

## Unit 306: Safe working in health and care

### Sample scheme of learning

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This sample scheme of learning covers both classroom and workshop-based learning for Unit 306. It is based on three hours per session for 12 sessions, plus additional hours for independent learning. Some suggestions for independent learning are made in the session plans.

**This is only an example of a possible scheme of learning. You can use it as it is, adjust it or extract content to suit your delivery needs, or the needs of individual learners. We have endeavoured to make the schemes of learning as flexible as possible. Where sessions may be taught out of order, this has been signposted. You may find it useful to use our lesson plan template to translate and adapt the sessions.**

The schemes of learning are intended to be learner-focused, and they embrace current pedagogical methodology such as flipped and blended learning. They include the following types of learning tasks:

- **Pre-learning** – tasks for the learner to complete in advance of the session to allow for flipped learning
- **Active learning** – active, experiential and discovery learning approaches
- **Challenge focus** – stretching tasks to challenge more able learners
- **Independent learning** – tasks that learners can complete individually or collaboratively without tutor supervision. These tasks may be given as homework.

Reference is made within the scheme of learning to learning materials and other resources required for each session. A version of this scheme of learning with **full supporting materials** is also available to purchase on **SmartScreen.co.uk**. Resources consist of physical equipment required, as well as any technologies needed. Where possible we have included blended learning activities that make good use of technology so as to help centres fulfil the minimum amount of digital teaching recommended by government.

The scheme of learning also signposts opportunities within the unit content to introduce the following wider skills and government initiatives:

- English, mathematics and ICT
- employability skills and behaviours
- British values (including the Prevent strategy).

Centres should also incorporate the following themes, where appropriate. Although they are not specifically referred to in the scheme of learning, City & Guilds regards these as essential in the teaching of the qualification:

- spiritual, moral, social and cultural issues.
- health and safety considerations, in particular the need to impress upon learners the fact that they must preserve the health and safety of others as well as themselves
- environmental education and related European issues.

## Unit 306: Safe working in health and care

### Sample scheme of learning

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Course/qualification: \_\_\_\_\_ Tutor's name: \_\_\_\_\_

Number of sessions: 12 Delivery hours: 36 Venue: \_\_\_\_\_ Group: \_\_\_\_\_

**By the end of this unit, learners will need to:**

- understand how legislation, policies and procedures should keep everyone safe and healthy
- understand how to move and handle people and objects safely
- understand how to apply security measures
- understand how to apply infection control measures in health and care environments.

**To enable learners to:**

- have a knowledge of health and safety legislation and be able to understand own responsibilities
- explain the difference between policies and procedures
- have a knowledge of risk assessments and know the difference between hazards, risk and control measures
- know what to consider and how to work safely with hazardous substances
- know how to report accidents
- explain risks when moving and handling
- know suitable equipment for moving and handling
- explain the difference in types of infections
- know how to prevent cross-infection
- know effective hand washing
- explain access security measures
- explain fire procedures.

**Session 1:** Health and Safety Legislation – relates to session 1 unit 302

**Suggested Teaching Time:** 3 hours

**Learning Outcome:** 1 – Understand how legislation, policies and procedures should keep everyone safe and healthy

**Topic 1.1** Health and safety legislation

**Topic 1.2** Policies and procedures

Key learning activity/approach	Suggested materials and resources	Skills check
<p><b>Pre-learning:</b> Learners to read ‘Health and safety regulation: A short guide’, Leaflet HSC13 (rev1), HSE Books 2003. Available on the Health and Safety Executive website (see link in Resources column).</p> <p><b>Active learning:</b></p> <ol style="list-style-type: none"> <li>1. In small groups, learners to brainstorm ‘What is health and safety?’</li> <li>2. Tutor to introduce Legislation; Regulations; Approved Codes of Practice and Guidance. (Tutor could create a PowerPoint presentation, using the link in the Resources column for reference.)</li> <li>3. Learners to discuss and list all related health and safety legislation.</li> <li>4. Tutor to introduce policies and procedures. (Tutor could create a PowerPoint presentation, using the link in the Resources column for reference.)</li> <li>5. In groups, learners to discuss the difference between a policy and a procedure.</li> <li>6. Tutor to summarise the above difference.</li> <li>7. Learners to discuss why we have policies and procedures.</li> </ol> <p><b>Challenge focus:</b> Learners intending to extend their knowledge could read about regulation in the Health and care sector on the Health and Safety Executive website (see link in Resources column).</p> <p><b>Independent learning:</b> Learners to research the Health and Safety at Work Act 1974.</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Presentation (tutor to devise): <a href="http://www.hse.gov.uk/healthservices/arrangements.htm">http://www.hse.gov.uk/healthservices/arrangements.htm</a></li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• ‘Health and safety regulation: A short guide’: <a href="http://www.hse.gov.uk/pubns/hsc13.htm">www.hse.gov.uk/pubns/hsc13.htm</a></li> <li>• Interactive WB</li> <li>• Computers</li> <li>• Flip chart</li> </ul>	<p>Tutor to facilitate activity of choice and check learning.</p>

