



Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICALS IN HEALTH AND SOCIAL CARE

LEVEL 3 UNIT 3
HEALTH, SAFETY AND SECURITY
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 3 - HEALTH, SAFETY AND SECURITY IN HEALTH AND SOCIAL CARE

Guided learning hours : 60

Credit value: 10

PURPOSE OF THE UNIT

Everyone working in or using the services of the health or social care sector has a stake in the health, safety and security of individuals. Whether you are 'caring' or being 'cared for', health, safety and security is certain to be a priority for you. Consideration of and engagement with the principles of health, safety and security is one of the foundations upon which the sector is built. On completing the unit, learners will have gained some understanding of ways to minimise or alleviate risk of harm to individuals within health and social care environments, by use of appropriate controls, whilst complying with relevant legal requirements.

The practical aspect of the unit requires learners to conduct a risk assessment through identifying hazards within a health or social care setting. As learners are required to undertake risk assessment related to health and safety, it would be particularly beneficial if learners had the opportunity to start this unit just before they begin their work placements. During the work placements, learners should be encouraged to observe working practices related to health and safety and look for the examples of the implementation of health and safety policy and procedures and then to share their observations/experiences during class discussions.

Learners will explore the concept of how health and social care settings develop a policy framework to benefit all stakeholders and how this must be grounded firmly in statutory requirements. Learners will consider how such a framework has the potential, if underdeveloped or poorly implemented, to conflict with individuals' rights to independence or choice.

Learners will explore the most common cause of incidents and emergencies within health and social care settings and will need to consider the most appropriate responses to these situations.

To allow learners to gain a sound understanding of all aspects of health, safety and security within the context of health and social care the unit could be delivered alongside recognised qualifications in first aid, moving and handling, health and safety and food hygiene.

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
1 Understand potential hazards in health and social care	1P Explain potential hazards and the harm that may arise from each in a health or social care setting		
2 Know how legislation, policies and procedures promote health, safety and security in health and social care settings	2P Outline how legislation, policies and procedures relating to health, safety and security influence health and social care settings	1M Describe the roles and responsibilities relating to the health, safety and security of individuals in a health and social care setting	
3 Be able to implement a risk assessment	3P Carry out a risk assessment in a health or social care setting	2M Make recommendations for controls that will minimise/ remove the hazards identified in the risk assessment	1D Evaluate the effectiveness of the recommended controls in reducing the incidents of harm or injury
4 Understand priorities and responses in dealing with incidents and emergencies	4P Explain possible priorities and responses when dealing with two particular incidents or emergencies in a health or social care setting	3M Explain why it is important to maintain respect and dignity when responding to incidents and emergencies	2D Justify the need to review policies and procedures following critical incidents

P = Pass, M = Merit, D = Distinction

LEARNING OUTCOME 1 - UNDERSTAND POTENTIAL HAZARDS IN HEALTH AND SOCIAL CARE

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
1 Understand potential hazards in health and social care	1P Explain potential hazards and the harm that may arise from each in a health or social care setting		

P = Pass, M = Merit, D = Distinction

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Health and safety 	Learners could be introduced to health and safety by asking them to define the concepts and identify situations that they feel may constitute a health and safety risk in a variety of environments. Learners could be given newspaper articles identifying accidents that have taken place at work and statistics that indicate how many accidents occur each year in the work place in order to enable learners to appreciate the importance of health and safety.	1 hour	
2 Hazards 	Learners could be asked to investigate the categories of hazards (infections, substances and security systems, equipment, working conditions, working practices) in a health or social care environment. The learners could then be placed into groups to examine each category researching examples of how these hazards may present themselves within health or social care environments. This information could be documented onto a poster.	2 hours	
3 Hazards and harm	Learners could build upon the previous activity by identifying (in groups) the harm that could arise as a result of the hazard, for practitioners, for the people who use the services or the general public. This information can be added to the poster to further develop the hazard information. This information could be presented to the rest of the group.	1 hour	
4 Consolidation 	Learners could consolidate their research by explaining the hazards that exist in health or social care environments. This explanation could include a discussion of the harm that could arise from each of the hazards.	2 hours	1P Explain potential hazards and the harm that may arise from each in a health or social care environment

LEARNING OUTCOME 2 - KNOW HOW LEGISLATION, POLICIES AND PROCEDURES PROMOTE HEALTH, SAFETY AND SECURITY IN HEALTH AND SOCIAL CARE ENVIRONMENTS

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
2 Know how legislation, policies and procedures promote health, safety and security in health and social care settings	2P Outline how legislation, policies and procedures relating to health, safety and security influence health and social care settings	1M Describe the roles and responsibilities relating to the health, safety and security of individuals in a health and social care setting	

P = Pass, M = Merit, D = Distinction

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Legislation 	Learners could research and define the term legislation. The learners could research the various types of legislation that exist relating to health and safety in health and social care environments. The learners could feedback the results from their research and work with their teacher to compile a comprehensive list of health and safety legislation.	1 hour	
2 Health and safety legislation 	Learners could be placed in small groups in order to research a piece of legislation. Each group could develop a leaflet outlining the main purpose of the legislation and procedures used for implementing that legislation. Each group could present this information to their colleagues in a dynamic way, eg a role play or a TV news item.	2 hours	
3 Consolidation 	The teacher could provide the learners with a template of a table on which the learners could identify the main purpose, role and function of the legislations that have been studied and presented. This table could include a column in which learners could identify examples of how the legislation has influenced health and social care environments.	1.5 hours	2P Outline how legislation, policies and procedures relating to health, safety and security influence health and social care environments
4 Health and safety - roles and responsibilities 	The teacher could provide the learners with two case studies. One case study could be based on a health environment and the other in a social care environment. In both cases studies the learners could identify the health and safety roles and responsibilities of the people who work in the environments.	3 hours	
5 Consolidation 	Learners could consolidate their learning and produce a report in which they discuss the roles and responsibilities of the people within the two case studies.	2 hours	1M Describe the roles and responsibilities relating to the health, safety and security of individuals in a health and social care environment

