

## SOCIETY, HEALTH AND DEVELOPMENT

### Unit 5: Introduction to safe working in the sectors covered by society, health and development



## Society, Health and Development

### Level 1 Unit 5: Introduction to safe working in the sectors covered by society, health and development

#### Sample scheme of work

<b>Total GLH</b>	30, of which 5 will be needed for the internal assessment
<b>Aim/s or statement of purpose</b>	<p>Learners will:</p> <ul style="list-style-type: none"> <li>• know how the health, safety and security of individuals is maintained in the sectors</li> <li>• understand how risks to self and others are assessed in and across the sectors</li> <li>• be able to assess risks to themselves and others in sector settings.</li> </ul>
<b>Notes</b>	<p>This unit is assessed through a centre set and marked assignment, which will be subject to moderation. This internal assessment will take 5 of the 30 GLH.</p> <p>On completion of the learning outcomes learners should undertake the assessment appropriate for this unit. Within teaching and learning differentiation will take place through question and answer, pair or group work, through the level of support provided and extension activities undertaken.</p> <p><b>Learning activities</b></p> <p>A selection of activities has been designed to support the learning outcomes of each unit. These may be adapted to suit the centre, the learners and the local context. In addition, it is expected that learners will have access to employers and work experience as appropriate. Some web links have been included, but it is recognised that learners may need direction when using them and that the websites may change significantly over time.</p>

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p><b>Aim:</b> to know how the health, safety and security of individuals is maintained in the sectors (LO1)</p> <p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• give a thoroughly coherent outline of key legislation and regulations that govern health, safety and security (AC1a)</li> <li>• describe in thorough detail, why organisations have policies and procedures for health, safety and security (AC1b)</li> </ul>	<p><b>Learners:</b></p> <ul style="list-style-type: none"> <li>• Using the list of key legislation and regulations, create a wall display assigning which ones belong to which of the four sectors</li> <li>• Discuss what health, safety and security issues need to be considered at school/college</li> <li>• Either on work placement or using the organisations allocated, identify how the procedures and policies maintain health, safety and security</li> <li>• In sector groups, identify some key risks to individuals</li> </ul> <p><b>Tutor:</b></p> <ul style="list-style-type: none"> <li>• Provide a list of the key legislation and regulations for this unit, giving a brief explanation of each one</li> <li>• Lead the discussion on identifying the issues at school/college</li> <li>• Either provide access to employers by work placement or as visiting speakers, or collect policies from organisations to help the learners identify how policies and procedures maintain health, safety and security</li> </ul>	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p><b>Aim:</b> to understand how risks to self and others are assessed in and across the sectors (LO2)</p> <p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• explain, in thorough detail, the potential risks to individuals in sector settings, covering relevant aspects (AC2a)</li> <li>• explain how risks are assessed in sector settings, covering all relevant aspects with a high level of accuracy (AC2b)</li> </ul>	<p><b>Learners:</b></p> <ul style="list-style-type: none"> <li>• Write definitions of the terms ‘harm’ and ‘abuse’</li> <li>• Mind map the risks to self and others in and across the four sectors</li> <li>• Discuss how employers keep people safe</li> <li>• List how infection is caused and transmitted – <a href="http://www.nhsdirect.co.uk">www.nhsdirect.co.uk</a> provides examples of various diseases and causes</li> <li>• Identify what can be done to minimise the spread of infection (use current examples such as flu)</li> <li>• Look at the risk assessment processes and procedures; identify who is responsible for monitoring risks</li> </ul> <p><b>Tutor:</b></p> <ul style="list-style-type: none"> <li>• Provide simple definitions of the terms ‘harm’ and ‘abuse’</li> <li>• Lead the discussion using work placement examples on how individuals are kept safe</li> <li>• Provide copies of organisations’ risk assessment processes and procedures from all four sectors</li> </ul>	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p><b>Aim:</b> to be able to assess risks to themselves and others in sector settings (LO3)</p> <p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• organise time and resources needed to carry out risk assessments very successfully (AC3a)</li> <li>• suggest appropriate improvements to minimise future risk with sound reasoning (AC3b)</li> </ul>	<p><b>Learners:</b></p> <ul style="list-style-type: none"> <li>• Design a checklist to carry out a risk assessment</li> <li>• Carry out a health and safety risk assessment for a sector setting, either at work or using scenarios</li> <li>• Present your results in the form of a checklist and a leaflet</li> <li>• List suggestions on how to minimise the risks identified with the legislation and roles of individuals highlighted</li> </ul> <p><b>Tutor:</b></p> <ul style="list-style-type: none"> <li>• Create scenarios for the risk assessment task</li> </ul>	<p>SM3</p> <p>EP4</p>