



Accredited

OCR LEVEL 2 CAMBRIDGE TECHNICALS IN HEALTH AND SOCIAL CARE

LEVEL 2 UNIT 4
ENSURING SAFE ENVIRONMENTS
IN HEALTH AND SOCIAL CARE

DELIVERY GUIDE

VERSION 1 JUNE 2012

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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 objective so you can see how each activity helps you cover the specification.

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.

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.

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

PLEASE NOTE

The activities suggested in this Delivery Guide **MUST NOT** be used for assessment purposes. (This includes the Consolidation suggested activities).

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.

OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT

The Wolf Review of Vocational Education recommended that all learners studying post-16 qualifications have the opportunity to further develop their English and maths skills, with the aims of:

- achieving a GCSE in English and/or maths at grade A*-C if they have not already done so or
- making significant progress towards GCSE entry and success if this is some way off for the individual.

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. 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.

OPPORTUNITIES FOR WORK EXPERIENCE

The Wolf Report also recommended that learners have the opportunity to apply their skills and extend their learning outside the classroom through work experience, part time jobs, work shadowing and work placements. There are lots of opportunities within these qualifications to take some of the teaching and learning outside of the classroom and into a work environment. We are working to provide you with resources to support you in achieving this, please visit www.ocr.org.uk shortly for more information.

KEY



English



Maths



Work experience

UNIT 4 - ENSURING SAFE ENVIRONMENTS IN HEALTH AND SOCIAL CARE

Guided learning hours : 30

Credit value: 5

PURPOSE OF THE UNIT

A hazard is something that has the potential to cause harm; it is not always possible to remove a hazard completely so ways to reduce risk of harm from hazards need to be considered. Therefore, it is essential that learners have knowledge and understanding of how to protect people who use services and health care workers from danger or harm.

This unit will allow learners to gain an awareness of the possible hazards within health and social care environments and the risks that could be posed by these hazards. Learners will begin to understand some of the responsibilities of employers, employees and people who use services in recognising hazards and risks within everyday activities. An understanding of some of the health and safety legislation and guidelines which employers must follow to ensure that the environment is safe for everyone will be explored. The process of risk assessment will be studied and learners will appreciate the importance of identifying hazards, considering risks, explaining ways of controlling the likelihood of injury or harm and even making recommendations to minimise risks as they are identified and where they cannot be entirely removed.

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
1 Know potential hazards in health and social care environments	1P Identify potential hazards that might arise in health and social care environments		1D Describe the responsibilities of health and social care employers and employees in identifying potential hazards within settings
2 Know main principles of health and safety legislation applied to health and social care environments	2P Outline the main features of current health and safety legislation as applied in health and social care		
3 Understand risk assessment processes related to health or social care	3P Explain risk assessment processes in the context of everyday activities in health or social care	1M Explain possible ways to control risks using processes and procedures in health or social care	2D Make recommendations to minimise specific risks in health or social care

P = Pass, M = Merit, D = Distinction

LEARNING OUTCOME 1 - KNOW POTENTIAL HAZARDS IN HEALTH AND SOCIAL CARE ENVIRONMENTS

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
1 Know potential hazards in health and social care environments	1P Identify potential hazards that might arise in health and social care environments		1D Describe the responsibilities of health and social care employers and employees in identifying potential hazards within settings

P = Pass, M = Merit, D = Distinction

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Statistics relating to hazards 	Learners could be introduced to this unit by reviewing statistics relating to the numbers of incidents that have occurred due to hazards in health and social care environments. The learners could develop a further understanding of the nature of these hazards by researching and examining an example of an incident that has taken place in a health and social care environment.	1 hour	
2 Hazards in health environments 	Learners could investigate hazards that could take place in a health and social care environment. Learners could work in pairs to conduct an interview with a health practitioner, eg health visitor and a social care practitioner, eg social worker, in order to identify any hazards that they may have experienced in health and a social care environments. Learners could also ask the interviewees to identify their own responsibilities in relation to identifying potential hazards within a health and social care environment. Learners could gather policy or procedural information outlining the identification process from each practitioner.	3 hours	
3 Consolidation 	Referring to the findings from their research, learners could document the potential hazards that may arise in health and social care environments. Learners could write a report in which they could outline the potential hazards and any activities that may have led to hazards in both health and social care environments.	2 hours	1P Identify potential hazards that might arise in health and social care environments
4 Consolidation 	Learners could draw on their research to describe the responsibilities of the practitioners in health and social care environments in identifying potential hazards. Learners could consolidate this information into an essay in which they describe any policies or procedures that they have researched that outline the role of the practitioner and his/her responsibilities in relation to identifying hazards.	2 hours	1D Describe the responsibilities of health and social care employers and employees in identifying potential hazards within settings

