

Cambridge TECHNICALS LEVEL 3

HEALTH AND SOCIAL CARE

Cambridge
TECHNICALS
2016

Unit 3 – Health, safety and security in health and social care
DELIVERY GUIDE

Version 2

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INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the requirements of this unit.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk.

OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT AND WORK EXPERIENCE

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. We have also identified any potential work experience opportunities within the activities. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.



English



Maths



Work

Please note

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from www.ocr.org.uk.

The latest version of this Delivery Guide can be downloaded from the OCR website.

UNIT AIM

What does it mean to be 'safe'? Safety and being safe is a basic human need. Consciously or subconsciously we all take practical steps to stay safe. All individuals have the right to work in a safe environment and individuals who require care or support also have a right to be safe in health and social care contexts. As a result, there are responsibilities that practitioners must actively promote in order to provide and maintain a safe environment for colleagues and the individuals who require care and support.

This unit introduces you to health, safety and security in health and social care. You will acquire the necessary knowledge and skills to equip you in maintaining a safe working environment for yourself, your colleagues and individuals who require care and support. You will learn how legislation, policies and procedures work to reduce risks in health and social care and the consequences of not following them. You will also learn how to respond to different incidents and emergencies with health and social care settings.

Unit 3 Health, safety and security in health and social care

LO1	Understand potential hazards in health, social care and child care environments
LO2	Understand how legislation, policies and procedures promote health, safety and security in health, social care and child care environments
LO3	Understand the roles and responsibilities involved in health, safety and security in health, social care and child care
LO4	Know how to respond to incidents and emergencies in a health, social care or child care environment

To find out more about this qualification please go to: <http://www.ocr.org.uk/qualifications/cambridge-technicals-health-and-social-care-level-3-certificate-extended-certificate-foundation-diploma-diploma-05830-05833-2016-suite>

Cambridge
TECHNICALS
2016

2016 Suite

- New suite for first teaching September 2016
- Externally assessed content
- Eligible for Key Stage 5 performance points from 2018
- Designed to meet the DfE technical guidance

RELATED ACTIVITIES

The Suggested Activities in this Delivery Guide listed below have also been related to other Cambridge Technicals in Health and Social Care units/Learning Outcomes (LOs). This could help with delivery planning and enable learners to cover multiple parts of units.

This unit (Unit 3)	Title of suggested activity	Other units/LOs	
LO1	What are hazards?	Unit 1 Building positive relationships in health and social care	LO1 Understand relationships in health, social care or child care environments
		Unit 8 Creativity and activity for children and young people	LO4 Be able to design and plan an activity/creative activity for use with a group of children or young people
		Unit 19 Creativity and activity for adults	LO2 Be able to design and plan a creative activity/activity or for use with an adult/group of adults
LO1	Hazards and their effects	Unit 8 Creativity and activity for children and young people	LO4 Be able to design and plan an activity/creative activity for use with a group of children or young people
		Unit 19 Creativity and activity for adults	LO2 Be able to design and plan a creative activity/activity or for use with an adult/group of adults
LO1	Abuse in health, social care and child care environments	Unit 7 Safeguarding	LO1 Understand types and signs of abuse
LO1	The effects of abuse	Unit 7 Safeguarding	LO1 Understand types and signs of abuse
LO2	Health and safety legislation	Unit 5 Infection control	LO1 Understand infection control in health and social care LO4 Understand the role of the health and social care worker in controlling infection
		Unit 8 Creativity and activity for children and young people	LO4 Be able to design and plan an activity/creative activity for use with a group of children or young people
		Unit 12 Promote positive behaviour	LO4 Know relevant legislation and guidance related to promoting positive behaviour.
		Unit 19 Creativity and activity for adults	LO2 Be able to design and plan a creative activity/activity or for use with an adult/group of adults
		Unit 20 Principles of youth work practice	LO3 Be able to involve young people in the planning and delivery of a youth work programme
		Unit 24 Public health	LO1 Understand systems for the protection and promotion of public health.
LO2	Health and safety policies and procedures	Unit 5 Infection control	LO1 Understand infection control in health and social care LO4 Understand the role of the health and social care worker in controlling infection
		Unit 8 Creativity and activity for children and young people	LO4 Be able to design and plan an activity/creative activity for use with a group of children or young people
		Unit 19 Creativity and activity for adults	LO2 Be able to design and plan a creative activity/activity or for use with an adult/group of adults
LO2	What is safeguarding and why is it needed?	Unit 7 Safeguarding	LO5 Understand working strategies and procedures for the safeguarding and protection of adults, young people and children
		U16 Supporting people with dementia	LO4 Understand roles and responsibilities of health and social care practitioners when caring for individuals with dementia
		Unit 21 Looked after children and young people	LO3 Know the responsibilities of those involved in the care of children and young people

