

SOCIETY, HEALTH AND DEVELOPMENT

Unit 3: The importance of safeguarding and protecting individuals within the sectors covered by society, health and development



Society, Health and Development

Level 2 Unit 3 The importance of safeguarding and protecting individuals within the sectors covered by society, health and development

Sample scheme of work

Total GLH	60, of which 10 will be needed for the internal assessment
Aim/s or statement of purpose	<p>Learners will:</p> <ul style="list-style-type: none"> • know health, safety and security risks to self and others • understand how risks are minimised in the sectors • understand the role of risk assessment in the sectors • be able to make recommendations for improvements to health, safety and security in sector settings.
Notes	<p>This unit is assessed through a centre set and marked assignment, which will be subject to moderation. This internal assessment will take 10 of the 60 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>Learning activities</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.</p>

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p>Aim: to know health, safety and security risks to self and others (LO1)</p> <p>Learners will:</p> <ul style="list-style-type: none"> • identify health, safety and security risks to individuals within and across sectors, covering all relevant aspects with a high level of accuracy (AC1a) • describe the signs of potential harm or abuse in individuals, covering all relevant aspects in good detail (AC1b) 	<p>Learners:</p> <ul style="list-style-type: none"> • Mind map the health, safety and security risks they might experience as learners • Define the difference between a risk and a hazard • List the risks that individuals across the sectors might experience • Using the scenarios identify the risks to the individuals and the potential signs of harm and abuse • Visit the school/college science department and look at risks in practical work • In groups, prepare and deliver a presentation to the whole group on an investigation into a chosen setting within one of the four sectors. Emergency procedures, health and safety, policies, procedures and how the setting maintains safeguarding and protection of individuals should be included. <p>Tutors:</p> <ul style="list-style-type: none"> • Create scenarios that will enable the learners to identify risks and signs of harm and abuse • Arrange a visit to the science department to look at how risks and hazards are managed • Organise learners into groups and choose settings for them across the four sectors • Plenary – presentations from the groups 	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p>Aim: to understand how risks are minimised in the sectors (LO2)</p> <p>Learners will:</p> <ul style="list-style-type: none"> explain how key legislation, regulations and codes of practice govern health, safety and security, covering relevant aspects all with a high level of coherence (AC2a) give a detailed explanation of relevant organisational policies and procedures supporting the safeguarding and protection of individuals in sector settings (AC2b) 	<p>Learners:</p> <ul style="list-style-type: none"> Using the list of key legislation, regulations and codes of practice provided, draw a chart showing which ones come under which sectors Discuss the purpose of legislation, regulations and codes of practice Using organisational policies and procedures, highlight all the places where safeguarding and protecting individuals is mentioned or covered Discuss how they as learners are safeguarded and protected at school/college and work If possible, interview people from the different sectors about health and safety issues <p>Tutors:</p> <ul style="list-style-type: none"> Reproduce the list of key legislation, policies and codes of practice from the specification Provide notes on the key legislation that are primarily in each sector Provide policies and procedures from either own institution or work places. Employers should help here. Conduct a plenary on safeguarding and protection using legislation 	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p>Aim: to understand the role of risk assessment in the sectors (LO3)</p> <p>Learners will:</p> <ul style="list-style-type: none"> explain the purpose of risk assessment in the sectors in detail with a high level of accuracy (AC3a) 	<p>Learners:</p> <ul style="list-style-type: none"> Discuss what a risk assessment is and come up with a definition Work in groups to carry out risk assessments on one of the following: the use of hazardous equipment/materials, hazardous tasks, an individual's mobility, signs of potential harm or abuse and organising activities or trips Investigate the health and safety issues and explain how they will be controlled <p>Tutors:</p> <ul style="list-style-type: none"> Provide a definition at the end of the discussion Allocate groups an activity to carry out a risk assessment on Get groups to feed back their recommendations Provide examples of health and safety issues Conduct a plenary on the purpose of risk assessment 	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p>Aim: to be able to make recommendations for improvements to health, safety and security in sector settings (LO4)</p> <p>Learners will:</p> <ul style="list-style-type: none"> • assess risks, for themselves and others, in different situations and settings, covering all relevant aspects and make judgements that show a consistently high level of reasoning (AC4a) • detail proposals to minimise risk in situations or settings, showing a consistently high level of reasoning (AC4b) 	<p>Learners:</p> <ul style="list-style-type: none"> • Using a selection of events and activities, identify hazards and risks and decide who might be harmed • Create a wall display to raise public awareness of risks in different sectors and situations, and how to minimise them • Make recommendations based on the risk assessments carried out in LO3 • Make notes on the talks by visiting employers on how staff and service users are kept healthy, safe and secure <p>Tutors:</p> <ul style="list-style-type: none"> • Provide a selection of event ideas and activities for the learners to use • Invite employers to talk about health, safety and security 	<p>RL1</p> <p>SM4</p>