LEARNING OUTCOME 2 - KNOW MAIN PRINCIPLES OF HEALTH AND SAFETY LEGISLATION APPLIED TO HEALTH AND SOCIAL CARE ENVIRONMENTS

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
2 Know main principles of health and safety legislation applied to health and social care environments	2P Outline the main features of current health and safety legislation as applied in health and social care		1D Describe the responsibilities of health and social care employers and employees in identifying potential hazards within settings

P = Pass, M = Merit, D = Distinction

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Introduction to legislation	The learners could identify and discuss the role and impacts that rules have on our lives. The learners could focus on health and social care environments and discuss the importance of rules within settings identifying examples in order to discuss their importance.	1 hour	
2 Legislation 	Learners could be divided into groups. Each group could be given an information sheet on a piece of legislation. The learners could identify the main themes within their nominated legislation and present this information to their colleagues.	2 hours	
3 Consolidation 	The learners could develop a series of leaflets, one for each piece of legislation, which could be given to staff who are new to health and social care environments. The purpose of these leaflets could be to describe the main features of the legislation referring to examples of how it may be applied in health and social care environments .	3 hours	2P Outline the main features of current health and safety legislation as applied in health and social care
4 Responsibilities of employers in identifying potential hazards 	The learners could examine and discuss in groups the impact of the legislation on employers within health and social care environments. The learners could identify and discuss the strategies that employers could implement to ensure that potential hazards are identified and acted upon. Following these discussions, learners could share their views with their colleagues.	2 hours	
5 Consolidation 	The learners could consolidate their findings into a report or an essay in which they describe the responsibilities of employers in health and social care environments and how these responsibilities are influenced by legislation.	2 hours	1D Describe the responsibilities of health and social care employers and employees in identifying potential hazards within settings

LEARNING OUTCOME 3 - UNDERSTAND RISK ASSESSMENT PROCESSES RELATED TO HEALTH OR SOCIAL CARE

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
3 Understand risk assessment processes related to health or social care	3P Explain risk assessment processes in the context of everyday activities in health or social care	1M Explain possible ways to control risks using processes and procedures in health or social care	Make recommendations to minimise specific risks in health or social care

P = Pass, M = Merit, D = Distinction

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Risk assessments	Working in pairs, learners could define the purpose of risk assessments. The learners could then be introduced to a risk assessment process by the teacher. Learners could work in groups to identify everyday activities in health environments. Learners could share this information with their colleagues.	1 hour	
2 Consolidation 	The learners could document the risk assessment process and explain the way in which the process could be used in health environments. When assessing the risks involved in everyday activities, learners could include specific examples to illustrate the use of the Risk Assessment process.	1 hour	3P Explain risk assessment processes in the context of everyday activities in health or social care
3 Early Years Environment risk assessment analysis 	Learners could be given a case study identifying activities that children undertake in an early years environment. The learners will be required to work in groups to identify the activities and the risks associated with these activities.	1 hour	
4 Consolidation 	The learners could be required to consolidate their research from the previous group activity and develop a risk assessment based on activities undertaken in an early years environment. Learners could identify the everyday activities and the risks associated with these. For example, painting or lunch time supervision when children would be using knives and forks.	1.5 hours	3P Explain risk assessment processes in the context of everyday activities in health or social care
5 Ways to control risk 	The learners could work in groups to identify ways in which risks could be controlled to reduce or remove risks. Learners could refer to examples of legislation and policies to explain ways to control risks.	1 hour	
6 Consolidation 	Learners could write a report in which they identify how policies and procedures may be implemented in an early years environment to control risks. The learners could ensure that examples of processes should be explained using relevant examples of policies and legislation taken from earlier research.	2 hours	1M Explain possible ways to control risks using processes and procedures in health or social care
7 Recommendations to reduce risks 	Learners could work in the same groups to identify and recommend ways to reduce risks in an early years environment. The learners could discuss the impact of these recommendations on the environment and the individuals within it. The learners could present this information to their colleagues.	1.5 hours	

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
8 Consolidation 	The learners could use their research to develop a final column on their risk assessment in which they describe recommendations and explain how the recommendations could minimise specific risks.	2 hours	2D Make recommendations to minimise specific risks in health or social care



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always happy to answer questions and give advice.

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