# Health and Social Care

# Unit 3 – Health, safety and security in Health and Social Care

# Scheme of work

# (60 GLH)

## Introduction

This outline scheme of work (SOW) is to offer a perspective of how to deliver the Cambridge Technicals in Health and Social Care. There are many alternatives methods and structures that could be used and therefore it is important to explore different methods of delivering the specification, considering different approaches depending on staffing and expertise within your centre and the resources you have available.

Consideration of how the **theoretical content** of the specification can be covered is best delivered in different ways, through:

* A variety of different teacher resources
* Stimulate discussions
* Group work
* Learner activities
* Variety of questions relating to all the different topics

Aiming for quality communication and professional standards of work will help to establish the connections between this qualification and real world practice

# Scheme of Work in Detail

|  |  |  |
| --- | --- | --- |
| **Hours** | **Learning outcomes and topics** | **Unit content to be covered, activities, links to useful resources** |
| **Health and Social Care Unit 3: Health, safety and security in health and social care** | | |
| 2 hours  2 hours  3 hours  2 hours  3 hours | LO1. Understand potential hazards in health, social care and childcare environments   * 1. Types of Hazards   Types of settings (1.4)  1.2 Potential Impacts of hazards in different settings  1.3 Harm and Abuse | **See delivery guide version 2** -What are hazards? Aim to understand the different type of hazards   * 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 ) * lack of security systems (e.g. poorly maintained buildings).   Look around the classroom and see how many hazards you can spot.  Take a tour of the school premises and complete a proforma which lists types of hazards e.g:-   |  |  |  | | --- | --- | --- | | **Type of hazard** | **Example** | **Location** | | environmental |  |  | | biological |  |  | | chemical |  |  | | working conditions |  |  | | lack of security systems |  |  |   Each learner or a small group of learners takes responsibility for **one** environment and provides examples for as many types of hazards as possible. This could take the form of a handout or power point presentation. Learners can Illustrate work with appropriate images.     * Health environments (e.g. hospital, GP surgery) * Care environments (e.g. residential care home) * Child Care environments (e.g. nursery, school) * Public environments (e.g. shopping centre, park) * Transport (e.g. minibus, ambulance)   Learners could provide examples of the potential IMPACTS of hazards by researching real life situations and share their examples with the rest of the class:   1. Injury or harm 2. Illness 3. Poor standards of care 4. Financial loss (e.g. theft, high staff turnover, legal action)   Relevant newspaper articles could be displayed and form the basis for discussion.  What are the relevant hazards? What could have reduced the impact of the hazard? What precautions were being taken by the setting?  The following are possible newspaper articles to give as examples.  A link to an article about a child who suffered scald injuries at a nursery. Learners can identify hazards and impacts.  <https://www.examinerlive.co.uk/news/west-yorkshire-news/mum-whose-son-scalded-fixby-13993801>  A link to an article about decontamination in Salisbury. (Chemical – public place)  <https://www.independent.co.uk/news/uk/home-news/russia-spy-attack-latest-salisbury-ghost-town-residents-stay-home-a8256561.html>  A link to an article about a resident with dementia who escaped from a care home (Lack of security systems)  <https://www.kentonline.co.uk/herne-bay/news/familys-fury-after-dementia-sufferer-40247/>  Learners could access real examples of the different types of harm and abuse and apply the categories **illness,** **injury** and **fear** (effects of abuse)  Examples should include abuse against the employee as well as abuse against the individual(s) who require care or support.  **Useful websites are provided in the delivery guide version 2**  <https://www.nhs.uk/conditions/social-care-and-support/vulnerable-people-abuse-safeguarding/>  The National Society for the Prevention of Cruelty to Children (NSPCC) provides useful information about the many different forms of abuse of children.  Organisation: NSPCC  Resource title: Child abuse and neglect  Website link: <http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>    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>  Case studies produced by the HSE on violence against health and social care staff. These can be accessed from the following website link.  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>  The NSPCC has produced a series of real life stories of child abuse useful to illustrate the effects that abuse can have on individuals.  Organisation: NSPCC  Resource title: Children’s stories  Website link: <http://www.nspcc.org.uk/fighting-for-childhood/childrens-stories-about-abuse/> |
