6 hours</td>
<td>saw blades</td>
<td>- Using power point presentation learners will produce a risk assessment for a circular saw.</td>
<td>Observation</td>
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<td></td>
<td>(Learning outcome 3)</td>
<td>- Learners to prepare a few brief notes on the contents of a risk assessment for a circular saw in a small group discussion and then share these ideas in a whole group discussion.</td>
<td>Group working</td>
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<td>- Remove and attach suitable circular saws to rip saw machines and crosscut saw machines.</td>
<td>Question and answer</td>
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<td>- Learners to record the steps they take.</td>
<td><strong>Worksheet 6</strong></td>
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<td><strong>Resources:</strong></td>
<td><strong>Crossword activity 15</strong></td>
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<td>- PowerPoint presentation 5</td>
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<td>- Worksheet 6</td>
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<td>- Activity 15</td>
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<td>- Selection of saw blades</td>
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<td>- Work shop machines</td>
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<td>- Tools and equipment to change circular saw blades</td>
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</tbody>
</table>
### Session 7

**Objectives/learning outcomes**

**(Learning outcome 4)**

Identify different types of timber

- Softwoods
  - European red wood
  - white wood
  - Douglas fir
- Hardwoods
  - Oak
  - Mahogany
  - Beech

**Activities and resources**

**Activities:**

- Using power point presentation learners will be guided through types of timber, timber conversion and timber defects.
- Learners to prepare a few brief notes in small group discussion on the importance of correctly seasoned timber then share these ideas in a whole group discussion.

**Resources:**

- Activity 17
- Activity 18
- Activity 19

**Assessment**

- Observation
- Group working
- Question and answer
- Hotspot activity 17
- True or false activity 18
- Wordsearch activity 19

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**Potential hazards**

- missing or damaged teeth
- warping

Follow current environmental and relevant health and safety legislation relating to changing circular saw blades

- Provision and Use of Work Equipment Regulations (PUWER)
- approved code of practice (ACoP)
- Health and Safety at work act
- personal protective equipment at work (PPE)
- chemicals or substances hazardous to Health (COSHH)
- electricity at work act
- abrasive wheels regulations
- vibration at work regulations
- control of noise at work regulations
- environmental regulations

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**Activities and resources**

**Activities:**

- Using power point presentation learners will be guided through types of timber, timber conversion and timber defects.
- Learners to prepare a few brief notes in small group discussion on the importance of correctly seasoned timber then share these ideas in a whole group discussion.

**Resources:**

- Activity 17
- Activity 18
- Activity 19

**Assessment**

- Observation
- Group working
- Question and answer
- Hotspot activity 17
- True or false activity 18
- Wordsearch activity 19
### Session Objectives/learning outcomes

**The learner will:**

- Ash
  Identify methods of timber conversion
  - quarter sawn
  - through and through
  - tangential
  - boxed heart

- Describe defects found in timber
  - Natural
    - sloping grain
    - knots
    - shakes
    - upset
    - waney edge
    - resin pockets
    - foreign bodies
    - decay
    - pith
    - blue stain
    - insect infestation
  - seasoning
    - cupping
    - winding
    - twist
    - case hardening
    - bowing
    - springing
    - collapse

State methods of drying timber
- Air drying

### Activities and resources

- Activity 20
- Handout 3

### Assessment

Word bank activity 20
Handout 3
### Session 8

**Objectives/learning outcomes**

The learner will:
- kiln drying
- measuring moisture content

Identify types of manufactured boards
- manufactured boards
- medium density fibre board (MDF)
- plywood
- orientated strand board (OSB)
- chipboard
- hardboard

**Activities:**
- Using power point presentation learns will be guided through requirements of cutting lists.
- Learners to prepare a few brief notes in small group discussions on the consequences of not using cutting lists when working with circular saws and then share these ideas in a whole group discussion.
- Review previous sessions in a Q&A team session on all aspects of circular saws.

**Resources:**
- Handout 4

**Assessment**
- Observation Group working Question and answer

**Activities and resources**

**Learning outcome 5**

Describe the type of information recorded on a cutting list
- Information description of the item
- Quantity
- Material
- Length
- Width
  - Sawn
  - planed
- thickness
  - sawn
  - planed
- remarks
- contract details

State the requirements for setting guards, saw blades and fences according to
- current legislation
- approved code of practice

**Observation**

Group working Question and answer

**Handout 4**
### Session Objectives/learning outcomes

**The learner will:**

- State the requirements for adjusting the circular saw according to
  - current legislation
  - approved code of practice
- State methods of supporting materials during cutting
  - use of
    - out feed table
    - rollers
    - additional manual support

#### Activities and resources

<table>
<thead>
<tr>
<th>Activities:</th>
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<tbody>
<tr>
<td>Using risk assessment produced in session 5 set up and use circular sawing machines to cut different types of material.</td>
</tr>
<tr>
<td>Each learner taking it in turn to set up and use the machines to cut different types of material in compliance with all safe working practices.</td>
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<tr>
<td>Learners to prepare a few brief notes on experiences from cutting different types of timber on both crosscut saws and rip saws and then share these ideas in a whole group discussion.</td>
</tr>
</tbody>
</table>

#### Resources:

- Lesson plan 5
- Work shop tools and equipment
- Rip saw
- Crosscut saw

#### Assessment

- Observation
  - Safe use of wood working machines
  - Finished product
  - Group working
  - Question and answer
<table>
<thead>
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<tr>
<td></td>
<td><strong>The learner will:</strong></td>
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<td>Regulations (PUWER)</td>
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<td>• approved code of practice (ACoP)</td>
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<td>• Health and Safety at work act</td>
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<td>Set fences and adjust saw blades according to given specifications</td>
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<td>• working drawings</td>
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<td>Identify defects and cut material appropriately</td>
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<td>• Natural</td>
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<td>– sloping grain</td>
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<td>– case hardening</td>
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<td>– bowing</td>
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<td>Session</td>
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<td><strong>The learner will:</strong></td>
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<td>– springing</td>
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<td>– collapse</td>
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<td>Cut material according to given specifications</td>
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<td>• working drawings</td>
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<td>• given instructions</td>
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<td>Use appropriate sawing safety aids to specifications</td>
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<td>• push sticks</td>
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<td>• jigs</td>
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<td>– saddle</td>
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<td>– wedge</td>
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<td></td>
<td>Follow current environmental and relevant health and safety legislation relating to cutting timber and manufactured boards</td>
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<td>• Provision and Use of Work Equipment Regulations (PUWER)</td>
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<td>• approved code of practice (ACoP)</td>
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<td>• Health and Safety at work act</td>
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<td>• personal protective equipment at work (PPE)</td>
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<td>• chemicals or substances hazardous to Health (COSH)</td>
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<td>• electricity at work act</td>
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<td>• control of noise at work regulations</td>
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