



**Learning and Skills Development Agency
Vocational Learning Support Programme: 14–16
GCSE work-related assignments**

Title: Health and safety in the workplace

Sector and subject: Applied Science GCSE

Assignment number: 1

Units: 1 and 3, AQA 3861, Edexcel 2371, OCR 1497

Strand(s) of units: AQA 1E & 3A, Edexcel and OCR 1a & 3a

Brief statement about coverage of the strands:

This assignment contributes to **Applied Science GCSE** Unit 3: **science** in the **workplace**, and Unit 1: the importance of **health and safety** in the workplace.

About this assignment

Assignment 1 is based on Lloyds Pharmacy, but could be adapted for a similar company. Students will gain a greater appreciation of the role of a community pharmacy and the reasons for its situation relative to the area it serves.

Learning objectives

You will:

- find out, through observation and discussions with employees, how health and safety practices affect a real-life workplace
- learn about the business of a community pharmacy including the reasons for its location and the roles, qualifications and training needed by its staff
- experience the rigours of working in a science-based environment with constant interactions with both colleagues and the general public
- learn how to phrase questions to obtain the information you need, both in one-to-one situations and when using internet search engines
- find out how to put together information to produce coherent reports on the topics of 'Science in the workplace' and 'The importance of health and safety in the workplace'.

Learning outcomes

By the end of the assignment you should:

- understand the importance of health and safety practices in a science-based workplace
- know the hazards and risks associated specifically with a community pharmacy as well as those encountered in a general retail environment
- be able to describe the key services provided by a community pharmacy and their importance to the community
- know the roles of the staff within the pharmacy including the qualifications, training and personal skills they need
- be able to describe the Lloyds Pharmacy branch where you have worked and understand the factors that influence its location
- produce two written reports, one for Unit 1 and one for Unit 3, which draw on the information you have collected during the work experience placement, through your own research and, where applicable, by working collaboratively with other students.

Key concepts

A community pharmacy provides a range of services to the local area including the dispensing of controlled medicines, the provision of basic medical and medication advice, the retailing of health and personal care products and, usually, an agency for photographic processing.

Through this work experience placement, you will gain a greater appreciation of the role of a community pharmacy and the reasons for its situation relative to the area it serves. You will also be able to find out the qualifications and training needed by the different members of staff to fulfil their roles and the health and safety issues that occur in a science-related workplace with a public interface.

A generic grading structure is provided under assessment guidance, with a fuller, board-by-board, summary in appendix 1. It should be noted that to gain the higher grades you will have to research several different companies. This

could be achieved through individual research or by sharing their work placement findings through presentations, such as PowerPoint, to the rest of the group or perhaps videoconferencing with students in other schools.

Guided learning hours

The approximate number of guided learning hours is 50. This includes the time spent on work experience placement. The total number of learning hours, including self-directed study and research, is approximately 60.

Key skills opportunities

This assignment can be linked in with key skills in a number of ways.

Communication. You may be given the opportunity to contribute to discussions about your work experience placement and to give a short talk to peers or students in other schools on completion. You will have the opportunity to read and summarise information from a number of extended documents as well as having the opportunity to write extended documents of your own as your reports.

Information technology. You will have to search for and select information on your work experience employer and research career pathways in science to complete this assignment.

Broader key skills opportunities

Inherent in this type of extended assignment based on a work experience placement is the need to work collaboratively and cooperatively with others. There will be opportunities for small-scale problem solving on a day-to-day basis.

On both the work experience and the completion of the assignment, there is the opportunity to act on feedback from employers and teachers/mentors to improve individual performance.

There is a lot of scope for being enterprising in the collection of information for the written assignment and in the presentation of the two reports.

Assessment guidance

This work will contribute to assessment in the following areas. The two reports generated from this assignment will contribute to the overall coursework marks for Units 1 and 3 of GCSE Applied Science. The grading system for each exam board is given in appendix 1.

All students will (stage 1):

- produce a study of one organisation that uses science, describe where it is located and describe the jobs of those employed, including how they use science
- find out about health and safety in the workplace using a limited range of sources and information and showing a basic understanding of the issues researched.

This level of achievement is broadly equivalent to GCSE grades GG, FF and EE.