**Opportunities to develop maths, English, ICT and wider skills:**

**English:** Learners will have opportunities to take part in discussion to demonstrate speaking and listening skills. Learners will demonstrate comprehension skills in the pre-learning activity; present information logically; make use of basic grammar; read and identify main points.

**Maths:** Learners will have opportunities to understand sequence in legislation framework.

**ICT:** Learners can use internet research skills in researching health and safety legislation.

**British values:** Learners will have opportunities to gain a broad knowledge of health and safety legislation, enabling them to distinguish between right and wrong.

**Employability:** Learners will have the opportunity to communicate clearly and with different people.

**Session 2:** Health and safety legislation

**Suggested Teaching Time:** 3 hours

**Learning Outcome:** 1 – Understand how legislation, policies and procedures should keep everyone safe and healthy

**Topic 1.1** Health and safety legislation

**Topic 1.2** Policies and procedures

Key learning activity/approach	Suggested materials and resources	Skills check
<p><b>Pre-learning:</b> Learners to research the Health and Safety at Work Act 1974 and complete appropriate sections in Legislation work book.</p> <p><b>Active learning:</b></p> <ol style="list-style-type: none"> <li>Learners to be placed into three groups, with each group assigned one of the following: <ul style="list-style-type: none"> <li>employers' responsibilities</li> <li>employees' responsibilities</li> <li>care receivers' responsibilities.</li> </ul> <p>From their notes about HASAWA 1974, learners to complete a group presentation to the other groups.</p> </li> <li>Learners to consider a case study and complete worksheet relating to responsibilities. Tutor to provide a case study and devise a worksheet around this.</li> <li>Learners to research the Management of the Health and Safety at Work Act Regulations 1999. In groups, discuss the responsibilities this has for employers and employees.</li> </ol> <p><b>Challenge focus:</b> Learners could produce a poster that shows the responsibilities an employee has under the Health and Safety at Work Act 1974.</p> <p><b>Independent learning:</b> Learners to research risk assessment and to make notes.</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Case study and worksheet (tutor to devise)</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Interactive WB</li> <li>Computers</li> <li>Flip chart</li> </ul>	<p>Tutor to facilitate activity of choice and check learning.</p>

**Opportunities to develop maths, English, ICT and wider skills:**

**English:** Learners will have opportunities to take part in discussion to demonstrate speaking and listening skills. Learners can demonstrate comprehension skills in the pre-learning activity; present information logically; make use of basic grammar; read and identify main points.

**ICT:** Learners can use internet research skills in researching health and safety legislation. ICT could be used in the presentation and/or poster.

**British values:** Learners will have opportunities to gain a broad knowledge of health and safety legislation, enabling them to distinguish between right and wrong.

**Employability:** Learners will have the opportunity to communicate clearly and with different people, and to understand responsibilities in the workplace.

**Session 3:** Risk assessment**Suggested Teaching Time:** 3 hours**Learning Outcome:** 1 – Understand how legislation, policies and procedures should keep everyone safe and healthy**Topic 1.3** Risk assessments**Topic 1.4** Assessing hazards and risks