This unit (Unit 3)	Title of suggested activity	Other units/LOs	
LO3	Roles of employers, employees and individuals	Unit 5 Infection control	LO4 Understand the role of the health and social care worker in controlling infection
		Unit 8 Creativity and activity for children and young people	LO4 Be able to design and plan an activity/creative activity for use with a group of children or young people
		U16 Supporting people with dementia	LO4 Understand roles and responsibilities of health and social care practitioners when caring for individuals with dementia
		Unit 19 Creativity and activity for adults	LO2 Be able to design and plan a creative activity/activity or for use with an adult/group of adults
LO3	Responsibilities of employers, employees and individuals	Unit 5 Infection control	LO4 Understand the role of the health and social care worker in controlling infection
		Unit 8 Creativity and activity for children and young people	LO4 Be able to design and plan an activity/creative activity for use with a group of children or young people
		Unit 16 Supporting people with dementia	LO4 Understand roles and responsibilities of health and social care practitioners when caring for individuals with dementia
		Unit 19 Creativity and activity for adults	LO2 Be able to design and plan a creative activity/activity or for use with an adult/group of adults
LO4	Responsibilities of first aiders	U16 Supporting people with dementia	LO4 Understand roles and responsibilities of health and social care practitioners when caring for individuals with dementia

KEY TERMS

Explanations of the key terms used within this unit, in the context of this unit	
Key term	Explanation
Abuse	Abuse involves the violation of an individual's human and civil rights by another person or other people. Abuse can be intentional or unintentional and results in causing an individual harm either deliberately or unintentionally. It can take many forms including physical abuse (such as hitting and force-feeding), sexual abuse (such as rape and unwanted sexual contact), emotional/psychological abuse (such as controlling behaviour and humiliation), neglect (such as failure to meet medical needs and not providing food or drink), financial abuse (such as forcing changes to a will and misappropriation of funds or possessions), institutional abuse (such as lack of flexibility over choices of meals or when and where meals are provided and denial of visitors), bullying (such as name-calling and using SMS to spread rumours), discriminatory abuse (such as deliberate exclusion of an individual from an activity or denial of access to a service for an individual) and exploitation or mate crime (such as befriending an individual who has a learning disability and then causing them harm or taking advantage of an individual who has mental health needs).
Accidents	Events that happen unexpectedly and cause injury, damage or loss. Examples of accidents can include an individual slipping on a wet floor and fracturing a leg, a carer tripping over a vacuum cleaner and injuring their back or a child cutting their finger on broken glass.
Child care environment	The child care environment includes professionals and organisations that provide care, support and protection to children in need, at risk, or with needs arising from illness, disability or poverty. This includes for example, residential children workers, children and family support workers, social workers, youth workers, foster carers who work with children and young people as well as their families and carers in their own homes, in residential and community-based settings and services such as nurseries, pre-schools, children's centres and creches.
Disclosure and Barring Service (DBS)	The Disclosure and Barring Service (DBS) has replaced the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA). It enables employers to check the criminal records of employees and potential employees to ascertain whether or not they are suitable to work with vulnerable adults and children. For individuals working in certain positions, a valid DBS disclosure is a legislative requirement. The DBS is also responsible for placing or removing people from the DBS children's barred list and adults' barred list for England, Wales and Northern Ireland.
Emergency	A serious, unexpected and unforeseen situation that requires immediate action to be taken. For example, an electricity outage in the dentist's practice, a fire in a residential care home or a child falls over and fractures his arm when playing outside.
First aider	A person who has been trained to give first aid to someone who is injured or becomes ill. A first aider in work settings must hold a valid certificate of competence in either: first aid at work, emergency first aid at work or any other level of training or qualification that is appropriate to the circumstances. Certificates last for three years and annual refresher training is also recommended to ensure first aiders' knowledge and skills are maintained.
Harm	Physical or psychological damage or injury to a person or people. For example, a consultant speaking to an individual in a patronising manner, a carer denying an individual medication or a foster carer shouting at and intimidating a child.
Hazards	A potential source of harm or adverse health effect on a person, people or environment. Hazards can be environmental such as a wet, slippery floor, biological such as a used bandage, chemical such as cleaning products and psychological such as stress.
Health	Health refers to the physical, emotional, psychological and social well-being in children, young people and adults. This can include, for example, an individual's physical fitness as well as how an individual feels, how an individual thinks and how an individual acts.
Health environment	The health environment includes organisations such as hospitals and clinics, and the practitioners that work there providing diagnostic, preventative, remedial and therapeutic services; such practitioners include consultants, doctors, nurses, midwives, dentists, dieticians, opticians, occupational therapists.