LEARNING OUTCOME 3 - BE ABLE TO IMPLEMENT A RISK ASSESSMENT

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
3 Be able to implement a risk assessment	3P Carry out a risk assessment in a health or social care setting	2M Make recommendations for controls that will minimise/ remove the hazards identified in the risk assessment	1D Evaluate the effectiveness of the recommended controls in reducing the incidents of harm or injury

P = Pass, M = Merit, D = Distinction

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Risk assessment 	The teacher could provide the learners with a template of a risk assessment. The learners could then work in small groups to undertake a risk assessment of an environment in their building. The learners could share this information with the rest of the group. The learners could work in their groups to assess the likelihood of the risk causing harm. The learners could rate this possibility on their risk assessment template.	1 hour	
2 Risk assessment in a health or social care environment 	The learners could work in small groups to identify a health or social care environment that they could visit in order to undertake a risk assessment. The learners could use their template to identify risks that may cause harm.	2 hours	
3 Consolidation 	The learners could consolidate the information on their risk assessment sheet and document this as the evidence of their risk assessment.	1 hour	3P Carry out a risk assessment in a health and social care environment
4 Ways to minimise risk 	The teacher could introduce the learners to the notion of how to reduce risk. The teacher could explore an example of a hazard with the group and then ask the learners for suggestions about controls that could be implemented to reduce or minimise risk.	1 hour	
5 Consolidation 	The learners could now examine their own risk assessment and make recommendations for controls that could be implemented to minimise or remove risks. These suggestions should be reasonable and valid in the context of the environment.	2 hours	2M Make recommendations for controls that will minimise/ remove the hazards identified in the risk assessment
6 Evaluation of controls 	Learners could work in their groups to review the recommended controls that they have identified. The learners could document arguments for and against each control being effective.	1.5 hours	
7 Consolidation 	Learners could consolidate their findings in order to compile a report in which they evaluate the effectiveness of each control that they have identified as a way to reduce or minimise each hazard. Learners could include a discussion of the strengths and weaknesses of each control identified. Learners could also provide conclusions.	2 hours	1D Evaluate the effectiveness of the recommended controls in reducing the incidents of harm or injury

LEARNING OUTCOME 4 - UNDERSTAND PRIORITIES AND RESPONSES IN DEALING WITH INCIDENTS AND EMERGENCIES

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
4 Understand priorities and responses in dealing with incidents and emergencies	4P Explain possible priorities and responses when dealing with two particular incidents or emergencies in a health or social care setting	3M Explain why it is important to maintain respect and dignity when responding to incidents and emergencies	2D Justify the need to review policies and procedures following critical incidents

P = Pass, M = Merit, D = Distinction

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Priorities and responses 	The teacher could introduce the learners to a case study based on a hospital environment, where there has been an outbreak of MRSA. Learners could identify how this may impact on staff, patients or visitors, eg staff may have to wear face masks, visitation could be suspended, etc. Learners could then identify the actions that the hospital could take to try to reduce the risk of another outbreak of MRSA, eg development of hygiene procedures, handwashing. The teacher could outline the importance of priorities and responses when dealing with incidents.	2 hours	
2 Incident case studies 	The learners could be given two case studies of incidents that have occurred in a health or social care environment (developed by the teacher). For example, a case study could be about an incident in which a child falls and breaks his/her leg whilst taking part in physical activities. The learners could work in groups to analyse the information within these case studies and identify possible priorities and responses when dealing with each.	3 hours	
3 Consolidation 	Learners could consolidate their notes by creating a report in which they identify and explain the various priorities and responses when dealing with the incidents within health and social care environments. The learners could refer to examples to illustrate the need for the recommendations they make.	2 hours	4P Explain possible priorities and responses when dealing with two particular incidents or emergencies in a health or social care environment
4 Values of care 	The teacher could develop a re-cap activity in order to ensure that the learners are familiar with the values of care. This could be a quick question and answer activity. The learners could then work in groups to identify practical examples of how practitioners could promote dignity and respect whilst responding to incidents. Learners could refer to the case studies and discuss whether the responses they have identified previously would maintain respect and dignity.	1 hour	

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
5 Consolidation 	Learners could consolidate their notes in order to write a report in which they explain the importance of maintaining dignity and respect whilst managing incidents. Learners could refer to examples and references to values of care and how the responses that they have examined will ensure that a person's dignity and respect are maintained.	2 hours	3M Explain why it is important to maintain respect and dignity when responding to incidents and emergencies
6 Policies and procedures 	Learners could define what are policies and procedures. Learners could be asked to create a hygiene policy for a local hospital to stop the spread of infections, learners could complete this task in groups. Following this, learners could be given a case study which informs them that there has been an outbreak of MRSA in the hospital. The learners could then work in groups to update the policy in light of the MRSA outbreak and asked to explain any changes that they make to their original policy. Learners could present this information to their colleagues.	1 hour	
7 Consolidation 	Learners could compile a report in which they justify the need to review policies and procedures by referring to examples of how policies may need to be reviewed following incidents, such as those examined in the case studies.	2.5 hours	2D Justify the need to review policies and procedures following critical incidents



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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