Key learning activity/approach	Suggested materials and resources	Skills check
<p><b>Pre-learning:</b> Learners to research risk assessment (see links in Resources column) and make notes.</p> <p><b>Active learning:</b></p> <ol style="list-style-type: none"> <li>Learners to view video clip, 'Risk Assessment for Health &amp; Safety in the Care Home' (see link in Resources column).</li> <li>Learners to take part in a think/pair/share activity – learners to discuss the difference between a hazard and harm in pairs, and then share with the rest of the class.</li> <li>In small groups, learners to brainstorm hazards (as listed in Topics 1.3 and 1.4).</li> <li>Learners to take a quiz: match hazards to harm. (Tutor to devise quiz.)</li> <li>Learners to work in small groups to complete a checklist for one area of the learning environment (see links in Resources column).</li> <li>Learners to complete a one-minute question paper on people at risk, hazards, risk, control measures (tutor to draft the paper).</li> </ol> <p><b>Challenge focus:</b> Learners could complete full risk assessment for the learning environment (see the relevant HSE website link in Resources column).</p> <p><b>Independent learning:</b> Learners to research the Control of Substances Hazardous to Health Regulations 2002 (amended 2005) (COSHH).</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Quiz (tutor to devise)</li> <li>1-minute question paper (tutor to devise)</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><a href="http://www.hse.gov.uk/risk">www.hse.gov.uk/risk</a></li> <li><a href="https://www.youtube.com/watch?v=yH1lqiJm2hs">https://www.youtube.com/watch?v=yH1lqiJm2hs</a></li> <li><a href="http://www.hse.gov.uk/risk/classroom-checklist.pdf">http://www.hse.gov.uk/risk/classroom-checklist.pdf</a></li> <li><a href="http://www.hse.gov.uk/pubns/books/I5.htm">http://www.hse.gov.uk/pubns/books/I5.htm</a></li> <li>Interactive WB</li> <li>Computers</li> <li>Flip chart</li> </ul>	<p>Tutor to facilitate activity of choice and check learning.</p>

**Opportunities to develop maths, English, ICT and wider skills:**

**English:** Learners will have opportunities to take part in discussion to demonstrate speaking and listening skills. Learners can demonstrate comprehension skills in the pre-learning activity; present information logically; make use of basic grammar; read and identify main points.

**ICT:** Learners can use internet research skills in researching health and safety legislation. ICT could be used in the presentation and/or poster.

**British values:** Learners will have opportunities to gain a broad knowledge of health and safety legislation, enabling them to distinguish between right and wrong. Learners have opportunities to identify risks for people in order to plan protection strategies.

**Employability:** Learners will have the opportunity to communicate clearly and with different people, as well as opportunities to understand risks in the workplace.



**Session 4:** Control Of Substances Hazardous to Health (COSHH)**Suggested Teaching Time:** 3 hours**Learning Outcome:** 1 – Understand how legislation, policies and procedures should keep everyone safe and healthy**Topic 1.1** Health and safety legislation**Topic 1.4** Assessing hazards and risks

Key learning activity/approach	Suggested materials and resources	Skills check
<p><b>Pre-learning:</b> Learners to research the Control of Substances Hazardous to Health Regulations 2002 (amended 2005) (COSHH); see link to HSE website in Resources column.</p> <p><b>Active learning:</b></p> <ol style="list-style-type: none"> <li>1. Learners to work in small groups to discuss findings from pre-learning.</li> <li>2. Tutor to explain types and forms of substances.</li> <li>3. Learners to think of examples of hazardous substances.</li> <li>4. Tutor to introduce COSHH risk assessment and control measures (could devise a PowerPoint presentation on this, drawing on HSE website for information).</li> <li>5. Learners to conduct group work and prepare presentations on COSHH considerations, storage, usage and disposal. Each group to focus on one topic and present feedback to the wider group.</li> <li>6. Learners to complete a case study activity on storage of chemicals, devised by the tutor.</li> <li>7. Learners to complete a quiz supplied by tutor.</li> </ol> <p><b>Challenge focus:</b> Learners could consider the hierarchy of control measures and identify actions at each level for working with clinical waste.</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• PowerPoint presentation on COSHH (tutor to devise)</li> <li>• Case study activity on storage of chemicals in a care setting (tutor to source/devise)</li> <li>• Quiz (tutor to devise)</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Control of Substances Hazardous to Health Regulations 2002: <a href="http://www.hse.gov.uk/">www.hse.gov.uk/</a> <a href="http://www.hse.gov.uk/pubns/books/l5.htm">http://www.hse.gov.uk/pubns/books/l5.htm</a></li> <li>• Interactive WB</li> <li>• Computers</li> <li>• Cue cards</li> </ul>	<p>Tutor to facilitate activity of choice and check learning.</p>

Key learning activity/approach	Suggested materials and resources	Skills check
<b>Independent learning:</b> Learners to research the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013.		

**Opportunities to develop maths, English, ICT and wider skills:**

<p><b>English:</b> Learners will have opportunities to take part in discussion to demonstrate speaking and listening skills. Learners can demonstrate comprehension skills in the pre-learning activity; present information logically; make use of basic grammar; read and identify main points.</p> <p><b>ICT:</b> Learners can use internet research skills in researching Health and Safety Legislation. ICT could be used in the presentation and/or poster.</p>	<p><b>British values:</b> Learners will have opportunities to gain a broad knowledge of Health and Safety legislation, enabling them to distinguish between right and wrong. Learners will have opportunities to identify risks in order to know how to protect people.</p> <p><b>Employability:</b> Learners will have the opportunity to communicate clearly and with different people, as well as opportunities for teamwork.</p>
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**Session 5:** Reporting of Injuries, Diseases and Dangerous Occurrences (some aspects of this session link to Unit 309)

**Suggested Teaching Time:** 3 hours

**Learning Outcome:** 1 – Understand how legislation, policies and procedures should keep everyone safe and healthy; 3 – Understand how to apply security measures

**Topic 1.1** Health and safety legislation

**Topic 1.4** Assessing hazards and risks

**Topic 3.3** Reporting accidents

Key learning activity/approach	Suggested materials and resources	Skills check
<p><b>Pre-learning:</b> Learners to research the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 at the HSE website (see link in Resources column).</p> <p><b>Active learning:</b></p> <ol style="list-style-type: none"> <li>Learners to brainstorm in groups to identify accidents and incidents.</li> <li>Learners to take part in a jigsaw learning activity: in groups, research and identify what accidents and incidents need to be reported and the process for these to: <ul style="list-style-type: none"> <li>the employee's manager</li> <li>HSE</li> <li>the Care Quality Commission (CQC; see link in Resources column).</li> </ul> </li> <li>Learners to take part in a think/pair/share activity: in pairs, learners will identify what information needs to be on an accident form, and then discuss with the class.</li> </ol> <p><b>Challenge focus:</b> Learners could design an accident form, to ensure all relevant information is included.</p> <p><b>Independent learning:</b> Learners to consider and record for one day how many times they lift or pick up something.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>HSE reporting: <a href="http://www.hse.gov.uk/pubns/indg453.pdf">http://www.hse.gov.uk/pubns/indg453.pdf</a> <a href="http://www.hse.gov.uk/pubns/hsis1.pdf">http://www.hse.gov.uk/pubns/hsis1.pdf</a></li> <li>CQC: <a href="http://www.cqc.org.uk/content/notifications">http://www.cqc.org.uk/content/notifications</a></li> <li><a href="http://www.hse.gov.uk/foi/internationalops/og/og-00063.htm">http://www.hse.gov.uk/foi/internationalops/og/og-00063.htm</a></li> <li>Interactive WB</li> <li>Computers</li> <li>Cue cards</li> </ul>	<p>Tutor to facilitate activity of choice and check learning.</p>

**Opportunities to develop maths, English, ICT and wider skills:**

**English:** Learners will have opportunities to take part in discussion to demonstrate speaking and listening skills. Learners can demonstrate comprehension skills in the pre-learning activity; present information logically; make use of basic grammar; read and identify main points; complete forms.

**ICT:** Learners can use internet research skills in researching health and safety legislation and accidents.

**British values:** Learners will have opportunities to gain a broad knowledge of health and safety legislation, enabling them to distinguish between right and wrong.

**Employability:** Learners will have the opportunity to communicate clearly and with different people; opportunities to understand accident reporting; opportunities for teamwork.

