

Planning and designing sessions



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. MODULE 2 PLANNING AND DESIGNING SESSIONS This unit is one of five units, which together will make up the OCN Health, safety and security in care programme. Programme Aims This unit is designed to develop the carers and future carers skills and knowledge and to promote a positive attitude to Health And Safety in order to reduce the risk of injury, infection and to promote a safe and secure environment for both staff and residents in the care setting (Health and Safety Executive). To provide the carer with the knowledge and skills which will lead to an understanding of the major legislation affecting health, safety and security of the client and worker in the domiciliary and care setting, and to have the confidence to apply the knowledge and skills gained in practice. Target Groups All care staff in the private and public sector. Learners must confirm physical fitness before undertaking the manual-handling unit.

Entry requirements There are no formal entry requirements, but students must be working in the care sector Programme structure It is proposed that the programme will be delivered in the main, as distance learning with some theory and skills being delivered in the training room. For each unit undertaken the student will have a 2-hour induction and be issued with an appropriate self-study booklet covering the theory elements of the unit, which will be equivalent to 22 hours of learning for each unit. The students will then be expected to attend a total of 6-hours in tutor led sessions.

Additionally each student will receive tutorial support up to a maximum of 2 hours per unit as required. All students will be expected to complete unit 1 in addition to any other units they select. Physical resources In the main the courses will be delivered in the students place of work, if a care home cannot

produce enough candidates then others will be recruited from other locations and the course will run at Doncaster College.

Material resources
White board
White board markers
Flip chart
OHP and OHT
Self study booklets
Video and player
Health and safety textbooks
Colour coded waste sacks / containers
Time allocation
The time allocated to each topic is a crucial factor in the success of each unit. I have been generous in some areas and restrictive in others. Until a course has run and I have evaluated the feedback from the students, performed an evaluation myself and had feedback from the internal and external moderators I will not be able to truly identify any weaknesses in this area.

Course content
The aims of this the health and safety unit and all the other units that make up the course are drawn from the specific requirements of the care sector. Students will be expected to produce evidence of learning from the work place, therefor showing an application of theory to practice. The very nature of the units within this programme will enable the students to cross-reference evidence from other units. For example manual-handling legislation taught in the Health and safety unit would be relevant to the Manual handling unit and vice versa. Tutorial support will be made available to the students as required. Teaching and learning methods
The choice of teaching strategies the teacher makes will depend on the teacher themselves, they will choose to use the strategies they are comfortable with and will fit with the subject they are teaching, the environment they are teaching in and the learner group they are going to deliver the subject to. It is necessary in most teaching situations to give a Lecture, be prepared, know your subject, if you have handouts give them out bound or stapled together

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before you start, make sure you can be heard by all your audience, if you are using visual aids such as OHP, boards or flip charts make sure they can be seen by everyone, relax enjoy your self you know your subject so don't be nervous, watch your audience and don't stand still (Walklin 1990) Demonstrations are a useful tool in the teachers bag if you choose to use a demonstration make it clear to everyone, if it is complicated then brake it down into stages (Reec and Walker 2000) and don't use baffling jargon.

If you choose to use a demonstration get the students to practice it as soon after as possible. Discussions are useful if managed correctly but can quickly turn into a free for all. You can pick up on what your students have taken in and learned and guide them along the right path. Question and answer again good revision and focus, care must be taken not to use to many closed questions praise correct answers even partially correct answers (Reece and Walker 2000). Role play and simulation combined can be very effective when used in tandem, roles and situation must be made clear to all students situation must change if all students are to participate students can observe each other and offer observations, take care not to embarrass anyone. Field trip can be beneficial to students when real life situations would help and benefit the students learning (Reece and Walker 2000).

They can be difficult and expensive to organise and a nightmare to supervise. Buzz group: a good method of breaking a large group down to help group cohesion, can help to re-enforce learning, gives the teacher a chance to get good feed back. Can be difficult to get the group structure

right, avoid too many weak or strong characters in the same group, a leader must be picked by you or nominated by the group.

Workshop: a good opportunity to use practical skills in simulated situations, it gives the student the opportunity to put the theory into practice (Reece and Walker 2000). A good way of reinforcing learning, allows students to work at their own pace, gives the teacher the chance to talk with the students on a one to one basis. Take care not to lose control of the class. essay analysis online During my first aid lessons I will incorporate a number of these strategies into my sessions. Most sessions will have a lecture during which I will emphasise key points which the students can follow with handouts I will also use view foils and board work and to a lesser degree a flip chart to re-enforce my delivery.