Explanations of the key terms used within this unit, in the context of this unit	
Key term	Explanation
HSE	The Health and Safety Executive (HSE) is the national independent body that monitors work-related health, safety and illness. Its aim is to prevent death, injury and ill health in Great Britain's workplaces. HSE is an executive non-departmental public body, sponsored by the Department for Work and Pensions.
Illness	A disease or sickness that affects the body or the mind such as diabetes or cancer (physical illness) or an anxiety or eating disorder (mental health condition).
Incident	An event or situation that causes harm, damage or loss to a person, people or environment. For example, an individual's hospital wheelchair collapses, a support worker suffers a sharps injury or a child is exposed to a chemical spillage.
Individuals	Individuals include adults, children and young people who may require care or support due to being young or old, in need, at risk, having an illness, a disability or living in poverty.
Infections	The invasion and multiplication of microorganisms such as bacteria, viruses, and parasites that are not normally present within the body and may cause disease. For example health care-associated infections (HCAIs) can develop either as a direct result of healthcare interventions such as surgical treatment, or from being in contact with a healthcare setting. Examples of HCAIs include Staphylococcus aureus (MRSA), Escherichia coli (E. coli), Norovirus and Ebolavirus.
Legislation	A law or set of laws made by a government. For example, legislation that promotes health, safety and security in health, social care and child care environments can include the Health and Safety at Work Act 1974, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013, Control of Substances Hazardous to Health Regulations (COSHH) 2002.
Policies	Clear statements of intent of how an organisation intends to conduct its services. Examples of policies may include a lone working policy, a risk management policy and a fire safety policy.
Procedures	Details of how an organisation will put into action its policies. For example it will detail who is responsible for health and safety, what steps need to be taken to conduct a risk assessment and which reporting forms must be used.
Public environment	The public environment includes the areas and settings that are accessed by the public such as the street, the park, and the shops.
RIDDOR	RIDDOR refers to the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 and applies to the health and social care sector. The Regulations require employers, the self-employed and those in control of premises to report specified workplace incidents.
Risk assessment	This refers to the process of thinking about the hazards associated with a task or activity such as supporting an individual to stand from a sitting position or using a bath chair or taking a group of children out for an afternoon. It involves identifying the potential hazards that exist, thinking about who may be harmed by the potential hazards, evaluating the likelihood of the hazards occurring (i.e. the level of risk) and how to manage it, making a record of your findings and regularly reviewing the risk assessment in place to ensure its effectiveness.
Safety	The prevention or protection from danger, risk or injury.

Explanations of the key terms used within this unit, in the context of this unit

Key term	Explanation
Safeguarding	Safeguarding adults involves protecting individuals' rights to live free from abuse and neglect, working in partnership to prevent the risk of abuse or neglect and promoting individuals' wellbeing. Safeguarding children involves ensuring that they live in environments that provide safe and effective care and protecting them from anything detrimental to their health or development. Safeguarding is defined in <i>Working together to safeguard children 2015</i> (a revised and updated version of the government's 2013 guidance) as: protecting children from maltreatment, preventing impairment of children's health and development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. In addition the guidance reminds all professionals that come into contact with children and young people of these two principles: 1) safeguarding is everyone's responsibility: for services to be effective each professional and organisation should play their full part; and 2) a child-centred approach: for services to be effective they should be based on a clear understanding of the needs and views of children.
Security	Measures that are taken to promote a sense of feeling safe, free from danger, threat or fear such as door and window locks, procedures to deal with intruders or minimise violence.
Spillages	Different types of spillages may occur in health, social care and child care environments such as blood, body fluids and chemicals.
Social care environment	The social care environment includes a range of organisations that provide care, support and protection to adults in need, at risk, or with needs arising from illness, disability, old age or poverty, in their own homes, in residential and community-based settings and services. Social care professionals includes, for example, care assistants, support workers and managers who provide care and support to older people, as well as individuals who have dementia, learning disabilities, physical disabilities, alcohol and substance misuse needs.
Third sector	A term used to describe organisations that are neither public sector nor private sector such as registered charities, self-help groups and community-based groups such as Alzheimer's Society, the NSPCC, local advocacy groups and community-based projects such as those that provide opportunities to socialise for individuals who have mental health needs or learning disabilities.
Whistleblowing	The process of reporting any wrongdoing that is witnessed and affects others; this may be relevant to an incident that occurred in the past, that is occurring now or that may arise in the future, such as a criminal offence or placing the health and safety of an individual in danger.