| 4 hours  2 hours  2 hours  2 hours    2 hours  3 hours  2 hours  3 hours  2 hours | LO2 Understand how legislation, policies and procedures promote health, safety and security in health, social care and childcare environments.  2.1 Legislation  2.2 Safeguarding  2.3 Influences of legislation  2.4 Implementation of policies and procedures | Learners could be allocated one of the pieces of legislation and outline key areas showing how these promote health safety and security in health and social care settings. Where possible real examples of where the legislation has been used should be provided. Examples are given below.  Learners should provide a handout for the class which includes a real example. They should then present their example to the class.  **Applying legislation to real life**  <https://www.youtube.com/watch?v=0pjUNZSajuE>  Hospital Series - Terror attack victims. This episode of hospital (series 2 episode 1) shows the **Civil Contingencies Act** in action as a routine meeting is disturbed by news of the London Bridge Terror Attack. Students can apply their knowledge of the legislation to this clip.  BBC ‘Food Inspectors’ is a good source for seeing the **Food Safety Acts** in action.<https://www.youtube.com/watch?v=AlaSXeyciIc>  **Food safety:** [**https://www.chroniclelive.co.uk/news/north-east-news/prawn-cracker-north-shields-chinese-15951922**](https://www.chroniclelive.co.uk/news/north-east-news/prawn-cracker-north-shields-chinese-15951922)  The grease-encrusted Chinese takeaway which was full of dead insects  Wales Online This is what happens when health inspectors visit a restaurant <https://www.youtube.com/watch?v=BEIlvqWUSP0>  A Life of Grime: <https://www.youtube.com/watch?v=oR6APHyPGMA>  Environmental health officers are seen closing a food store as a result of rats.  **RIDDOR** <http://www.hse.gov.uk/slips/casestudies.htm>  Company fined after employees suffer from dermatitis  The company was fined a total of £100,000 and ordered to pay £30,000 costs. They were fined £30,000 for breaching **The Health and Safety at Work Act 1974,** and £10,000 for 6 separate breaches of the **Control of Substances Hazardous to Health (COSHH)** Regulations for not making adequate risk assessments, not preventing or controlling exposure of employees to chemicals, and for not providing any ‘health surveillance' of employees at-risk. They were also fined £10,000 for not reporting a case of allergic contact dermatitis.  **16 Year Old Employee Flash Fries Arm in 360°F Oil Following Slip:** This accident shows that failure to maintain plant, prevent contamination and to provide effective training and supervision can contribute to slipping accidents. Research has shown that slips are of caused by a combination of factors.  **Data Protection:** Security breach fears over 26 million NHS patients  <https://www.telegraph.co.uk/news/2017/03/17/security-breach-fears-26-million-nhs-patients/>  Useful resources are provided in the **delivery guide version 2 page 18** which cover ‘what is safeguarding and why is it needed’  Learners could access their school’s safeguarding policy and interview a designated safeguarding lead at the school to find out the training that is available for staff.  Set the learners a challenge of organising a trip. (This could be one that the school has already carried out so that a risk assessment already exists for them to compare to their own).  30 year 6 pupils sponsored walk from school to a local beach. (2 miles)  They should access the school’s risk assessment form and complete the form considering all possible risks. They will need to consider staffing numbers. The following website gives general advice about road safety.  <https://www.nidirect.gov.uk/articles/road-safety-children-under-seven>  **2.4 Implementation of policies and procedures:** Learners need to analyse the importance of policies and procedures and how they are implemented in different health and social care settings, e.g. Fire evacuation will be different in a hospital compared to that of a residential home or infant school. Learners must describe the consequences if policies and procedures are not followed by staff, e.g. staff may be offered training courses or face disciplinary action for not following the correct policies or procedures.  **Fire Evacuation**  Learners could access the school’s fire evacuation policy and compare this to their own experience of a fire evacuation. They could then consider the challenges of fire evacuation in different settings. (Care homes, hospitals, residential homes for learning disability)  Learners could access fire evacuation procedures online for a different setting and compare this to their school procedure. They could use a table to compare information.  What is a horizontal evacuation? Why might some individuals not be able to manage a vertical evacuation?  What is a PEEPS (Personal Emergency Evacuation Plan?)  What happens in a hospital if there is a fire and there is a patient on a life support machine?  Learners could write an essay comparing fire evacuations in a school to another setting of their choice. |