**Session 6:** Manual handling**Suggested Teaching Time:** 3 hours

**Learning Outcome:** 1 – Understand how legislation, policies and procedures should keep everyone safe and healthy; and 2 – understand how to move and handle people and objects safely

**Topic 1.1** Health and safety legislation

**Topic 1.2** Policies and procedures

**Topic 2.1** Principles of safe moving and handling

**Topic 2.2** Potential risks when transferring care receivers

Key learning activity/approach	Suggested materials and resources	Skills check
<p><b>Pre-learning:</b> Learners to consider and record for one day how many times they lift or pick up something.</p> <p><b>Active learning:</b></p> <ol style="list-style-type: none"> <li>Learners to watch video on anatomy and physiology (see link in Resources column).</li> <li>Learners to take part in jigsaw learning: small groups of learners to research from the HSE website (see link in Resources column): <ul style="list-style-type: none"> <li>the Manual Handling Operation Regulations (1992)</li> <li>the Provision and Use of Work Equipment Regulations (1998) (PUWER)</li> <li>Lifting Operations and Lifting Equipment Regulations 1998 (LOLER).</li> </ul> </li> <li>Learners to complete a legislation quiz devised by the tutor.</li> <li>Learners to take part in a 'pose, pounce, bounce' activity: tutor poses a question about the differences between moving an inanimate object and moving a person, and selects a learner to answer. If the learner cannot answer, the tutor asks another learner, 'bouncing' the question on.</li> <li>Learners to take part in group brainstorming work, identifying risks for moving and handling people requiring care.</li> </ol> <p><b>Challenge focus:</b> Learners could complete a risk assessment for moving a large box.</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Legislation quiz (tutor to devise)</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Anatomy and physiology video: <a href="https://www.youtube.com/watch?v=koKN9fP9L1k">https://www.youtube.com/watch?v=koKN9fP9L1k</a></li> <li>HSE regulations: <a href="http://www.hse.gov.uk/healthservices/moving-handling.htm">http://www.hse.gov.uk/healthservices/moving-handling.htm</a></li> <li>Interactive WB</li> <li>Computers</li> <li>Cue cards</li> </ul>	<p>Tutor to facilitate activity of choice and check learning.</p>

Key learning activity/approach	Suggested materials and resources	Skills check
<b>Independent learning:</b> Learners to research types of equipment available for assisting people to move.		

**Opportunities to develop maths, English, ICT and wider skills:**

<p><b>English:</b> Learners will have opportunities to take part in discussion to demonstrate speaking and listening skills. Learners can present information logically; make use of basic grammar; read and identify main points; complete forms.</p> <p><b>ICT:</b> Learners can use internet research skills in researching health and safety legislation.</p>	<p><b>British values:</b> Learners will have opportunities to gain a broad knowledge of health and safety legislation, enabling them to distinguish between right and wrong. Learners will have opportunities to identify risks for people in order to plan protection strategies.</p> <p><b>Employability:</b> Learners will have the opportunity to communicate clearly and with different people, as well as opportunities for teamwork.</p>
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**Session 7:** Moving and handling**Suggested Teaching Time:** 3 hours**Learning Outcome:** 2 – Understand how to move and handle people and objects safely**Topic 2.3** Dignity and respect when moving care receivers**Topic 2.4** Moving and handling equipment and aids

Key learning activity/approach	Suggested materials and resources	Skills check
<p><b>Pre-learning:</b> Learners to research types of equipment available for assisting people to move.</p> <p><b>Active learning:</b></p> <ol style="list-style-type: none"> <li>Learners to watch video on importance of using moving aids (see link in Resources column) and complete worksheet relating to reasons for using moving and handling equipment (tutor to devise).</li> <li>Using the research from the pre-learning, learners to produce a presentation that describes the moving and handling equipment available. Equipment should cover walking aids, assisting in/out of bed, moving from room to room, using bathing facilities, moving up the bed and wheelchairs.</li> <li>Learners to take part in group work to discuss how to maintain privacy and dignity when using moving and handling equipment.</li> </ol> <p><b>Challenge focus:</b> Learners could research the various types of slings used with hoists.</p> <p><b>Independent learning:</b> Learners to reflect on their learning relating to moving and handling, and keep a diary for a week identifying each time they have seen someone using a moving aid. This would include in public spaces and in their placements.</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Worksheet on video (tutor to devise)</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Manual handling video: <a href="https://www.youtube.com/watch?v=1IEFxYhH5g0&amp;feature=youtu.be">https://www.youtube.com/watch?v=1IEFxYhH5g0&amp;feature=youtu.be</a></li> <li>Interactive WB</li> <li>Computers</li> <li>Cue cards</li> </ul>	<p>Tutor to facilitate activity of choice and check learning.</p>

**Opportunities to develop maths, English, ICT and wider skills:**

**English:** Learners will have opportunities to take part in discussion to demonstrate speaking and listening skills. Learners can present information logically; make use of basic grammar; read and identify main points; use different text to convey messages.

**ICT:** Learners can use internet research skills in researching types of equipment. ICT could be used in the presentation and/or poster.

**British values:** Learners will have opportunities to understand how privacy can be upheld.

**Employability:** Learners will have the opportunity to communicate clearly and with different people, as well as opportunities for teamwork.



**Session 8: Infections**
**Suggested Teaching Time:** 3 hours

**Learning Outcome:** 1 – Understand how legislation, policies and procedures should keep everyone safe and healthy; and 4 – Understand how to apply infection control measures in health and care environments

**Topic 1.1** Health and safety legislation

**Topic 4.1** Infection routes

Key learning activity/approach	Suggested materials and resources	Skills check
<p><b>Pre-learning:</b> Learners to research bacteria, virus, parasites, protozoal and fungal infections to identify the differences and give examples.</p> <p><b>Active learning:</b></p> <ol style="list-style-type: none"> <li>1. Tutor to present on pathogens, chain of infection, types and signs.</li> <li>2. Learners to complete quiz on chain of infection.</li> <li>3. Learners to watch a video describing the difference between viruses and bacteria (see link in Resources column).</li> <li>4. Learners to work in groups to produce a poster presentation showing the types and routes of entry of infections, with examples.</li> <li>5. Learners to think of examples of infection.</li> </ol> <p><b>Challenge focus:</b> Learners could complete a quiz on infections (tutor to devise).</p> <p><b>Independent learning:</b> Learners to download, read and make notes on 'Prevention and control of infection in care homes' (see link in Resources column).</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Powerpoint presentation (tutor to devise)</li> <li>• Quiz on chain of infection (tutor to devise): <a href="http://www.uhs.nhs.uk/Media/suhtideal/CommonStatutoryAndMandatoryTraining/InfectionControl/StandardPrecautions-LearningResourcePack.pdf">http://www.uhs.nhs.uk/Media/suhtideal/CommonStatutoryAndMandatoryTraining/InfectionControl/StandardPrecautions-LearningResourcePack.pdf</a></li> <li>• Quiz on infections (tutor to devise)</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Video on the difference between viruses and bacteria: <a href="https://www.youtube.com/watch?v=s-HThHRV4uo">https://www.youtube.com/watch?v=s-HThHRV4uo</a></li> <li>• 'Prevention and control of infection in care homes': <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/214930/Care-Home-Resource-Summary-Feb14-2013.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/214930/Care-Home-Resource-Summary-Feb14-2013.pdf</a></li> <li>• Interactive WB</li> <li>• Computers</li> <li>• Cue cards</li> </ul>	<p>Tutor to facilitate activity of choice and check learning.</p>

**Opportunities to develop maths, English, ICT and wider skills:**

**English:** Learners will have opportunities to take part in discussion to demonstrate speaking and listening skills. Learners can demonstrate comprehension skills in the pre-learning activity; present information logically; make use of basic grammar; read and identify main points; present information in various styles.

**ICT:** Learners can use internet research skills in researching pathogens. ICT could be used in the presentation and/or poster.

**British values:** Learners will have opportunities to identify risks for people in order to plan protection strategies.

**Employability:** Learners will have the opportunity to communicate clearly and with different people, as well as opportunities for teamwork.

**Session 9:** Infection control**Suggested Teaching Time:** 3 hours

**Learning Outcome:** 1 – Understand how legislation, policies and procedures should keep everyone safe and healthy; and 4 – Understand how to apply infection control measures in health and care environments

**Topic 1.1** Health and safety legislation

**Topic 4.2** Preventing the spread of infection

**Topic 4.3** Cleaning procedures

Key learning activity/approach	Suggested materials and resources	Skills check
<p><b>Pre-learning:</b> Learners to research PPE using the link provided (see Resources column).</p> <p><b>Active learning:</b></p> <ol style="list-style-type: none"> <li>Learners to discuss types of PPE.</li> <li>Learners to work in groups to brainstorm and then produce a poster for display that describes all methods of reducing health and hygiene risks to themselves and others.</li> <li>Learners to watch video relating to cross-infection (see link in Resources column) and complete a worksheet to identify all the cross-infection risks in the video (tutor to devise).</li> </ol> <p><b>Challenge focus:</b> Learners could produce a leaflet showing how cross-infection can be prevented.</p> <p><b>Independent learning:</b> Learners to research relevant policies on infection control and communicable disease from their placement, and make notes.</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Worksheet on video (tutor to devise)</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>PPE: <a href="http://www.hse.gov.uk/toolbox/ppe.htm">http://www.hse.gov.uk/toolbox/ppe.htm</a></li> <li>Video on cross-infection: <a href="https://www.youtube.com/watch?v=HYeiNP1xqKw">https://www.youtube.com/watch?v=HYeiNP1xqKw</a></li> <li>Interactive WB</li> <li>Computers</li> <li>Cue cards</li> </ul>	<p>Tutor to facilitate activity of choice and check learning.</p>

**Opportunities to develop maths, English, ICT and wider skills:**

**English:** Learners will have opportunities to take part in discussion to demonstrate speaking and listening skills. Learners can demonstrate comprehension skills in the pre-learning activity; present information logically; make use of basic grammar; read and identify main points; use text to communicate information.

**ICT:** Learners can use internet research skills in researching health and safety legislation. ICT could be used in the presentation and/or poster.

**British values:** Learners will have opportunities to gain a broad knowledge of Health and Safety legislation, enabling them to distinguish between right and wrong. Learners have opportunities to identify risks for people in order to plan protection strategies.

**Employability:** Learners will have the opportunity to communicate clearly and with different people, as well as opportunities for teamwork.

**Session 10:** Effective hand washing**Suggested Teaching Time:** 3 hours**Learning Outcome:** 4 – Understand how to apply infection control measures in health and care environments**Topic 4.2** Preventing the spread of infection

Key learning activity/approach	Suggested materials and resources	Skills check
<p><b>Pre-learning:</b> Learners to keep a record of each time they wash their hands over the course of one full day.</p> <p><b>Active learning:</b></p> <ol style="list-style-type: none"> <li>Learners to read hand washing handout (see link in Resources column).</li> <li>Learners to watch a complete guide to hand washing (see link in Resources column) and complete reflective activity on hand washing.</li> <li>Learners to work in pairs to practice effective hand washing; observe each other and give each other feedback.</li> <li>Learners to work in pairs to create a poster that demonstrates when they should wash their hands.</li> </ol> <p><b>Challenge focus:</b> Learners could research how many days on average people are in hospital for due to a hospital-acquired infection.</p> <p><b>Independent learning:</b> Learners to research cleaning schedules for hospitals and care homes. Compare these; what are the differences?</p>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=mWe51EKbewk">https://www.youtube.com/watch?v=mWe51EKbewk</a> (tutor to devise reflective activity on video)</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Hand washing handout: <a href="http://www.hse.gov.uk/skin/posters/skinwashing.pdf">http://www.hse.gov.uk/skin/posters/skinwashing.pdf</a></li> <li>Interactive WB</li> <li>Computers</li> <li>Cue cards</li> <li>Hand washing facilities, water, soap, alcohol gel</li> </ul>	<p>Tutor to facilitate activity of choice and check learning.</p>

**Opportunities to develop maths, English, ICT and wider skills:**

**English:** Learners will have opportunities to take part in discussion to demonstrate speaking and listening skills; present information logically; make use of basic grammar; read and identify main points; use text to communicate information.

**ICT:** ICT could be used in the presentation and/or poster.

**British values:** Learners will have opportunities to identify risks for people in order to plan protection strategies.

**Employability:** Learners will have the opportunity to communicate clearly and with different people, as well as opportunities for teamwork.

**Session 11:** Cleanliness and infection control**Suggested Teaching Time:** 3 hours

**Learning Outcome:** 1 – Understand how legislation, policies and procedures should keep everyone safe and healthy; and 4 – Understand how to apply infection control measures in health and care environments.

**Topic 1.1** Health and safety legislation

**Topic 4.3** Cleaning procedures

Key learning activity/approach	Suggested materials and resources	Skills check
<p><b>Pre-learning:</b> Learners to research cleaning schedules for hospitals and care homes. Compare these; what are the differences?</p> <p><b>Active learning:</b></p> <ol style="list-style-type: none"> <li>Learners to work in three groups. Each group is given either children's nursery, dental surgery or social care environments. The groups brainstorm what they think should be include in a cleaning schedule. Share ideas with the other groups.</li> <li>Learners to consider infection control in relation to providing fluids and nutrition, within health or care environments; identify infection risks in food handling.</li> <li>Learners to work together to brainstorm what they think are their responsibilities under the Food Hygiene Regulations 2006.</li> </ol> <p><b>Challenge focus:</b> Learners could draw up a cleaning schedule for a care home, with a team of four cleaning staff.</p> <p><b>Independent learning:</b> Learners to research the Regulatory Reform (Fire Safety) Order 2005.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Interactive WB</li> <li>Computers</li> <li>Cue cards</li> </ul>	<p>Tutor to facilitate activity of choice and check learning.</p>

**Opportunities to develop maths, English, ICT and wider skills:**

**English:** Learners will have opportunities to take part in discussion to demonstrate speaking and listening skills. Learners can demonstrate comprehension skills in the pre-learning activity; present information logically; make use of basic grammar; read and identify main points; use text to communicate information.

**ICT:** Learners can use internet research skills in researching cleaning schedules. ICT could be used in the presentation and/or poster.

**British values:** Learners will have opportunities to identify risks for people in order to plan protection strategies.

**Employability:** Learners will have the opportunity to communicate clearly and with different people, as well as opportunities for teamwork.



## Unit 306 Sample scheme of learning

Session 12: **Security measures**

Suggested Teaching Time: **3 hours**
**Learning Outcome:** 3 – Understand how to apply security measures

**Topic 1.1** Health and safety legislation

**Topic 3.1** Security measures in health and care environments

**Topic 3.2** Fire prevention

Key learning activity/approach	Suggested materials and resources	Skills check
<p><b>Pre-learning:</b> Learners to consider what lone working means, and what risks there are in lone working. (Refer to list in Topic 3.1.) They should then share this with a partner and the wider group.</p> <p><b>Active learning:</b></p> <ul style="list-style-type: none"> <li>Learners to discuss in small groups security measures in hospitals, nurseries and care homes for access arrangements; consider how this might differ from someone receiving care in their own home.</li> <li>Learners to complete case study relating to key access in a care receivers own home (tutor to devise).</li> <li>Learners to watch the video on fire triangle (see link in Resources column) and complete fire quiz (tutor to devise).</li> <li>Learners to watch the video on fire extinguishers (see link in Resources column) and complete worksheet on identifying different types of fire extinguisher (tutor to devise).</li> <li>In five groups, learners to look at a sample fire procedure (eg on the wall in your centre) and discuss how a fire procedure for the environments listed in Topic 3.1 would differ from the example procedure.</li> </ul> <p><b>Challenge focus:</b> Learners could create a fire procedure for a care setting.</p> <p><b>Independent learning:</b> Learners to establish in their work placement the procedures for fire prevention and staff responsibilities.in relation to fire. Refer to Topic 3.2.</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Case study relating to access in a care receiver's home (tutor to source)</li> <li>Fire quiz (tutor to devise)</li> <li>Worksheet identifying fire extinguishers (tutor to devise; can use <a href="http://www.hse.gov.uk">www.hse.gov.uk</a> as a resource).</li> <li>Example fire procedure (eg from Centre)</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Video on fire triangle: <a href="https://www.youtube.com/watch?v=83J1O1_XBOo">https://www.youtube.com/watch?v=83J1O1_XBOo</a></li> <li>Video on fire extinguishers: <a href="https://www.youtube.com/watch?v=GjSoxJF3RD4">https://www.youtube.com/watch?v=GjSoxJF3RD4</a></li> <li>Interactive WB</li> <li>Computers</li> <li>Cue cards</li> </ul>	<p>Tutor to facilitate activity of choice and check learning.</p>

**Opportunities to develop maths, English, ICT and wider skills:**

**English:** Learners will have opportunities to take part in discussion to demonstrate speaking and listening skills; demonstrate comprehension skills; present information logically; make use of basic grammar; read and identify main points; use text to communicate information.

**British values:** Learners will have opportunities to identify risks for people in order to plan protection strategies.

**Employability:** Learners will have the opportunity to communicate clearly and with different people, as well as opportunities for teamwork.