MISCONCEPTIONS

Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	How can this be overcome?	Resources which could help
<p>The types of hazards that may exist in health, social care and child care environments</p>	<p>Learners may not know about the specific hazards that may arise in health, social care and child care environments.</p> <p>Learners could overcome this by reading through the guidance produced by the HSE (the national independent body that monitors work-related health, safety and illness) in relation to common hazards that are found in health and social care environments and the guidance produced by the Royal Society for the Prevention of Accidents (RoSPA) in relation to common hazards that are found in children's living, play and leisure environments. RoSPA is a registered charity whose mission is to save lives and reduce injuries; it aims to lead the way on accident prevention.</p> <p>Learners could then be asked to identify the hazards that can exist for each sector in the form of a spidergram.</p>	<p>Organisation: Health and Safety Executive (HSE) Resource title: Sensible risk assessment in care settings Website link: http://www.hse.gov.uk/healthservices/sensible-risk-assessment-care-settings.htm Description: Information produced by the HSE that details the typical hazards that can result in serious harm to employees in health and social care environments, individuals who live in and access these services and others, including professionals and visitors.</p> <p>Organisation: The Royal Society for the Prevention of Accidents (RoSPA) Resource title: Accidents to Children Website link: http://www.rospa.com/home-safety/advice/child-safety/accidents-to-children/ Description: Information produced by RoSPA on the typical hazards that can cause accidents to children and can be found at home and in other child care environments including play and leisure settings.</p>
<p>The range of people who may be subject to harm and abuse</p>	<p>Learners may require additional information in relation to who may be subject to harm and abuse in health care, social care and child care environments.</p> <p>Tutors could support learners to further their understanding of how, in addition to individuals who require care and support, others may also be subject to harm and abuse in these environments such as those others who work, visit and live in these settings.</p> <p>Tutors could access the HSE's guide 'Violence at Work 2013/2014' that includes statistics of health and social care professionals who were subject to harm and abuse in their work settings.</p> <p>Skills for Care's 2013 publication 'Violence against social care and support staff' is another useful resource. Skills for Care and Development (SfC&D) is the sector skills council for people working in early years, children and young people's services, and those working in social work and social care for adults and children in the UK.</p> <p>Learners could then be asked to summarise the publication's findings in relation to health and social care professionals and practitioners that work with adults and children.</p>	<p>Organisation: Health and Safety Executive (HSE) Resource title: Violence at work 2013/2014 Website link: http://www.hse.gov.uk/statistics/causinj/violence/violence-at-work.pdf Description: The Health and Safety Executive's (HSE) annual statistical report on work-related violence including findings from the 2013/14 Crime Survey for England and Wales.</p> <p>Organisation: Skills for Care Resource title: 'Violence against social care and support staff' Website link: http://www.skillsforcare.org.uk/Document-library/NMDS-SC-workforce-intelligence-and-innovation/Research/Violence-reports/Violence-against-social-care-workers---composite-report.pdf Description: Skills for Care's findings about the extent of violence against staff in 2012. Three key issues were examined: 1) the trends and current prevalence of violence against social care and support staff; 2) guidance and monitoring procedures employers are using to record violent incidents; 3) what the sector can learn from the NHS in response to violence against staff.</p>

Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	How can this be overcome?	Resources which could help
<p>The differences that exist between health, social care and child care settings</p>	<p>Learners may not know about the wide range of health, social care and child care settings that exist.</p> <p>Learners could overcome this by researching each sector in turn. For the health and social care sectors, learners could find out more about the services that are monitored and inspected by the Care Quality Commission, the independent regulator of all health and social care services in England.</p> <p>For the range of settings that exist in the children sector, learners could research the website belonging to the organisation PACEY, the Professional Association for Childcare and Early Years, that promotes best practice and supports child care professionals to deliver high standards of care and learning.</p> <p>Learners could also be asked to find out about the health, social care and child care settings available in their local area by accessing their local authority's website.</p>	<p>Organisation: Care Quality Commission Resource title: Services we regulate Website link: http://www.cqc.org.uk/content/services-we-regulate Description: An A–Z of health and social care services that are regulated.</p> <p>Organisation: PACEY Resource title: Types of childcare Website link: http://www.pacey.org.uk/parents/choosing-great-childcare/types-of-childcare/ Description: Types of childcare and the range of settings that there are.</p>
<p>The meaning of policies and procedures, including how these differ</p>	<p>Learners may confuse the terms policies and procedures or use them interchangeably as having the same meaning. A policy is a formal statement that members of an organisation, e.g. employees, must follow. Each policy addresses an issue important to the organisation's aim and activities. A procedure tells members of the organisation how to carry out or implement a policy, such as giving a series of steps or instructions to follow. Policy is the 'what' and the procedure is the 'how to'.</p> <p>Tutors could show learners or complete an activity with them around developing a policy and procedure; it is important that the activity is relevant to health and safety within health, social care and child care settings.</p>	<p>Organisation: Health and Safety Executive (HSE) Resource title: Health and safety in care homes Website link: http://www.hse.gov.uk/pubns/priced/hsg220.pdf Book Link: HSG220 (2nd edition) Published 2014 Description: A free booklet that includes guidance around how to develop policies and procedures to ensure the safety of everyone in care homes.</p>

Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	How can this be overcome?	Resources which could help
<p>The meaning of roles and responsibilities, including how these differ</p>	<p>Learners may confuse the terms roles and responsibilities or use them interchangeably as having the same meaning. A role is the position or purpose someone has in a situation or organisation. Responsibilities are the specific activities or duties that a person is required to carry out to fulfil their role and for which they are held accountable.</p> <p>Tutors could ask learners either independently or in small groups to carry out some research around the different roles and responsibilities of professionals who work in different health, social care and child care environments such as, for example, a health care assistant (health care), an occupational therapist (social care) and a child care worker (child care).</p> <p>Useful resources from Skills for Care include a job roles booklet and a series of video clips about different roles in social care. NHS Careers provide a comprehensive guide to the wide range of roles there are in the NHS.</p>	<p>Organisation: Skills for Care Resource title: Job roles in adult social care Website link: http://www.skillsforcare.org.uk/Care-careers/Starting-a-career-in-social-care/Starting-a-career-in-social-care.aspx Description: information and video clips about different working roles in social care.</p> <p>Organisation: NHS Careers Resource title: Explore roles Website link: http://www.nhscareers.nhs.uk/explore-by-career/ Description: Information and real life stories about different roles in health care.</p> <p>Organisation: PACEY Resource title: Working in childcare Website link: https://www.pacey.org.uk/working-in-childcare/ Description: Job roles in working in childcare</p>
<p>The differences that exist between the terms incidents and accidents</p>	<p>Learners may confuse the terms incidents and accidents or use them interchangeably as having the same meaning. An accident as defined by the HSE is an event that results in injury or ill health such as a head injury resulting from a fall from a bed or a burn from a spilt hot drink. An incident as defined by the HSE includes a near miss; an event that, while not causing harm, has the potential to cause injury or ill health as well as an undesired circumstance: a set of conditions or circumstances that have the potential to cause injury or ill health. For example, untrained child care workers or nurses using a new type of hoist.</p> <p>Tutors could complete a 'sort' activity with learners, asking them to sort into two different groups examples of incidents and accidents. It is important that the examples of incidents and accidents are relevant to health, social care and child care environments.</p> <p>Examples of incidents could include: a flood in a hospital ward, a fire in a youth project, a child leaving a play group unaccompanied.</p> <p>Examples of accidents could include: an older adult fracturing his arm from slipping over on a wet bathroom floor, a support worker sustaining a back injury when handling a wheelchair, a child swallowing a small toy.</p>	<p>Organisation: Health and Safety Executive (HSE) Resource title: Investigating accidents and incidents Website link: http://www.hse.gov.uk/pubns/hsg245.pdf Description: Guidance on why accidents and incidents occur and what steps can be taken to prevent these from occurring again.</p>

Some common misconceptions and guidance on how they could be overcome

What is the misconception?	How can this be overcome?	Resources which could help
<p>The whistleblowing concept</p>	<p>Learners may not understand what whistleblowing is and why it is important and relevant to health, social care and child care settings.</p> <p>Tutors could ask learners to access the resource 'Whistleblowing Guidance for Workers and Employers in Health and Social Care' and then in small groups answer the following questions:</p> <ul style="list-style-type: none"> • What is whistleblowing? • Why is it important? • What legislation supports whistleblowing? <p>Learners could also discuss the good practice case studies that are included in this whistleblowing guidance resource.</p>	<p>Organisation: Whistleblowing Helpline Resource title: Raising Concerns at Work: Whistleblowing Guidance for Workers and Employers in Health and Social Care Website link: http://wbhelpline.org.uk/wp-content/uploads/2014/04/Raising-Concerns-at-Work.pdf Description: Guidance for health and social care employers and employees about whistleblowing.</p> <p>Organisation: The Safe Network Resource title: If there is wrongdoing in your organisation you can 'blow the whistle' to make it stop Website link: http://www.safenetwork.org.uk/help_and_advice/pages/whistleblowing.aspx Description: Information about what whistleblowing is and how to implement it in relation to child care.</p>

SUGGESTED ACTIVITIES

LO No:	1		
LO Title:	Understand potential hazards in health, social care and child care environments		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
What are hazards?	<p>It is important for learners to understand what hazards are as well as the difference between risks and hazards.</p> <p>Tutors could direct learners to a useful resource developed by the HSE (the national independent body that monitors work-related health, safety and illness) that explains the common hazards that are found in health and social care environments.</p> <p>Organisation: Health and Safety Executive (HSE) Resource title: Sensible risk assessment in care settings Website link: http://www.hse.gov.uk/healthservices/sensible-risk-assessment-care-settings.htm Description: Information produced by the HSE that details the typical hazards that can result in serious harm to employees in health and social care environments, individuals who live in and access these services, and others including professionals and visitors.</p> <p>Tutors could also ask learners to access the guidance produced by the Royal Society for the Prevention of Accidents (RoSPA), a registered charity whose mission is to save lives and reduce injuries.</p> <p>Organisation: The Royal Society for the Prevention of Accidents (RoSPA) Resource title: Accidents to Children Website link: http://www.rospace.com/home-safety/advice/child-safety/accidents-to-children/ Description: Information produced by RoSPA on the typical hazards that can cause accidents to children and can be found at home and in other child care environments including play and leisure settings.</p> <p>Tutors could ask learners to produce a short presentation, with pictures, on the common hazards that are found in health, social care and child care environments: environmental (e.g. slipping on a wet floor after it has been cleaned), biological (e.g. incorrect disposal of soiled clothing), chemical (e.g. incorrect storage of medicines), psychological (e.g. staff working long hours without taking a break), working conditions (e.g. lack of ventilation), working practices (e.g. lack of regular supervision and training of staff) and lack of security systems (e.g. poorly maintained buildings).</p> <p> Learners could then consider the difference between a hazard and a risk; a hazard being anything that may cause harm such as medication, wet floors, an overloaded trolley, and risk being the chance, high or low, of somebody being harmed by the hazard, as well as how serious the harm could be.</p>	2 hours	Unit 1 LO1 Unit 8 LO4 Unit 19 LO2

Title of suggested activity	Suggested activities	Suggested timings	Also related to
See Lesson Element Hazard Spotting	<p>Learners could watch a short video on YouTube entitled Hazard vs Risk – Same Difference? to further their understanding of the difference between the two and then agree on a whole group meaning of both terms.</p> <p>Organisation: Risk Bites Resource title: Hazard vs Risk – Same Difference? Website link: https://www.youtube.com/watch?v=VF-8QksiU7c Description: The difference between the terms hazard and risk.</p>		
<p>Hazards and their effects</p> <p>See Lesson Element Hazard Spotting</p>	<p>Tutors could ask learners to revisit their presentations on the common hazards that are found in health, social care and child care environments, and for each type of hazard consider its effects on individuals who require care or support, and on employees and employers within health, social care and child care environments. Learners could then present their findings in the form of a table.</p> <p>Learners may find it useful to access the following resources produced by the HSE and by RoSPA.</p> <p>Organisation: Health and Safety Executive (HSE) Resource title: Sensible risk assessment in care settings Website link: http://www.hse.gov.uk/healthservices/sensible-risk-assessment-care-settings.htm Description: Information produced by the HSE that details the typical hazards that can result in serious harm to employees in health and social care environments, individuals who live in and access these services and others, including professionals and visitors.</p> <p>Organisation: The Royal Society for the Prevention of Accidents (RoSPA) Resource title: Accidents to Children Website link: http://www.rospa.com/home-safety/advice/child-safety/accidents-to-children/ Description: Information produced by RoSPA on the typical hazards that can cause accidents to children and can be found at home and in other child care environments including play and leisure settings.</p>	2 hours	Unit 8 LO4 Unit 19 LO2



Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Abuse in health, social care and child care environments</p>	<p>Tutors could introduce the topic of intentional and unintentional abuse in health, social care and child care environments by asking learners to read through the guidance produced by NHS Choices on the different types of abuse that there are in relation to adults.</p> <p>Organisation: NHS Choices Resource title: Abuse and neglect of vulnerable adults Website link: http://www.nhs.uk/conditions/social-care-and-support-guide/pages/vulnerable-people-abuse-safeguarding.aspx Description: Information about the different forms that abuse and neglect of vulnerable adults can take.</p> <p>The National Society for the Prevention of Cruelty to Children (NSPCC) provides useful information about the many different forms of abuse of children.</p> <p>Organisation: NSPCC Resource title: Child abuse and neglect Website link: http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/ Description: Information about the different forms that child abuse and neglect can take.</p> <p>Learners could also access Skills for Care's 2013 publication <i>Violence against social care and support staff</i> that explains how abuse can also take place against those who work in health care, social care and child care environments. Role play scenarios could be used with learners to help them understand more about the different abusive situations health and social care staff may encounter.</p> <p>Organisation: Skills for Care Resource title: 'Violence against social care and support staff' Website link: http://www.skillsforcare.org.uk/Document-library/NMDS-SC,-workforce-intelligence-and-innovation/Research/Violence-reports/Violence-against-social-care-workers---composite-report.pdf Description: Skills for Care's findings about the extent of violence against health and social care staff in 2012.</p> <p>Learners may find it useful to access some of the case studies produced by the HSE on violence against health and social care staff. These can be accessed from the following website link.</p> <p>Organisation: Health and Safety Executive (HSE) Resource title: Nurses/care workers: Work-related violence case studies Website link: http://www.hse.gov.uk/violence/hslcasestudies/westlothian.htm Description: Health and social care sector work-related violence case studies.</p> <p>These resources could be used with learners as a basis of small group discussions around the different forms abuse can take and how these can be both intentional and unintentional.</p>	2 hours	Unit 7 LO1

Title of suggested activity	Suggested activities	Suggested timings	Also related to
The effects of abuse	<p>The NSPCC has produced a series of real life stories of child abuse; these could be used with learners as a whole group activity to illustrate the effects that abuse can have on individuals.</p> <p>Organisation: NSPCC Resource title: Children's stories Website link: http://www.nspcc.org.uk/fighting-for-childhood/childrens-stories-about-abuse/ Description: Real life stories of children who have experienced abuse.</p> <p>The effects that abuse can have on employees of health, social care and child care environments could be explored with learners through Skills for Care's 2013 publication 'Violence against social care and support staff'. This could form the basis of small group discussions.</p>	1 hour	Unit 7 LO1

SUGGESTED ACTIVITIES

LO No:	2		
LO Title:	Understand how legislation, policies and procedures promote health, safety and security in health, social care and child care environments		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
Health and safety legislation	<p>Tutors could ask learners to begin by researching the main features of the key pieces of legislation that promote health, safety and security in health, social care and child care environments. Their findings could be presented in the form of a table.</p> <p>The HSE's website is useful for researching relevant legislation and keeping up to date. The relevant section of the website can be accessed at: http://www.hse.gov.uk/healthservices/index.htm</p> <p>The National Archives, a United Kingdom government department that publishes all UK legislation, has a website that is also useful for researching both legislation updates and current legislation. It can be accessed at: http://www.legislation.gov.uk/</p> <p>Learners could then reference the HSE's publication, <i>Health and safety in care homes</i> to further their knowledge around how health and safety legislation promotes health, safety and security in health and social care settings.</p>  <p>Organisation: Health and Safety Executive (HSE) Resource title: Health and safety in care homes Website link: http://www.hse.gov.uk/pubns/books/hsg220.htm Description: A comprehensive guide that details the key aspects of legislation that promotes health, safety and security in health and social care.</p>	2 hours	Unit 5 LO1 Unit 8 LO4 Unit 12 LO4 Unit 19 LO2 Unit 20 LO3
Health and safety policies and procedures	<p>Tutors could begin by explaining the differences between policies and procedures. Policies are clear statements of intent of how an organisation intends to conduct its services. Procedures include the details of how an organisation will put into action its policies.</p> <p>Tutors could ask learners to reference again the HSE's publication, <i>Health and safety in care homes</i> to this time further their knowledge around how health and safety procedures are implemented in health and social care and the reasons why they are important, including the consequences of them not being implemented.</p>  <p>Organisation: Health and Safety Executive (HSE) Resource title: Health and safety in care homes Website link: http://www.hse.gov.uk/pubns/books/hsg220.htm Description: A comprehensive guide that details the key aspects of legislation that promotes health, safety and security in health and social care.</p> <p>Learners could then present their findings in the form of a table.</p>	2 hours	Unit 5 LO1 Unit 8 LO4 Unit 19 LO2

See Lesson Element My Health and Safety Policy and Procedure

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>What is safeguarding and why is it needed?</p>	<p>Tutors could introduce learners to the topic of safeguarding by making learners aware of the definition of safeguarding in relation to both adults and children. Safeguarding is defined in <i>Working together to safeguard children 2015</i> (a revised and updated version of the government's 2013 guidance) as: protecting children from maltreatment, preventing impairment of children's health and development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. This current piece of guidance can be accessed at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf</p> <p>Safeguarding adults involves protecting individuals' rights to live free from abuse and neglect, working in partnership to prevent the risk of abuse or neglect and promoting individuals' well-being.</p> <p>Since 2000, 'No Secrets' (Department of Health) provided the framework for safeguarding of adults. In April 2015, 'No Secrets' became obsolete and the Care Act 2014 has established a new statutory framework for care and support, including adult safeguarding. More information about the Care Act 2014 can be accessed from the National Archives website: http://www.legislation.gov.uk/</p> <p>In addition, Skills for Care has produced a set of resources including an easy to read fact sheet and a short video about the Care Bill. This can be accessed at: http://www.skillsforcare.org.uk/Standards/Care-Act/Care-Act.aspx</p> <p>Tutors could then question learners about the safeguarding definitions including the similarities and differences of the key aspects of safeguarding adults and children.</p> <p>Learners could be asked to work in pairs to research the Disclosure and Barring Service (DBS) in relation to what it is and why it is needed. The Disclosure and Barring Service's website can be accessed at: https://www.gov.uk/government/organisations/disclosure-and-barring-service</p> <p>Tutors could ask learners to access the resource <i>Raising Concerns at Work: Whistleblowing Guidance for Workers and Employers in Health and Social Care</i> and then in small groups discuss the good practice case studies that are included in this whistleblowing resource:</p> <p>Resource title: Raising Concerns at Work: Whistleblowing Guidance for Workers and Employers in Health and Social Care Website link: http://wbhelpline.org.uk/wp-content/uploads/2014/04/Raising-Concerns-at-Work.pdf Description: Guidance for health and social care employers and employees about whistleblowing.</p>	<p>2 hours</p>	<p>Unit 7 LO5 Unit 16 LO4 Unit 21 LO3</p>

SUGGESTED ACTIVITIES

LO No:	3		
LO Title:	Understand the roles and responsibilities involved in health, safety and security in health, social care and child care		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
Roles of employers, employees and individuals	<p>Tutors could begin by explaining the differences between roles and responsibilities.</p> <p>Roles are the expectations that are held about an individual or organisation. Responsibilities are the requirements and duties that are related to roles. Tutors could then question learners on their understanding of these terms and agree on a whole group meaning of the terms.</p> <p>Tutors could introduce the topic of roles of employers, employees and individuals who require care and support in relation to health, safety and security by asking learners to research the specific roles of employers, employees and individuals who require care and support in the NHS, local authorities, care managers/private care home owners, head teachers/boards of governors, third sector (such as registered charities, self-help groups and community-based groups such as Alzheimer’s Society, the NSPCC, local advocacy groups and community-based projects). Learners could be asked to find out about the health, social care and child care employers available in their local area by accessing their local authority’s website.</p> <p>It is important that learners are also able to provide examples of these roles in different health, social care and child care settings. For the health and social care sectors, learners could revisit their research conducted previously in LO1, in relation to the services that are monitored and inspected by the Care Quality Commission, which is the independent regulator of all health and social care services in England.</p> <p>Organisation: Care Quality Commission Resource title: Services we regulate Website link: http://www.cqc.org.uk/content/services-we-regulate Description: An A–Z of health and social care services that are regulated.</p> <p>For the range of environments that exist in the children sector, learners could revisit their research conducted previously in LO1, in relation to the information provided by PACEY, the Professional Association for Childcare and Early Years, that promotes best practice and supports child care professionals to deliver high standards of care and learning.</p> <p>Organisation: PACEY Resource title: Types of childcare Website link: http://www.pacey.org.uk/parents/choosing-great-childcare/types-of-childcare/ Description: Types of childcare and the range of settings that there are.</p>	2 hours	Unit 5 LO4 Unit 8 LO4 Unit 16 LO4 Unit 19 LO2

