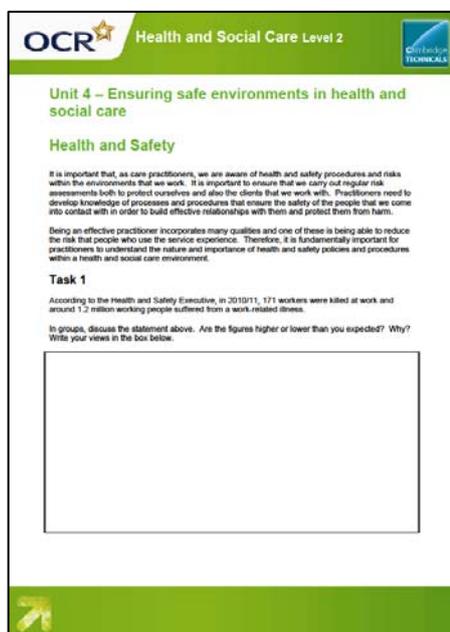


Unit 4 – Ensuring safe environments in health and social care

Health and Safety

Instructions and answers for Teachers

These instructions should accompany the OCR resource 'Health and Safety', which supports the OCR Level 2 Cambridge Technical Certificate in Health and Social Care Unit 4 – Ensuring safe environments in health and social care



The screenshot shows the OCR Health and Social Care Level 2 resource page. It includes the OCR logo, the unit title, and the section title 'Health and Safety'. The text explains the importance of health and safety procedures and risks in the workplace. It also includes a task description and a large empty box for student responses.

Associated Files:
Health and Safety

Expected Duration:
Task 1 approx 1 hour
Task 2 approx 1 hour

It is important that, as care practitioners, we are aware of health and safety procedures and risks within the environments that we work. It is important to ensure that we carry out regular risk assessments both to protect ourselves and also the clients that we work with. Practitioners need to develop knowledge of processes and procedures that ensure the safety of the people that we come into contact with in order to build effective relationships with them and protect them from harm.

Being an effective practitioner incorporates many qualities and one of these is being able to reduce the risk that people who use the service experience. Therefore, it is fundamentally important for practitioners to understand the nature and importance of health and safety policies and procedures within a health and social care environment.

This resource comprises of 2 tasks.



Task 1

According to the Health and Safety Executive, in 2010/11, 171 workers were killed at work and around 1.2 million working people suffered from a work-related illness.

Ask your learners to work in groups to discuss the statement above. Are the figures higher or lower than they expected? Why?

Sample answer:

Learners may say that they did not expect the number of people killed at work to be so high, as in this day and age most learners may think that people predominantly work in office environments.

Learners may be more surprised by the number of people who are diagnosed with work related illnesses. Learners' may not appreciate the stresses that office workers may experience.

Learners' attention could be drawn to the fact that the line between work and home life is now very blurred. Home is not seen as the hideaway it once was. People can be contacted day and night via the variety of media communications that are available.

Learners answers may deviate from those suggested above. Learners' answers can be used to develop discussions in class.

Show the following two interviews taken from the Health and Safety Executive's website to your learners.

- The Hidden Killer - Christopher Morgan's Story
<http://www.hse.gov.uk/asbestos/videos/cmorganshort.htm>
- East and South East - Andrew Pursey
<http://www.hse.gov.uk/agriculture/makethepromise/farmersstories/transport/andrewpursey.htm>



In groups, ask your learners to discuss the points below.

- Were these events avoidable?
- What procedures/processes could have been implemented to reduce/remove the risk?
- What was the impact on the family of those affected?

Sample answers:

The Hidden Killer- Christopher Morgan's story

Were these events avoidable?

Possible response;

Yes. If the company had been aware of the dangers of asbestos then they could have provided protective clothing and undertaken health and safety training with workers in order to ensure that they remained safe whilst working with asbestos.

No. When Christopher started working the impact of asbestos on health was not known and therefore protection against the effects of asbestos would be difficult due to his lack of knowledge.

What procedures or processes could have been implemented to reduce or remove the risk?

Possible responses:

Wearing protective clothing.

Wearing protective masks.

Risk assessments to ensure that other employees or the general public were not at risk.

Health and safety training enabling employees like Christopher to assess the dangers involved in each job.

What was the impact on the family?

Possible responses:

It has affected Christopher's relationship with his grandsons who find it difficult to understand why his appearance has changed.

It has affected his relationship with his wife, as she has become his carer.

In addition his wife has said that she and Christopher do not laugh anymore as they do not have much to laugh about.

It has affected the way they both view life, as Christopher has only been given months to live.

Learners may offer additional responses to the questions set.



Sample answers:

East and South East- Andrew Pursey

Were these events avoidable?

Possible response:

Yes. Andrew could have put the handbrake on and this would have prevented the tractor from rolling down the hill.

What procedures or processes could have been implemented to reduce/ remove the risk?

Possible responses:

Andrew could have worked with someone else in order to complete the task.

Andrew could have been made aware of the risks of not using the handbrake by external agencies such as the Health and Safety Executive.

Stickers could be placed in tractors to remind users of safety procedures, eg, switch off the engine and put on the handbrake.

An alarm could sound when the engine is off and the handbrake has not been put on to notify operators that the handbrake must be applied.

It could become a national requirement that tractor operators need a licence and part of this training could involve an assessment of health and safety risks.

What was the impact on the family?

Possible response:

The family is distraught by their loss.

They miss Andrew.

They would like other families to be aware of their loss so that they think twice with regards to health and safety when working alone on farms.

Learners may offer additional responses to the questions set.



Task 2

Working in pairs, ask your learners to discuss their journeys here today and identify the potential hazards that they may have experienced. Ask them to write the hazards below and explain why it could have been a risk.

Hazard	Why a Risk?
Sample answer: Crossing the road	Sample answer: Could have been run over
Wearing head phones, playing music at high volumes	Could be a victim of street crime/robbery
Broken pavement slabs	Could fall over and injure yourself
Walking on a moving bus	Could fall

Ask your learners to compare their risks to those of their partner. Did they experience similar hazards and risks?

Sample answer:



Ask your learners to identify ways to reduce the risks that they and their partners experienced on their journeys here today.

Risk	Ways to reduce risk
Sample answer:	Sample answer:
Crossing the road	Cross at traffic lights or a zebra crossing to reduce risk
Street crime/robbery	Reduce music volume and be vigilant about what is going on around you
Broken pavement slabs	Be alert about where you are walking, avoid broken pavement slabs or uneven paths
Walking on a moving bus	Press the bell and wait for the bus to stop moving before attempting to walk to the exit point



This activity offers an opportunity for English skills development.

LESSON *Elements*

The building blocks you need to construct informative and engaging lessons

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