| 6 hours  3 hours  3 hours | LO3 Understand the roles and responsibilities involved in health, safety and security in health, social care and childcare environments  3.1 Roles  3.2 Responsibilities  3.3 Consequences of not meeting responsibilities | **The delivery guide version 2 pages 19-20 provides guidance and relevant links to support the teaching of roles and responsibilities.**  3.3 The following consequences of not meeting responsibilities could be applied to real case studies.  Learners can be given articles where there has been negligence and employers have faced the consequences of not meeting their responsibilities. Links to some case studies have been provided below. Learners could highlight the articles to indicate the relevant consequences.   * direct costs (e.g. claims on employers and public liability insurance, sick pay, fines) * indirect costs (e.g. recruitment costs, overtime payments, low staff morale) * disciplinary action (e.g. first written warning, final written warning, dismissal) * civil (common law) and criminal prosecution (statute law) * being removed from professional registers (e.g. medical, teaching) * causing injury or harm * being injured or harmed   For the following incidents consider  Who are the   * Employers * Employees * Individuals who require care and support * Their responsibilities – all three categories. * The consequences – all three categories   **Girl aged 12 dies in swimming accident on school trip to France**  <https://www.theguardian.com/education/2015/jul/22/girl-aged-12-dies-swimming-accident-school-trip-france-wolfreton>Headteacher says death of Jessica Lawson is ‘terrible tragedy’ that has deeply affected students and staff at Wolfreton school in Hull. The death of a 12-year-old girl in a swimming accident on a school trip to [France](https://www.theguardian.com/world/france) is a terrible tragedy and a dreadful shock to the whole school community, her headteacher has said.  [Fairground workers accused of manslaughter after girl crushed to death by bouncy castle](https://www.cambridge-news.co.uk/news/cambridge-news/fairground-workers-accused-manslaughter-after-13354007)  Two fairground employees from Cambridgeshire who allegedly caused the death of a seven-year-old girl who was crushed on a bouncy castle will face the first day of their trial tomorrow (Tuesday).  VERDICT: Two married fairground workers have been found guilty over the death of a girl who was killed when a [bouncy castle she was inside blew away](https://www.telegraph.co.uk/news/2016/08/03/dorset-bouncy-castle-accident-thirteen-children-hurt-as-inflatab/). William and Shelby Thurston were convicted of the gross negligence manslaughter of seven-year-old Summer Grant by majority verdict at [Chelmsford Crown Court](https://www.telegraph.co.uk/law-and-order/).  **Care provider prosecuted by CQC after burns incident at care home**  <http://www.cqc.org.uk/news/releases/care-provider-prosecuted-cqc-after-burns-incident-care-home>  A care provider that failed in its duty to provide safe care and treatment has today (Wednesday 1 February 2017) been ordered to pay £24,600 in fines and costs by Highbury Magistrates’ Court.  The Care Quality Commission (CQC) brought the prosecution following an incident when a 79 year old woman fell against an uncovered radiator at Manor House Residential Home in Morden and received serious burns.  **Activity centre convicted after girl, 11, hanging by her neck from rope bridge**  <https://www.bbc.co.uk/news/uk-england-hampshire-41607953>A HAMPSHIRE activity centre failed to ensure the safety of a young girl who was left hanging by her neck on a rope bridge during a school trip. The girl, who was 11-years-old at the time, was unconscious and had to be flown to hospital in July 2012 after she slipped at YMCA Fairthorne Manor near Botley.  VERDICT: A HAMPSHIRE activity centre has been ordered to pay £230,000 after an 11-year-old girl was left hanging by the neck during from a rope walk.  She had to be cut free and dropped into the water below. The girl was then flown to Southampton General Hospital.  A YMCA spokesman said: “We are pleased to note that when passing sentence the judge acknowledged the YMCA’s good safety record and that the organisation is a conscientious employee and member of the community.  “We also welcomed his remarks regarding the importance of encouraging children to be adventurous. We believe these views are reflected in his decision to impose a £30,000 fine, which is significantly at the lower end of the scale suggested by the prosecution. “As a charity, every penny counts and we would like to make clear the £200,000 costs awarded are covered by our insurance company and will not impact on the day-to-day running of the YMCA Fairthorne Group.”  Who are the employers?   * How do Winchester City Council decide whether a sentence should be passed? What factors might they consider? What went wrong and was this down to poor health and safety? * The insurance paid out which might suggest what? * How might this affect Fairthorne Manor in the future? (Consequences?)   Learners should be encouraged to find their own examples to share with their class. The articles can be used to create a display where key terms from the specification are used.  Learners could design a leaflet which outlines the responsibility of the employer, employee and individual requiring care and support in meeting their health, safety and security responsibilities in a chosen setting.  The leaflet should make it clear who the employers, employees and individuals are. Learners could introduce their setting and firstly explain why health and safety is so important in this setting.  What equipment are they likely to use?  Where can relevant policies and procedures be found?   * NHS hospital * Care home for older people * Residential care home for learning disability * Nursery school |
