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**BTEC National Diploma in Health and Social Care.**

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| **Scheme of work 2015/16** | **BTEC National Diploma** | **Unit: 3** | **Title: Health, safety and security in Health & Social Care** |

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| **Unit Descriptor:**This unit aims to enable learners to gain an understanding of the health, safety and security of individuals in a health and social care context. They will explore legislation, policies and procedures and gain an understanding of the purpose of risk analysis. Learners will also gain an understanding of how to deal with incidents and emergencies in a health and social care environment. HS, ES, Health, safety and security are a priority in all health and social care (HSC) practice and this unit gives learners an understanding of key principles that underpin work in the sector. On completing the unit, learners will understand how to minimise risks to all individuals in HSC settings, be they service users, their friends and family, or employees in the setting. HS, ES, The unit requires a clear understanding of the language used in the context of health, safety and security. HSC workplaces are complex environments and services may be delivered in health, residential and day care settings as well as increasingly in service users’ own homes. At the end of the unit, learners should be able to foresee potential hazards and know how to make appropriate responses to minimise risks, in the context of relevant legal and local policy requirements. Learners will investigate potential hazards for individuals in HSC settings. Informal observations, during work placements, of how care workers implement safe practice with different service user groups in different environments provide a useful background, enabling learners to share their experiences of different settings in class discussions.ES The practical aspect of the unit requires learners to conduct a risk assessment through investigating hazards for a selected service user group accessing a specific health or social care setting in the local community.ES KS KA Learners will investigate how statutory and local requirements provide a framework for settings to develop policies and procedures relating to safeguarding and health and safety. An understanding of the possible tensions that may arise in relation to balancing health, safety and security considerations with, for example, individual rights to independence or choice, will also be explored. ED, GV/BV Learners will explore the nature of incidents and emergencies that may arise in HSC and possible responses to these. ES, HS KAStudents are encouraged to complete a recognised qualification in first aid to complement this unit **Key Assessment KA key skills = KS, College Ethos = CE, Equality & Diversity = ED Safeguarding = S Health & Safety = HS Employability skills /knowledge = ES General Studies = GS Stretch & Challenge = SC Gospel Values/British Values = GV/BV** |
| **Key skills, General studies, Ethos & Distinctiveness**BTEC focuses upon the development of thinking skills and in that regard encompasses problem solving, improving own learning, working with others and communication skills. BTEC Health & Social Care can contribute to a student’s understanding of moral, ethical, social and cultural issues. At Carmel, students are actively encouraged within lessons to explore a variety of ethical dilemmas and the purpose of Health & Social Organisations in terms of their perceived & actual responsibilities to the world in which they operate. |

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| **Time, content & grading grid criteria** | **Key Assessment KA Teaching & Learning activities (including vocational activities, key skills = KS, College Ethos = CE, Equality & Diversity = ED** Safeguarding **= S** Health & Safety **= HS Employability skills /knowledge = ES General Studies =GS, Stretch & Challenge = SC Gospel Values/British Values = GV/BV** **PLTS - RL** = Reflective Learners**IE** = Independent Enquiry, **CT** = Creative Thinkers, **TW** =Team Workers | **Learning Outcomes: students will typically be able to** | **Assessment:****Homework = H****Assignment task = AT****Class Work = CW** | **KEY****WORDS/****TERMS/ DEFINITIONS** | **Core texts & other sources including Carmel Connect, library & vocational links** |
| **WEEK 1 & 2****28/9/15****5/10/15**LO1 – P18 lessons | **Overview of Unit 3**Whole group discussion about existing knowledge of health & safety and hazards in the work place and why Health & Safety is important. HS ES**Understanding the assessment requirements**Exposition & discussion **Who is at risk? ED, HS, S****Types of Harm** **Identifying & Explaining hazards** | Identify and explain the requirements of the unit and its assessment.**LO1 Understand potential hazards in health and social care**  | Feedback from discussions CWCompletion of Individual activity and discussions CW, HCompletion of Individual activity, Paired and Group activities.Discussions CW, H**KA -Assignment 1 – P1 3/11/15** | **Hazard****Risk** | **These sources are used throughout the unit:**BTEC unit 3 specification Carmel College Health and Social Care handbookBTEC Text books available as class sets |
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| **WEEK 3 & 4****(8 lessons)****12/10/15****19/10/15** | **LO2: Legislation and guidelines**Show **PPT** on legislation and regulations (ensure all areas covered)**S**tudy of examples of relevant legislation**LO2:Policies and procedures** Present information and support group work on policies and procedures required in various health and social care settingsIdentify roles and responsibilities of all health and social care providers, including volunteers  | **LO2 Know how legislation, policies and procedures promote health, safety and security in health and social care settings** | Group discussion CWProduction of posters of regulations CWLearners work in small groups on **AS8** to identify safeguarding policies and procedures within settings CWLearners discuss how employers can safeguard clients and staff from false allegations CW | **Legislation****Guidelines****Policies****Procedures** |  |
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| **2/11/15****9/11/15****16/11/15** | Sourced **PPT** Introduce risk assessments and their use, undertake sample risk assessment in the class Learners complete risk assessment formsSupport learners as necessary to complete risk assessment form | **LO3 Be able to implement a risk assessment**  |  |  |  |
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| **23/11/15****30/11/15****7/11/15** | Learners discuss dealing with incidents and emergencies, working with others to ensure health, safety and security | **LO4 Understand priorities and responses in dealing with incidents and emergencies.** |  |  |  |
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