

SOCIETY, HEALTH AND DEVELOPMENT

Unit 6: How the sectors covered by society, health and development protect individuals and society from risks



Society, Health and Development

Level 3 Unit 6: How the sectors covered by society, health and development protect individuals and society from risks

Sample scheme of work

Total GLH	90, which includes any time needed for external assessment preparation
Aim/s or statement of purpose	<p>Learners will:</p> <ul style="list-style-type: none"> • know the key legislation and organisational policies and procedures that safeguard and protect individuals and communities • understand the range of circumstances that pose risks to individuals and communities • understand how different strategies are used to safeguard and protect individuals and communities • be able to apply risk assessments and health and safety audits for different sector settings.
Notes	<p>This unit is assessed through a written examination of two hours worth 90 marks. The 90 GLH includes any time needed for external assessment planning.</p> <p>Differentiation will take place through question and answer, peer or group work, through the level of support provided and extension activities undertaken.</p> <p>On completion of the learning outcomes, learners should prepare for the external assessment.</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. 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>Aim: to know the key legislation and organisational policies and procedures that safeguard and protect individuals and communities (LO1)</p> <p>Learners will:</p> <ul style="list-style-type: none"> outline the key legislation and organisational policies and procedures that safeguard and protect individuals and communities (AC1a) 	<p>Learners:</p> <ul style="list-style-type: none"> Discuss what is meant by safeguarding Describe the main differences between legislation and organisational policies Identify the purpose of legislation and organisational policies Mind map all the pieces of legislation they can think of that safeguard and protect individuals Divide into sector groups; use the fact sheets provided to identify which pieces of legislation are most likely to cover each sector Design a poster for your sector showing how the pieces of legislation can become a list of key points to follow to protect individuals and communities Highlight on the poster the individuals and community groups concerned <p>Tutor:</p> <ul style="list-style-type: none"> Arrange an outside speaker or the person responsible for safeguarding at the institution to talk about what is meant by safeguarding and what procedures are in place to protect individuals and communities. This can be school/college based. Outline the differences between the terms 'legislation' and 'organisational policies' Assign the learners into sector groups Provide written fact sheets on the 16 pieces of legislation in the specification, covering the key points only Provide copies of organisational policies from employer links or the school/college itself on safeguarding Conduct a plenary to ensure all acts have been covered and understood. Learners should be able to identify the legislation and give an application of its use in a named sector/organisation. 	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p>Aim: to understand the range of circumstances that pose risks to individuals and communities (LO2)</p> <p>Learners will:</p> <ul style="list-style-type: none"> • evaluate circumstances which pose risks to individuals and communities and their potential consequences (AC2a) • explain the steps to be taken in response to signs of potential harm or abuse (AC2b) • explain how health, safety and security risks in workplace and community settings are assessed and managed (AC2c) 	<p>Learners:</p> <ul style="list-style-type: none"> • Using the scenarios provided, discuss which individuals may be at risk from their circumstances • List the factors in the scenarios that might pose risk, eg bullying, stress, self harm, attitudes. There are many more. • Identify from the scenarios if any communities will be affected • Discuss the findings from the scenario analysis • Design a questionnaire to survey the views of members of their community about risks or potential risks • Conduct an audit on their local area to identify any circumstances that could affect the communities. Local newspaper articles will help. • Write a summary of their locality highlighting the risks identified and possible actions that could be taken • Mind map types of harm and abuse • Using the mind map, discuss what signs might indicate harm or abuse is taking place • Design a flow chart to demonstrate the steps that take place in response to a suspected case of harm or abuse • Using the risk assessment templates and checklists provided, list how the risks are assessed, managed and minimised in the different sectors <p>Tutors:</p> <ul style="list-style-type: none"> • Create a series of scenarios covering various individuals and communities with potential issues for the learners to analyse. Samples are available on the Skills for Health website: www.skillsforhealth.org.uk/ • Guide the learners in analysing the scenarios • Lead the discussion on the findings from the scenarios • Assist the learners in devising questionnaires for the survey • Collect articles on any issues in the community • Discuss risks and how these are assessed and managed. If possible, get an outside speaker from Probation Service to talk about the role of Multi Agency Public Protection Arrangements 	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
	<p>(MAPPA) in managing offenders in the community.</p> <ul style="list-style-type: none"> • Provide examples of risk assessment forms and checklists from the four sectors • Conduct the plenary 	
<p>Aim: to understand how different strategies are used to safeguard and protect individuals and communities (LO3)</p> <p>Learners will:</p> <ul style="list-style-type: none"> • analyse how conflict resolution and coping strategies are used in a range of professional situations (AC3a) • explain the role and responsibilities of working across the sectors in supporting individuals, groups and communities to balance risks and freedoms (AC3b) • explain the importance of establishing and maintaining trusting relationships with individuals and those who care for them (AC3c) 	<p>Learners:</p> <ul style="list-style-type: none"> • Define what is meant by conflict resolution • Identify the various methods of conflict resolutions • For each of the four sectors, provide examples of what types of conflicts may occur • Role play the methods of conflict resolutions • Analyse the methods demonstrated in the role plays – how effective were they? • Watch an episode of a television soap opera – what potential issues of conflict are evident? • List the coping strategies needed for conflict resolution • Using the professional situations provided, explain why multi-team agencies are crucial in conflict resolution • Produce four leaflets, one per sector, on tips for successful conflict resolution • Discuss the roles and responsibilities of workers in safeguarding and protecting – remember that although their titles will vary, their responsibilities will be similar • Describe why trust is important and the role of the practitioners <p>Tutors:</p> <ul style="list-style-type: none"> • Provide definition of conflict resolution • Lead a session on methods of conflict resolutions • Organise the role plays • Lead the role plays • Provide a checklist for analysing the role plays • Lead a class discussion on coping strategies. Ideally, outside agencies could help provide training in the skills needed for conflict resolution. 	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
	<ul style="list-style-type: none"> • Create professional situations for the learners to discuss multi-agency work • Provide job roles and responsibilities from different sectors, relating them to their organisational policies • Discuss trust in conflict resolution – school/college examples could be used. A Head of Year or Pastoral team member could give examples at a basic level. • Plenary – check learners understand conflict resolution and the strategies needed to cope 	
<p>Aim: to be able to apply risk assessments and health and safety audits for different sector settings (LO4)</p> <p>Learners will:</p> <ul style="list-style-type: none"> • develop risk assessments and health and safety audits for different sector settings (AC4a) • propose ways in which risks to individuals and communities can be managed and minimised (AC4b) 	<p>Learners:</p> <ul style="list-style-type: none"> • In groups, research the Health & Safety risk assessments included in different work settings. This could be done at their work placement or by looking at those of their school/college. • Devise a checklist or template to conduct risk assessments. They can use the examples from LO2. • In groups, carry out risk assessments in a variety of settings, eg a work setting, a children’s playground, a shopping centre, and the train or bus station • Make recommendations based on the risk assessment carried out • Present findings as a report to be given to the lead person within the sector <p>Tutors:</p> <ul style="list-style-type: none"> • If possible, invite the Crime Reduction Officer in to talk to the group about the work done locally to assess and manage community risk • Provide examples of situations and settings for the learners to review • Provide copies of risk assessments from a range of settings • Support the learners in the development of their risk assessment templates and checklists • Plenary – lead the group in feedback of their findings 	