| 2 hours  2 hours  2 hours  2 hours | LO4: Know how to respond to incidents and emergencies in a health, social care or child care environment  4.1 Incidents and emergencies  4.2 Responses to incidents and emergencies  4.3 Responsibilities of a first aider | The **delivery guide version 2 page 21** suggests an activity to differentiate between incidents and accidents.  For the following example  **Fire:** <http://www.bbc.co.uk/news/uk-scotland-glasgow-west-13132557> Deaths of elderly residents in care home  The deaths of 14 elderly residents in a care home blaze could have been prevented by a "suitable" fire safety plan, an inquiry has concluded. The fire at Rosepark care home in Uddingston, South Lanarkshire, broke out in a cupboard on 31 January 2004 and ripped through the building.  Look for evidence of 4.2   * Reporting of accidents * Evacuation procedures * Follow up review of critical incidents and emergencies * Report to relevant authorities (RIDDOR; HSE; Calling the police; notifying social services)   **Learners could predict what should happen in the event of an intruder on the school site and create a policy.**  This can be compared to an existing policy. **INTRUDERS:** Extract from Intruder Policy -Primary School <http://www.grasmere.hackney.sch.uk/wp-content/uploads/2014/08/Intruders-In-School-Policy1.pdf>  ‘Our principal aim is to ensure the personal safety of the whole school community. We are aware that all members of the school community are vulnerable to assault from intruders while in the school building or school grounds.  We believe that a person or a group of people found on the school premises who have not followed correct visitor procedures can best be described as intruders. In such a situation school staff are advised to assess whether the intruder is or is not a security risk before challenging the individual/s to establish their identity and the purpose of their ‘visit’. ‘  **This could then be compared to a real event to see if the learners feel the policy would work.**  <https://www.liverpoolecho.co.uk/news/liverpool-news/children-school-locked-down-armed-13198218>  Children at a school were locked down by armed police this afternoon after reports of an intruder armed with a knife on school premises. Police dogs and armed officers were seen going into Rimrose Hope C of E Primary School on Sandy Road, Seaforth , at 4.15pm today. There were a number of ambulances also present. Police said all staff and children were safely in the company of police officers while a search of the building was carried out.  The **delivery guide version 2 page 22** suggests an introduction to the responsibilities of a first aider with reference to the HSE website.  St John’s Ambulance provides excellent resources for the role of a first aider.  <https://www.sja.org.uk/get-advice/i-need-to-know/the-role-of-the-first-aider/>  Learners may have received first aid training and can pass on their expertise to the class. The school nurse or staff on site who have been first aid trained can also be invited to share their experiences.  Ideally this could be an active lesson where students are able to practice on a CPR Annie Manikin.  Learners could consider the challenges of providing first aid in different health and social care settings. |

## 

Whether you already offer OCR qualifications, are new to OCR, or are considering switching from your current provider/awarding organisation, you can request more information by completing the Expression of Interest form which can be found here: [www.ocr.org.uk/expression-of-interest](http://www.ocr.org.uk/expression-of-interest)

Looking for a resource? There is now a quick and easy search tool to help find free resources for your qualification:   
[www.ocr.org.uk/i-want-to/find-resources/](http://www.ocr.org.uk/i-want-to/find-resources/)

**OCR Resources**: *the small print*OCR’s resources are provided to support the delivery of OCR qualifications, but in no way constitute an endorsed teaching method that is required by the Board, and the decision to use them lies with the individual teacher. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources.   
© OCR 2020 - This resource may be freely copied and distributed, as long as the OCR logo and this message remain intact and OCR is acknowledged as the originator of this work.

OCR acknowledges the use of the following content: n/a

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications: [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk)