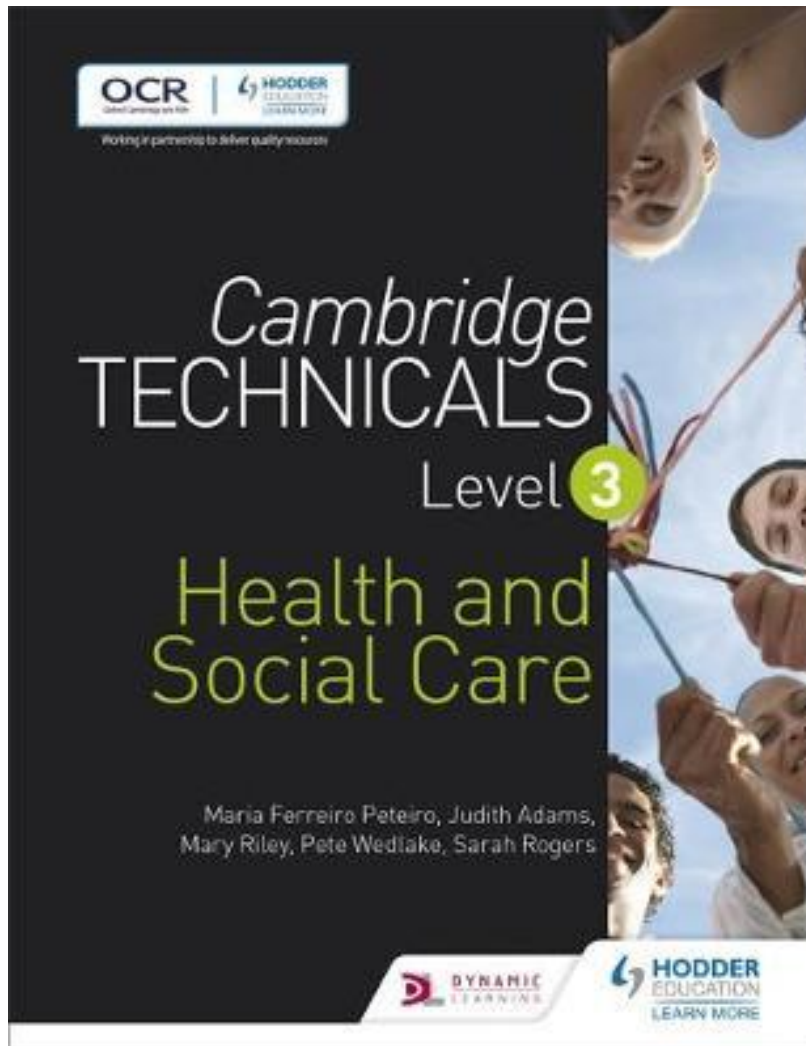




Level 3 Cambridge Technical Health and Social Care



Induction booklet
Passport to Sixth Form:

Name: _____

Contents

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Course Overview: OCR Level 3 Cambridge Technical Extended Certificate (2016 suite)

Year 12:

[Double award]

Unit number	Unit title	Assessment type	GLH	Man or op
1	Building positive relationships in health and social care	Internal CW	60	M
2	Equality, diversity & rights	External EX	60	M
3	Health, safety & security	External EX	60	M
5	Infection control	Internal CW	60	M
4	Anatomy & physiology	External EX	90	M
10	Nutrition	Internal CW	30	O
Total			360	

Year 13: OCR Level Diploma (2016 suite)

[Double award]

Unit number	Unit title	Assessment type	GLH	Man or op
7	Safeguarding	External EX	60	M
6	Personalisation and a person-centred approach to care	External EX	60	M
12	Promote positive behaviour (CO)	Internal	60	CO
13	Sexual health, reproduction and early stages of development	Internal	60	O
14	The impact of long-term physiological conditions	Internal	60	O
22	Psychology for health and social care	Internal	60	O
Total			360	

Year 12: Foundation Diploma**(Triple)**

Unit number	Unit title	Assessment type	GLH	Man or op
1	Building positive relationships in health and social care	Internal CW	60	M
2	Equality, diversity & rights (sit Jan 2022) *	External EX	60	M
3	Health, safety & security (sit Jan 2022)	External EX	60	M
4	Anatomy and Physiology (sit June 2022) *	External Ex	90	M
5	Infection control	Internal CW	60	M
9	Supporting people with learning difficulties	Internal CW	60	O
10	Nutrition *	Internal CW	30	O
21	Looking after children and young people	Internal CW	60	O
16	Supporting people with dementia	Internal CW	60	O
			540 glh	

Year 13: Extended Diploma

Unit number	Unit title	Assessment type	GLH	Man or op
13	Sexual health, reproduction and early stages of development	Internal CW	60	O
12	Promote positive behaviour (CO)	Internal CW	60	M
14	The impact of long-term physiological conditions	Internal	60	M
6	Personalisation and a person-centred approach to care (sit June 2023) *	External EX	60	M
7	Safeguarding (sit June 2023)	External EX	60	M
17	Supporting people with mental health conditions	Internal CW	60	O
25	Research methodology (sit Jan 2023) * <i>Start teaching in Year 12 if possible</i>	External Ex	120	M
22	Psychology for health and social care	Internal CW	60	O
			540 glh	

YEAR 12-What will I be studying?

This course allows you an insight in the many roles available within health and social care from nurses to social workers to child care assistants and beyond they have many key features that we shall explore and apply. You will be studying a range of units which will help you to gain skills that will be valuable in your chosen profession or future study. You will learn about the human body and mind alongside the changes across time. You will learn what it means to work in the sector and what skills and behaviours you will need to develop. We will study the following units; although the final one is subject to change and you may not study them in this order.

UNIT 1: Building positive relationships in health and social care will focus on:

- Understanding relationships in health, social care or child care environments
- Understanding the factors that influence the building of relationships
- Understanding how a person-centred approach builds positive relationships in health, social care or child care environments
- Being able to use communication skills effectively to build positive relationships in a health, social care or child care environment
- **How you will be assessed:** this is a coursework based unit which will be graded at Pass, Merit or Distinction. The tasks are designed to test your knowledge on types of relationships, the factors that affect this and the theories that explain this. You will undertake 2 practical communication activities which will be assessed.

UNIT 2: Equality, diversity and rights in health and social care will focus on:

- Understanding concepts of equality, diversity and rights and how these are applied in the context of health, social care and child care environments.
- Understanding the impact of discriminatory practices on individuals in health, social care and child care environments
- Understanding how current legislation and national initiatives promote anti-discriminatory practice in health, social care and child care environments
- Understanding how equality, diversity and rights in health, social care and child care environments are promoted.
- **How you will be assessed:** this is a paper based exam, that lasts for 1 hour 30 minutes and is worth 80 marks. There will be four sections and include short- and long- answers. The questions are intended to assess your understanding of how health and care services, the people who need support and the equality and diversity issues arising. Each section will relate to a different service user group, for example the frail elderly, people with learning disabilities, people with mental health problems or people with long-term illnesses. You will be expected to apply knowledge of relevant legislation.

UNIT 3: Health, safety and security in health and social care will focus on:

- Understanding potential hazards in health, social care and child care environments
- Understanding how legislation, policies and procedures promote health, safety and security in health, social care and child care environments
- Understanding the roles and responsibilities involved in health, safety and security in health, social care and child care environments
- Know how to respond to incidents and emergencies in a health, social care or child care environment
- **How you will be assessed:** : this is a paper based exam, that lasts for 1 hour 30 minutes and is worth 80 marks. There will be four sections and include short- and long- answers. Questions will be Scenario based and you will need to demonstrate an understanding of legislation, Health and safety and Safeguarding as well as First Aid.

UNIT 10: Nutrition for health is a 30 credit unit which will finish up the year

and focusses on nutritional health and the components of good nutrition. You will have the opportunity to scrutinise different foods, consider their health benefits and investigate how to support other people to impact their health and well-being.**How you will be assessed:** this is a coursework based unit which will be graded at Pass, Merit or Distinction. You will develop a plan for an individual's diet.

UNIT 5: Infection control

UNIT 4: Anatomy and physiology for health and social care will focus on:

- Understanding the cardiovascular system, malfunctions and their impact on individuals
- Understanding the respiratory system, malfunctions and their impact on individuals
- Understanding the digestive system, malfunctions and their impact on individuals
- Understanding the musculoskeletal system, malfunctions and their impact on individuals
- Understanding the control and regulatory systems, malfunctions and their impact on individuals
- Understanding the sensory systems, malfunctions and their impact on individuals
- How you will be assessed: this is a paper based exam, lasting 2 hours .All questions are mandatory with no optional questions. You may be presented with scenarios as part of a question. Questions will be set on the topics indicated. Diagrams may be used for testing purposes but again they will only feature points preceded by an i.e. Learners will not be expected to draw diagrams themselves.
- YOU WILL REQUIRE A COMPREHENSIVE SCIENTIFIC KNOWLEDGE IN THIS UNIT.

A YEAR 13 UNIT.....

- **UNIT 13: Sexual health, reproduction and early development stages will focus on**
- Understanding sexual health and contraception
- Understanding the importance of pre-natal health and the process of conception
- Knowing the factors which could affect health in pregnancy and the success of the birth
- Understanding the stages of pregnancy and birth and the post-natal care of the mother
- Understanding the care and development of the baby in the first year of life
- How you will be assessed: this a coursework based unit which will be graded at Pass, Merit or Distinction. The tasks are designed to test your knowledge on types development that occur and the many factors which impact. You will be expected to have a sound knowledge of legislation, services and needs of the family, children and the pregnant woman.

NETFLIX

Babies



Marriage Story



Louis Theroux: Extreme love, Dementia



Five Feet Apart



Brain on Fire



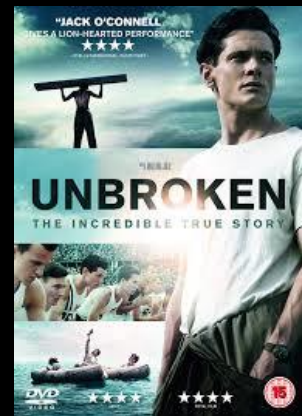
Theory of Everything



What to expect when you're expecting



Unbroken



Girl, interrupted



Call the Midwife



13 Reasons Why



Pandemic: How to prevent an outbreak



Recommended Watching for Health and Social Care

Beyond NETFLIX

BBC iPlayer

Elizabeth is Missing



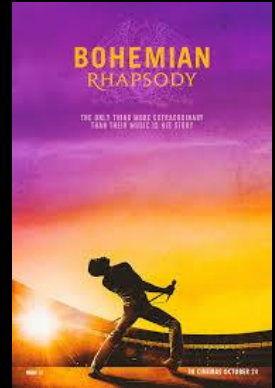
Rio & Kate: Becoming a Step family



Jesy Nelson: Odd one out



Bohemian Rhapsody



DVD

Confessions of a Junior Doctor



Born to be different



Secret life of... Year Olds



Still Alice



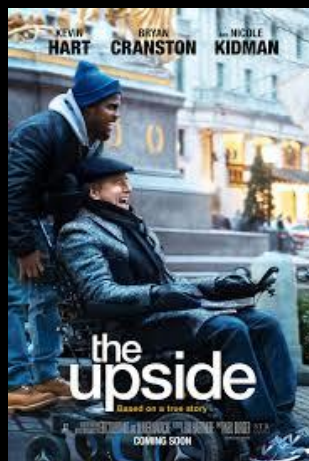
DVD

4 On Demand

The Children Act



The Upside



Beautiful Boy



Miss you Already



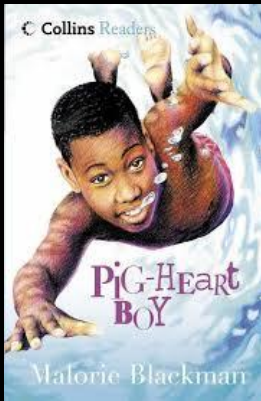
Amazon Prime



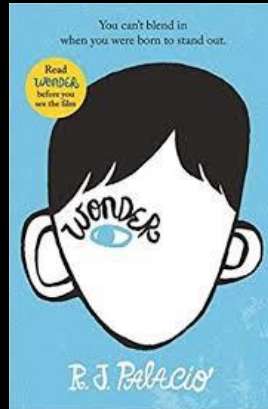
Beyond

Further Reading

***Pig Heart Boy* by Malorie Blackman**



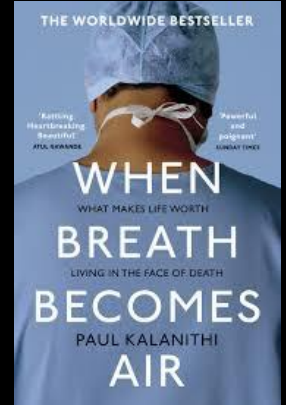
***Wonder* by R.J. Palacio**



***This is Going to Hurt* by Adam Kay**



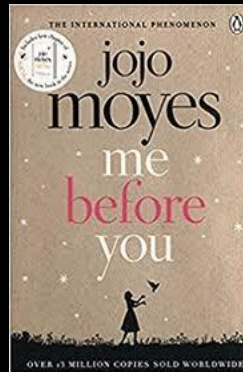
***When Breathe becomes Air* by Paul Kalanithi**



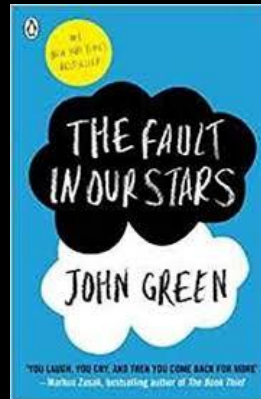
***The Hate U Give* by Angie Thomas**



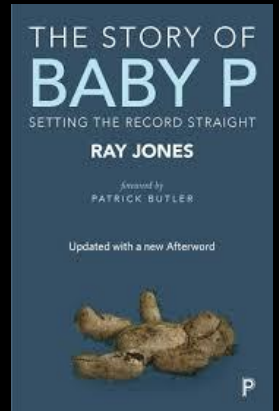
***Me Before you* by Jojo Moyes**



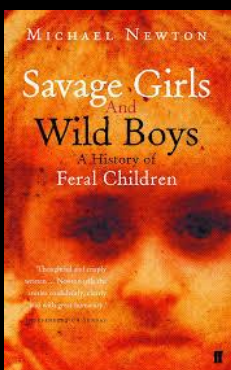
***The Fault in Our Stars* by John Green**



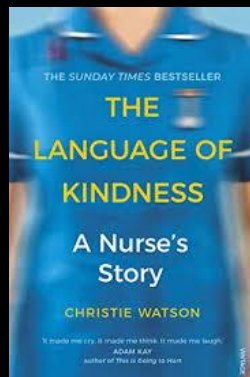
***The Story of Baby P* by Ray James**



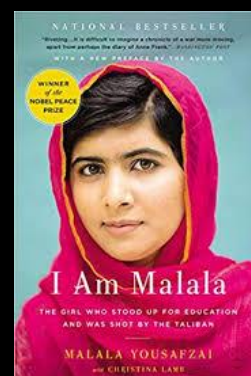
***Savage Girls and Wild Boys* by Michael Newton**



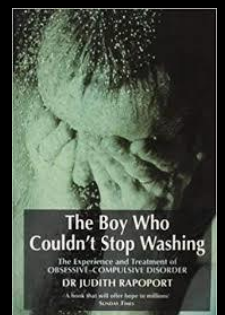
***The Language of Kindness* by Christie Watson**



***I am Malala* by Malala Yousafzai**

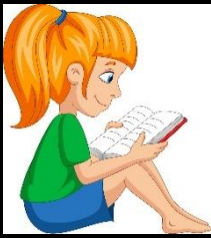


***The Boy Who Couldn't Stop Washing* by Dr Judith Rapoport**



Recommended Reading for Health and Social Care

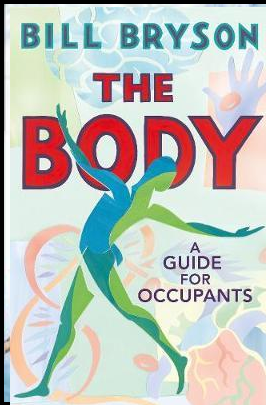
Yes some of these are also films, if you prefer!



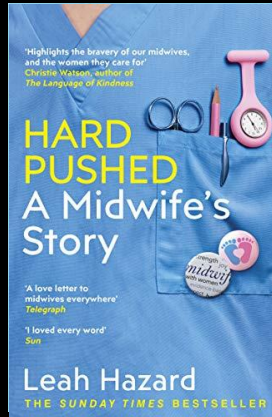
Beyond

Further Reading

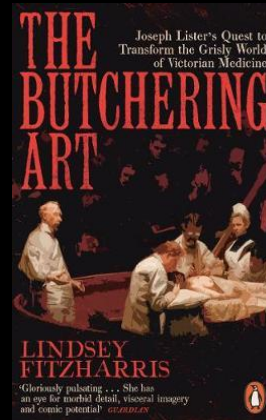
Bill Bryson- a guide for occupants



Hard Pushed- Leah Hazard



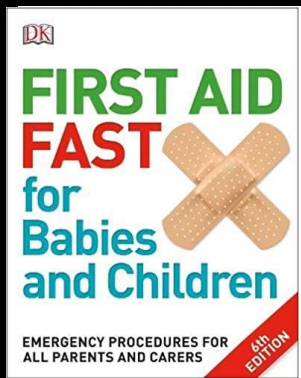
The Butchering Art- Linsey Fitzharris



First Aid Made Easy- Nigel Barraclough



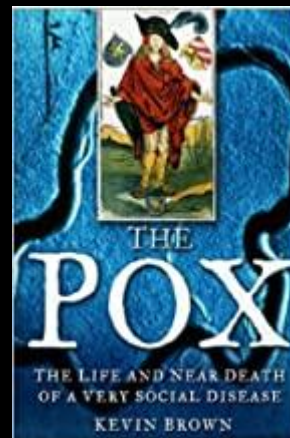
First Aid for babies and children



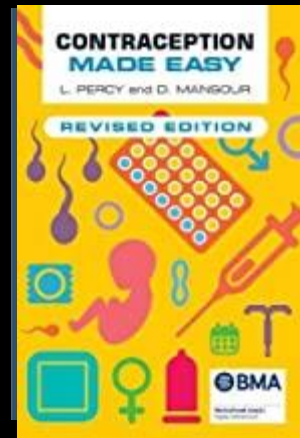
Understanding diabetes- Dr Carl Russell



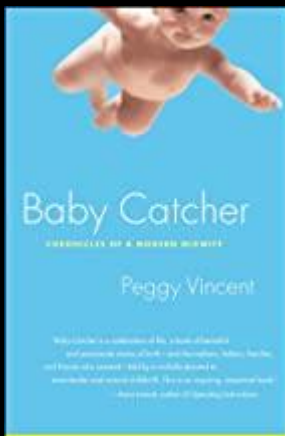
The Pox Kevin Brown



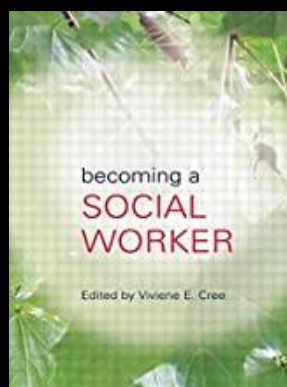
Contraception made easy Percy and Mansour



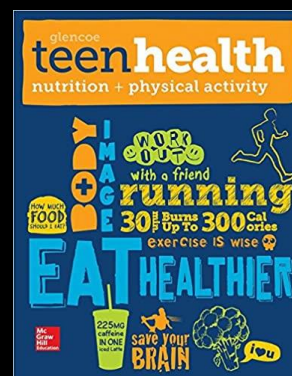
Baby Catcher- Peggy Vincent



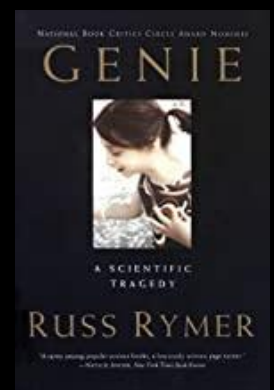
Becoming a Social worker- Vivienne Cree



Teen Health- McGraw Hill



Genie Russ Rymer



Recommended Reading for Health and Social Care

Yes some of these are also films, if you prefer!

Health and Social Care in the Media



The role played by health and social care providers is key in a healthy society- something we have learned about recently ! One way in which public awareness is raised about health and social care in general and issues that exist within the health and social care sector is through the media.

Your task is to pick...

- x2 Films
- x1 Book
- x2 Documentaries

You will then be asked to write an essay with the following title: **'Discuss the portrayal of Health and Social Care within the media'**

You must watch/read the some of the examples on the previous slides you have picked and create notes to help with your essay. Consider the following:

- What issues, if any, are being raised in the stimulus?
- How does the stimulus present H&SC?

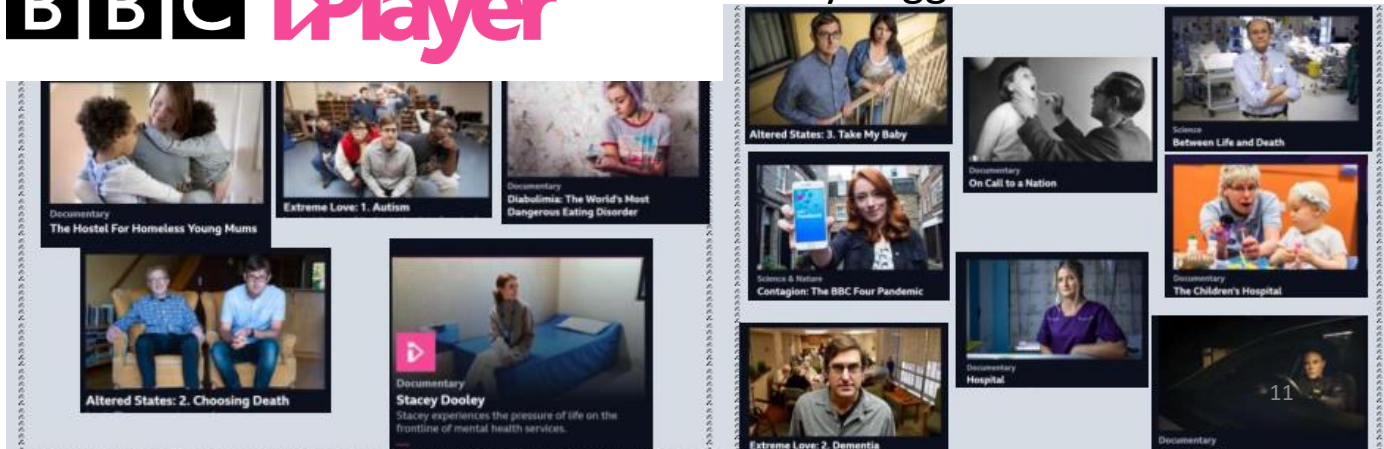
Is the stimulus informative/helpful and why?

- Are there any quotes/scenes etc that stand out to you and why?
- How effective is the stimulus in raising public awareness about H&SC/Issues?

This list is NOT exhaustive there may be other questions/ideas you wish to consider as you watch or read.



Documentary Suggestions:



Learning Log

Record here any additional reading/viewing you are undertaking in order to show what you have been completing in order to prepare you for the course. Use the reading list on the previous slides you have been given for guidance on what you could you watch/read/

Date	Title	Summary of content	My thoughts

GLOSSARY

Task: Research and define the following words which are central to the Modern Britain unit. Then, draw a symbol to summarise the term and help you remember it.

Term	Definition	Symbol
Adolescence	An important status change following the onset of puberty during which a young person develops from a child into a adult.	
Advocate		
Attachment		
Care package		
Clinical Commissioning Groups (CCGs)		
Development		
Discrimination		
Diversity		
Empathy		
Ethical		



Term	Definition	Symbol
Fine Motor Skills		
Growth		
Holistic Approach		
Milestone		
Nature		
Nurture		
Risk Assessment		
Safeguarding		
Self-Concept		
Self-Esteem		14

Research a list of Health and Social Care jobs/ medical terms for each letter of the alphabet



A B C D E F G H
I J K L M N O P
Q R S T U V W
X Y Z ! ?



A
B
C
D
E
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H
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J
K
L
M

N
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V
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X
Y
Z

INDUCTION LESSON:

Care home documentary with Stacey Dooley

<https://www.bbc.co.uk/iplayer/episode/p06zhfwv/the-nine-to-five-with-stacey-dooley-series-1-2-caring-and-sharing>

We will watch the documentary over the next 2 lessons (Option A and Option B induction lessons).

Work through the worksheet as you watch the programme.



Care Home Documentary with Stacey Dooley (word fill)

<https://www.bbc.co.uk/iplayer/episode/p06zhfwv/the-nine-to-five-with-stacey-dooley-series-1-2-caring-and-sharing>

Tilsley House is located in Weston-Super-Mare and provides an e_____ and caring, s_____ and e_____ supportive environment for those in later a_____.

There are c_____ 400,000 elderly people living in care homes in the UK.

There is an increasing elderly p_____ in the UK that will provide more jobs in care h_____ in the future. 10% of the jobs in the UK are Health and S_____ Care related.

Tilsley House is a p_____ home which can house 29 residents. The care manager said that some are there for s_____ and s_____ however some of them need more help with their lives.

What 2 things did the manager say are needed to work in the care home? E_____ and E_____.

The manager also said this can be a very r_____ job, which some of the young people thought was true as some staff had worked there for y_____.

How much is the current national apprenticeship wage? £_____ per hour.

A_____ happen daily in the care home as it makes people h_____ and supports their w_____.

What kind of things did the teenagers do in the care home?

Joined in with the activities of singing and d_____.

P_____ fingernails and sat and talked with them.

served the residents their m_____.

cleaned the b_____ and bathrooms.

took some of the ladies to a 1940's t_____ room in town.

social	private	homes	energy	adulthood
years	rewarding	happy	security	3.70
painted	currently	WORD BANK	dancing	enthusiasm
safety	bedrooms	meals	population	tea
enriching	activities	social	wellbeing	emotional

Stretch Questions

1. Why is it important for the residents to be happy in the Care Home? (think PIES)
2. Do you think all of the teenagers enjoyed working in the Care home? Why or Why not?
3. What skills did the teenagers display whilst working in the Care home? (how did they...)

Watch the Stacey Dooley documentary on Care homes (BBC I PLAYER). If you weren't in the Induction lessons. The worksheet is on the next page.....

Care Home Documentary with Stacey Dooley (word fill)

<https://www.bbc.co.uk/iplayer/episode/p06zhfww/the-nine-to-five-with-stacey-dooley-series-1-2-caring-and-sharing>

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Watch this Louis Theroux Documentary.
This is about Dementia.
Fill in the worksheet as you watch.



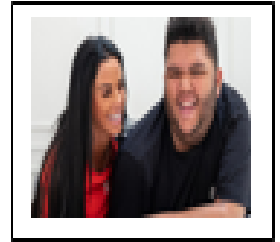
Louis Theroux Extreme Love Dementia

<https://www.bbc.co.uk/iplayer/episode/b01gvt26/louis-theroux-extreme-love-2-dementia>

1. How did Janet's daughter describe the process of her moving into the residential facility?
2. Why did they decide Janet needed to move into the residential facility?
3. Why do the staff go along with residents delusions
4. How do staff keep check on how residents are doing
5. What types of things are on the test?
6. Where does Gary think he is/why is he there?
7. How many Americans are estimated to have Alzheimer's?
8. How did Nancy's husband prove to Louis what her memory was like?
9. What does Nancy's husband wear to help Nancy?
10. How much did John say it would cost to put Nancy in a residential facility?
11. What was Carla (Gary's wife) describing as the signs that something was wrong
12. How does Carla say Betty acts around her husband?
13. How does Carla describe her feelings towards Gary?
14. How old is Sylvia?

Please watch and fill in the Qs

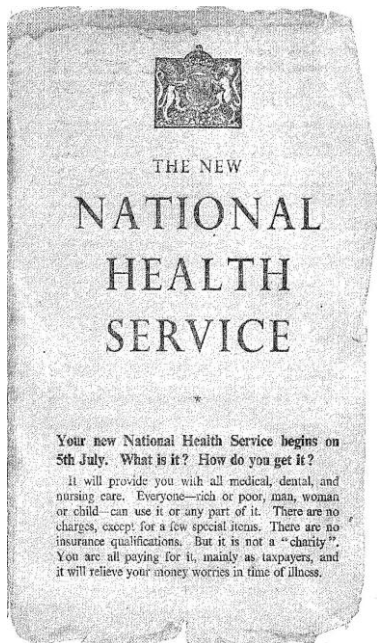
Harvey and Me



<https://www.bbc.co.uk/iplayer/episode/m000rnpv6/katie-price-harvey-and-me>

After watching Harvey and Me - [BBC iPlayer - Katie Price: Harvey and Me](#) complete the following questions:

1. What are his health conditions?
2. What are the effects on him?
3. Why is Harvey's 18th birthday so important to his care?
4. Why is an Education Health Care Plan so important?
5. What is Harvey's trigger?
6. How does Harvey respond to this trigger?
7. What happened to Matthew when he was sectioned?
8. What is the full time cost of residential care at the National Star College?



History of the NHS

Make a leaflet outlining the history of the NHS

Include sections on:

- Healthcare before the NHS
- When/ why the NHS was produced
 - What the NHS does
- Significance of the NHS
- How is the NHS different in other countries



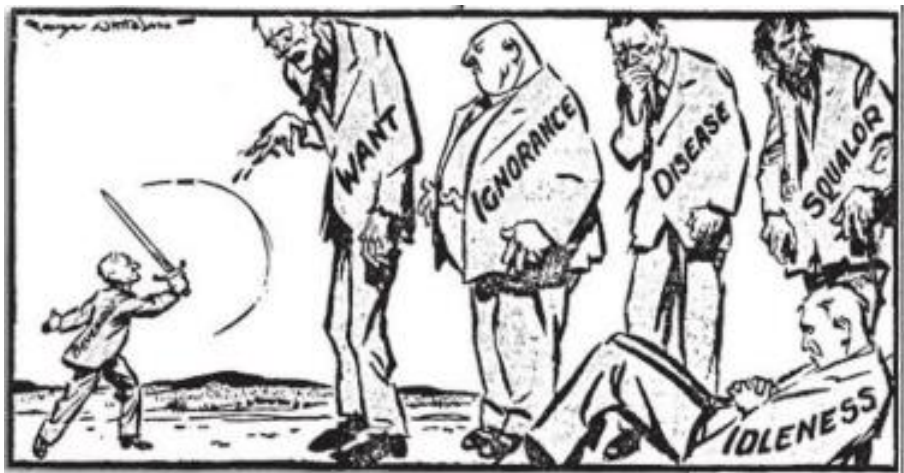
The Beveridge Report, 1942

In 1942, a plan had been presented by William Beveridge, a senior civil servant, detailing key areas for post-war reconstruction, aimed at establishing a national system of welfare for the people. It identified ‘five giants’ that were to be overcome: want, disease, ignorance, squalor and idleness.

When the Beveridge Report first appeared, it was welcomed by all the parties. There was broad agreement that protection needed to be provided for all members of society, and so when Labour came to power in 1945, they implemented the proposals in this report, thereby establishing the welfare state, a system which all governments after 1951 accepted in its essentials. This common acceptance became known as **consensus**.

Giant	The 1945 Labour Government’s Solution
Want	To be ended by National Insurance. The National Insurance Act created a system whereby the government, employers and employees all paid for insurance which would pay out in the event of unemployment, sickness, maternity and retirement.
Disease	To be ended by a comprehensive health service. The National Health Service Act provided free medical and hospital treatment for all (the NHS).
Ignorance	To be ended by an effective education system. The Labour Party continued to support the Conservative’s 1944 Butler Education Act which provided free education within grammar schools, technical schools or secondary schools.
Squalor	To be ended by slum clearance and rehousing
Idleness	To be ended by full employment

The idealism that inspired the government’s welfare programme came at a heavy financial cost, which added to the financial burdens it inherited in 1945.



Research task



Chose a professional from the following:

- Midwife
- Paramedic
- Paediatric nurse
- Nutritionist
- Physiotherapist

You could choose your own idea from health and social care roles if you prefer.

Create a fact file for your chosen job role

You could include:

- A day in the life of.....
- General roles and responsibilities
- Routes into the role/ qualifications required
 - Skills & qualities
 - Average pay
 - Where they work
 - Who they work with

And anything else you think may be suitable



On 'The front line'

- What does it mean when people talk about being 'on the front line'?

Government declares a 'pandemic'

- What does it mean when people talk about the situation as a pandemic?

Job Role	Definition	Roles and Responsibilities	How do they respond in a pandemic?
District Nurse			
Auxiliary Nurse			
Palliative Care			
Phlebotomist			
Domiciliary Carer			
Adult Social Worker			



True or False?

Colour code the statements in order to show if they are true or false.

☐

True

☐

False

A district nurse will only work with the elderly.

A palliative care nurse will get involved with everyone who gets coronavirus.

Adult social workers support people with poor mental health.

Domiciliary carers provide care in the home.

Only phlebotomists are allowed to take blood.

Auxiliary nurses help support other nurses to do their roles.

TASK: The importance of promoting good health in children's care

Making sure young children develop and grow to the best of their ability is a key role for Parents and HSC Early years workers. Building on your previous research work, investigate the services and staff available to support the child in the first year of life.

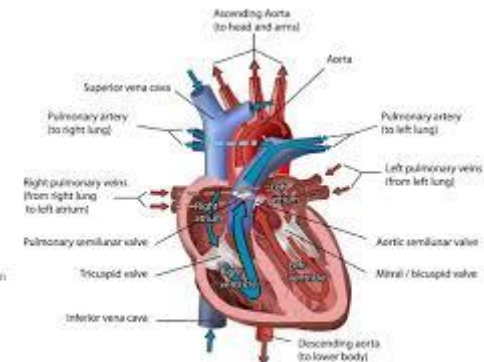
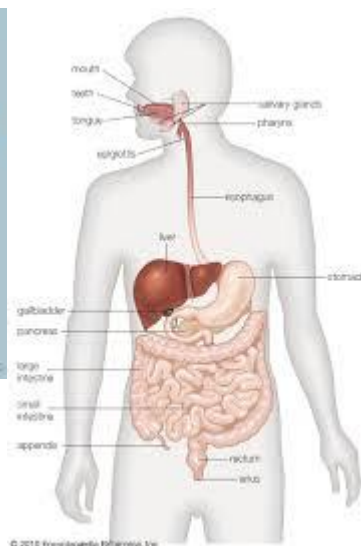
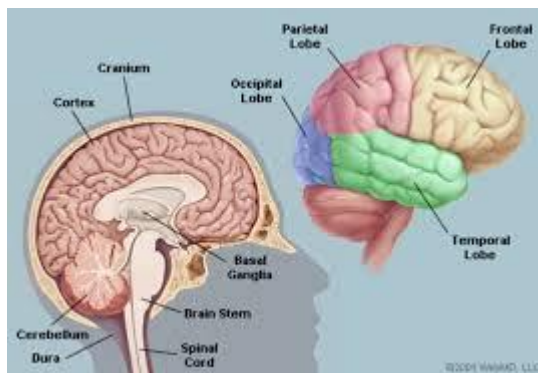
- Produce a brief presentation to explain FOR 3 services
- Job role carried out
- Agency responsible
- Any relevant legislation which offers control or guidance in the work done.
- Impact on child's Physical, Intellectual, Emotional and Social (P.I.E.S.) health
- Support available in general to parent



Unit 4 Anatomy and Physiology

Sample Task:

- The body comprise a range of organs and systems. Each of these has the potential to malfunction.
- Choose one of the following:
 - The Heart
 - The Brain
 - The Digestive system
- For the organ or system of your choice: Investigate malfunctions affecting it
- Choose one malfunction
- Describe the impact of the malfunction on the system
- Describe the typical effects on the individual experiencing the malfunction
- Describe the range of treatments which may be available to support them.



Optional Extension Tasks:

Health and Social Care in a Pandemic.

At the moment, we are living through a time when health and social care services are needed more than ever! Those who have chosen this as a profession have stepped up to look after those affected by the COVID-19 pandemic. You will be seeing on the news constant stories about the amazing work that is going on in the British NHS and Care system and this task is your opportunity to find out more about pandemic control in the area and also the work of the World Health Organisation (WHO) in organising a global response. This will require you to research and understand why the steps have been taken around us and how this fits into the global picture.

As this is an extension task you can complete as much of this as you like or are able to but this level of thinking and also detail will help build the skill required for distinction or distinction in your level 3 course.*

Task 1 – What is the role of health promoters?

You will need to read through the following information and complete some research in order to explain the roles of the following organisations in maintaining the health of the population:

World Health Organisation (WHO).

Department of Health

Public Health Agency

Clinical Commissioning Groups (CCGs)

Health professionals

Find out about the organisation of public health promotion within MK.



The role of Health Promoters

Aims

Health promoters aim to improve the health of individuals and the population and reduce health inequalities globally, nationally and locally.

Global health promotion

The World Health Organization, within the United Nations promotes and protects good health worldwide, by providing information about disease outbreaks, co-ordinating crisis intervention and the response to humanitarian emergencies; establishing International Health Regulations and an international system of classifying diseases.

National, regional and local health structures in England include the

- Department of Health
- Public Health Agency
- Clinical Commissioning Groups (CCGs)
- Health professionals

In England, the Department of Health (DH) leads, shapes and funds health and care while Public Health England protects and improves the nation's health and well-being, and reduces health inequalities. Local authorities are responsible for public health and do this through health and well-being boards which include representatives for all CCGs in the area, among others. Health and well-being boards assess the needs of their local community through Joint Strategic Needs Assessments (JSNAs) then agree priorities in Joint Health and Well-Being Strategies (JHWSs). Together JSNAs and JHWSs form the basis of commissioning plans for public health for CCGs.

Task 2: Why do you think is necessary for local authorities to have control over the needs of the people in their area? For instance, think about the people living in Milton Keynes and then compare that to the population living in Exeter; do they have the same needs? What would their focus for health be on?

Have a look at Somerset CCG, they are having a funding crisis due to the high proportion of elderly residents needing care.

CONTINUED OPTIONAL TASKS

When working in health and social care there are standards that guide these professionals. This enables them to carry out their duties and responsibilities to a high level. For example, the Care Certificate was introduced on 1st April 2015 and is a set of standards that guide those who work in health and social care. It gives guidance on the skills and behaviours required to give high quality support.

I would like you to research the 15 standards of the Care Certificate.
Explain each standard then identify the reasons why the Care Certificate was developed for health and social care workers.

<https://www.skillsforcare.org.uk/Learning-development/inducting-staff/care-certificate/Care-Certificate.aspx>

Standard	Explanation

CONTINUED OPTIONAL TASKS

Why was the Care Certificate developed?

<https://www.skillsforcare.org.uk/Documents/Learning-and-development/Care-Certificate/Introduction.pdf>

CONTINUED OPTIONAL TASKS

Bridging Unit 2

Equality, diversity and rights in health and social care

In Year 12 you will complete a unit called Equality, diversity and rights in health and social care. This is an externally examined unit. You will sit this exam in January. In this unit you will be learning about the importance of equality and diversity and possible causes of discriminatory practices. Individuals using health, social care and childcare services may be vulnerable and/or dependant on others. It is therefore very important that practitioners are aware of, and supportive of, people's rights and differences. You will be finding out how services support individuals whilst valuing their diversity and providing them with equal opportunities.

One of the ways in which health and social care practitioners ensure that individuals have their rights and needs met is by applying the values of care. They ensure that all individuals receive the right levels of care, attention and treatment that they need. The values of care are clear guidelines that show staff how to provide the best possible care.

1. Research and explain the three values of care used in health and social care services. Each service has slightly different values, but you should be able to find out what these mean.



Promoting equality and diversity	
Promoting individual rights and beliefs	
Maintaining confidentiality	

CONTINUED OPTIONAL TASKS

Bridging Unit 2

Equality, diversity and rights in health and social care

2. Child care services have a different set of values. These also aim to support individuals, this case children and their parents/carers. You need to research and explain the different values.

Making the welfare of the child paramount	
Keeping children safe and maintain a healthy environment	
Working in partnership with parents/guardians	
Encouraging children's learning and development	
Valuing diversity	
Ensuring equality of opportunity	
Anti-discriminatory practice	
Maintaining confidentiality	
Working with other professional's.	

CONTINUED OPTIONAL TASKS

Bridging Unit 2

Equality, diversity and rights in health and social care

Research and explain the following:

The Care Act 2014	
The Health and Social Care Act 2012	
The Mental Capacity Act 2005	
The Children Act 2004	
The Equality Act 2010	
The Data Protection Act 1998	

CONTINUED OPTIONAL TASKS

Bridging Unit 2

Equality, diversity and rights in health and social care

Research and explain the following:

Name of support network	What type of support network are they?	What they do	How they help your individual
SEAP			
MENCAP			
BILD			
MIND			
Age UK			
Headway			
Empower Me			

CONTINUED OPTIONAL TASKS

Bridging Unit 3

Health, safety and security in health and social care

In Year 12 you will complete a unit health, safety and security in health and social care. This is an externally examined unit. This bridging unit will introduce you to some of the key aspects of this unit and some of the skills you need. Please complete the work electronically and email it to me at nlewis@thecotswoldschool.co.uk.



Research and provide a definition/explanation for the following key terms.	
Hazard	
Risk	
Legionella bacteria	
MRSA	
Health and Safety Executive	
Hypertension	
Immune system	
Risk assessment	
Manual handling	
DBS	
Barred list	

CONTINUED OPTIONAL TASKS

Bridging Unit 3

Health, safety and security in health and social care

Safeguarding	
Policy	
Procedure	
Protected time	
Induction training	
Mandatory training	
Briefings	
Role	
Responsibility	
Incident	
Accident	
Emergency	



CONTINUED OPTIONAL TASKS

Bridging Unit 3

Health, safety and security in health and social care

2. Research and explain the different hazards in health and social care. Try to give an example for each.

Environmental hazards	
Biological hazards	
Chemical hazards	
Lack of security systems	
Psychological hazards	
Unsafe working practices	

CONTINUED OPTIONAL TASKS

Bridging Unit 3

Health, safety and security in health and social care

Legislation is in place to make sure that everyone's safety and security is safeguarded. You need to summarise the following pieces of legislation. Use the links to help you research.

Health and Safety at Work Act 1974	
Management of Health and Safety at Work Regulations 1999	
Food Safety Act 1990	
Manual Handling Operations Regulations 1992	
Data Protection Act 1998	
Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013	
Control of Substances Hazardous to Health Regulations (COSHH) 2012	