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Responsibilities of employers, employees and individuals</p>  	<p>The HSE's publication entitled, <i>Employer's responsibilities</i> (accessed at: http://www.hse.gov.uk/workers/employers.htm) could be used as the basis of a 'pairs' discussion activity about the responsibilities of employers in relation to health, safety and security. The HSE has also produced a health and safety made simple booklet that provides detailed information about employers' responsibilities including the consequences of not meeting them. This can be accessed at: http://www.hse.gov.uk/simple-health-safety/index.htm</p> <p>The HSE's publication entitled <i>Are you an employee?</i> (accessed at: http://www.hse.gov.uk/workers/responsibilities.htm) could be used as the basis of a small group discussion activity about the responsibilities of employees in relation to health, safety and security. The HSE has also produced a leaflet <i>Your health, your safety. A brief guide for workers</i> that provides detailed information about employees' responsibilities including the consequences of not meeting them. This can be accessed at: http://www.hse.gov.uk/pubns/indg450.htm</p> <p>Individuals who require care and support will also be responsible for ensuring their own health, safety and security and those of others. Tutors could ask learners to revisit the policies and procedures table of information they completed for LO2 and then use this as a basis for learners to consider individuals' responsibilities including the consequences of not meeting those responsibilities.</p>	2 hours	Unit 5 LO4 Unit 8 LO4 Unit 19 LO2

SUGGESTED ACTIVITIES

LO No:	4		
LO Title:	Know how to respond to incidents and emergencies in a health, social care or child care environment		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
What are incidents and accidents?	<p>Tutors could begin by checking learners' understanding of the differences between incidents and accidents.</p> <p>Tutors could complete a 'sort' activity with learners, asking them to sort into two different groups examples of incidents and accidents. It is important that the examples of incidents and accidents are relevant to health, social care and child care environments.</p> <p>Examples of incidents could include: a flood in a hospital ward, a fire in a youth project, a child leaving a play group unaccompanied.</p> <p> Examples of accidents could include: an older adult fracturing his arm from slipping over on a wet bathroom floor, a support worker sustaining a back injury when handling a wheelchair, a child swallowing a small toy.</p>	2 hours	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Dealing with incidents, accidents and emergencies</p>	<p>Tutors could introduce the topic of responding to incidents and emergencies by sharing with learners the key points that are included in emergency procedures. The HSE provide some useful information on this topic and this can be accessed at: http://www.hse.gov.uk/toolbox/managing/emergency.htm</p> <p>Additional information provided by the HSE in relation to reporting accidents, incidents and diseases can be accessed at: http://www.hse.gov.uk/toolbox/managing/reporting.htm</p> <p>Another useful resource produced by the HSE provides additional information about why accidents and incidents occur as well as the preventative steps that can be taken in relation to these occurring again.</p> <p>Organisation: Health and Safety Executive (HSE) Resource title: Investigating accidents and incidents Website link: http://www.hse.gov.uk/pubns/hsg245.pdf Description: Guidance on why accidents and incidents occur and what steps can be taken to prevent these from occurring again.</p> <p>Information in relation to how to respond to different types of accidents can be accessed from NHS Choices.</p> <p>Organisation: NHS Choices Resource title: First aid Website link: http://www.nhs.uk/conditions/Accidents-and-first-aid/Pages/Introduction.aspx Description: Information about how to respond to accidents.</p> <p>Guest speakers from different health, social care and child care settings could be invited in to speak to learners about the policies and procedures they have in place in relation to dealing with incidents and emergencies.</p>	2 hours	
<p>Responsibilities of first aiders</p>  <p>See Lesson Element Being A First Aider</p>	<p>Tutors could introduce the topic of the responsibilities of being a first aider by first providing learners with information about what first aid at work involves by accessing the 'First aid at work' section of the HSE's website.</p> <p>Organisation: Health and Safety Executive (HSE) Resource title: First aid at work Website link: http://www.hse.gov.uk/firstaid/ Description: Information about what first aid at work involves.</p> <p>Learners could then work in pairs and complete a poster about the key features of first aid at work. Guest speakers who are first aiders in different health, social care and child care settings could be invited for a question and answer session with learners.</p>	2 hours	Unit 16 LO4



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