I have devised a workbook that covers all sessions because I have found that most students will take notes but when it comes to revising them they find they have missed key points and don't fully understand them. Question and answer. At every opportunity I like to throw in questions to keep the thought process going and also to see if I am giving the quality of teaching that I set out to give, and quality of learning is being achieved. The assessment methods Assessment from observation will take place in the work place and training room where appropriate. To facilitate inclusive learning and widening participation students with special assessment requirements will be able to present evidence of their learning, consistent with their level of ability, for example, oral questioning and discussion, which would be recorded on magnetic media.

Evidence from observation must be produced as stated if stipulated. Each assessment method carry??™s equal weight and will be applied as per the assessment strategy. The student will be expected to produce a completed workbook and portfolio of evidence, to reflect the required number of learning hours for the unit.

Participant successStudents may progress to NVQ level 2 or 3 in care or pre-access to care. Evidence collected during this programme may be used as evidence for NVQ units 01, 02, CL1, CU1, Z!, NC12, NC13, Z7 and in both level 2and3 in care. On successful completion of each unit the student will receive unit certification.

EvaluationThe credibility of any assessment system depends on fair, accurate assessment and effective quality assurance. Internal moderation will play a vital role in the quality assurance of this programme. It is intended to evaluate an appropriate representative sample of completed portfolios throughout the programme. The internal moderators will be suitably vocationally qualified. At the end of each course the students will be required to hand in their portfolios for assessment.

A sample will then be internally moderated. The internal moderators will choose the sample. Subsequent to moderation tutors will receive feedback orally and in writing. The feedback will be used as basis for further development if required. Classroom observations, peer group assessments and management assessment will take place on a regular basis. Team meetings will take place on a regular basis for the purpose of standardisation.

All students, on completion of the programme will be asked to evaluate their learning experience and record them using a standardised form known as a SPOC (Student Perception Of Course). The statistics drawn from these forms will be used to evaluate and improve future courses. PRESENTATIONThe nature of first aid requires a practical approach to learning however. The subject requires the student to have relevant underpinning knowledge in order to make diagnosis and then deliver first aid at a practical level. This involves the teaching of basic anatomy and physiology. Students are then taught the practical skills, the psychomotor domain. Reece and Walker (2000) state that although we tend to concentrate upon the physical part when teaching psychomotor skills there is usually a cognitive element and an affective aspect. This is certainly true when teaching basic life saving techniques.

The student must understand the effects of their actions on the body, (Cognitive Domain). The student must understand why they should never put them selves or the casualty in danger or make the condition worse. In the case of cardiac arrest, this may involve leaving the casualty to go for help or not treating the casualty at all if danger is present. This has an affect on the students??™ preconceived idea of helping ones fellow person, no matter what danger there may be this is often difficult to unlearn, (Affective Domain). Evaluation of resources usedIn presenting this lesson a varied source of resources were required including OHPs, handouts, bandages, slings, and Resusi-ann dolls.

The resources enabled the candidates to use many of their senses to learn and practice. The resources available off the shelf were not what I wanted for <https://assignbuster.com/planning-and-designing-sessions/>

this session, so I devised some of my own. I looked at what OHT??™s were available and how relevant they were to the subject I would be introducing. I found some that would fit the session well, but I still needed to make some new ones to emphasise a few key points and to use as a summary at the end of the session. I found the handouts available were outdated, longwinded, and would be difficult for the students to follow to follow. I looked at my lesson plan and made a list of the areas a handout would be most useful, then decided what type of handout would be most suitable. I re-produced a pictorial OHT so the student would have a visual record of the main types of wounds. I devised a short test, which incorporates gapped questions, multiple choice questions and open questions.

This I would give out toward the end of the session the students will complete them and hand them in for marking. The test is intentionally short so that it can be marked quickly and handed back to the students at the end of the session. This gives rapid feedback to myself and the student on what they have learned, and I can see if my teaching methods and the aims of the session have been achieved. A white board will be used throughout the session to illustrate main headings, record the students answers to questions, the types of bleeding and treatment, the actions to be taken in the event of such emergencies. I had not thought about the use of Information Technology in my teaching of first aid or if I had I had dismissed it out of hand. Jean Torrington pointed out that it could be used as a type of distance learning package, I agree, I am now going to pursue the matter with my colleagues in college to see what and where we can go with it .

Bibliography Health and Safety Executive. Health and Safety in Care Homes, HSE Books, Her Majesty's Stationary Office (2001). Reece and Walker.

Teaching Training and Learning, A Practical Guide, (Fourth Edition) Business Education Publishers (2000). L. Walklin (1990). Teaching and Learning in Further Education, Stanley Thornes Publishers