Most students will go on to stage 2 and:

- explain the location of the workplace
- match the jobs of the employees to their qualifications and explain the other skills they need
- use a bigger range of sources and information on health and safety, indicating why they were chosen and showing a better understanding of the issues researched.

This level of achievement is broadly equivalent to GCSE grades DD, CC and BB.

Some students will go further to stage 3 and:

- identify local, national and international organisations that use science, describing the products made or the services provided, explaining their importance to society
- give a detailed account of the skills and qualifications needed by scientists.

This level of achievement is broadly equivalent to GCSE grades BB, AA and A*A*.

Experience of work

You will carry out this assignment through a two-week work experience placement within the organisation concerned and through individual research.

You will need to make contact with the employer/contact person prior to the placement and determine times of work, appropriate dress, break arrangements etc. You will need to conduct yourselves in an appropriate manner throughout the placement. Ideally, you should show an interest in the placement and ask sensible questions based on your own interest as well as the needs of this assignment, but without being too pushy.

Student preparation

You need to prepare for this assignment and work experience placement by:

- reading through the assignment brief and task sheets carefully before starting
- contacting the employer/contact person as outlined in the assignment brief
- carrying out initial research to provide background for the assignment and to allow you to ask sensible, informed questions during your placement
- finding out and complying with all health and safety rules and procedures as they apply to this particular workplace (a community pharmacy)
- checking transport arrangements to ensure that you arrive at the placement on time
- making sure that you collect sufficient evidence to allow you to complete the written aspects of the assignment while on the work experience placement.

Recording evidence

You will need to record the information you acquire during the placement by completing the task sheets, making your own notes or using formats of your own devising.

You should not take digital photographs of the staff, customers or workplace without the permission of all those involved.

In writing up the final reports for this assignment, you should try to use the notes to compile a flowing report broken down into sections, rather than just submitting the completed task sheets.

Assignments and tasks – planning

You should read the associated brief (Get ready) and task sheets and plan your own work accordingly.

After completing your initial reports, provision should be built in for feedback to each other and possibly to students in other schools by means of videoconferencing.

Extension tasks

The extension tasks outlined in task sheet E are provided to enable you to broaden your reports to include information from a wide variety of science-related workplaces, so satisfying the criteria needed for the award of stage 3 marks.

Differentiation

Students working within stage 1, expected to achieve grades in the range GG to EE, should do most of the tasks associated with task sheets 1 and 2, writing on the sheets themselves.

Students working within stage 2, expected to achieve grades in the range DD to BB, should do all of the tasks associated with task sheets 1 and 2, writing on the sheets themselves and presenting other information as appropriate. They would also be expected to show evidence of individual research beyond the work placement.

Students working within stage 3, expected to achieve grades in the range BB to A*A*, should do all of the tasks associated with task sheets 1, 2 and E, writing up their evidence and conclusions in an appropriate format. They would also be expected to show extensive evidence of individual research beyond the individual work placement.

Guidance for students

The assignment you have to complete based on your work experience placement will take the form of two reports, one for Unit 1 on 'The importance of health and safety in the workplace' and the other for Unit 3 called 'Science in the workplace'. Both of these will significantly contribute to the coursework elements of your Applied Science GCSE.

You must keep records of the information that you obtain before and during the placement, but don't include personal details such as people's names or other sensitive data in the reports that you write. At the end of your placement you should thank your employer/contact person. If you do this in writing, a copy of the letter can be put forward as a contribution towards a key skills award.

Teachers' notes

Guidance on teaching approaches and organising the use of this unit of work

This assignment is designed to help students to use their work experience placement to produce coursework for their Applied Science GCSE covering aspects of Unit 1: developing scientific skills, and Unit 3: science at work. The precise criteria covered vary slightly according to exam board and can be checked in appendix 1.

All students undertaking this assignment should have studied health and safety in the workplace including hazards and risks, first aid and fire safety. Several useful interactive tools and websites can be used to remind students of this work in the run-up to the work placement including www.bbc.co.uk/health/first_aid_action and www.firesafe.org.uk

Students should be encouraged to take an active interest in the business of their placement. They should research the company before the placement commences and find out about the role of the community pharmacist. The internet can be used as the information source of choice for these activities; website addresses/hyperlinks are given on the brief page (Get ready). They should record all the sources of information that they use (needed specifically for AQA and OCR). They should make contact with the employer/contact person before the placement commences and should prepare the questions that they need to ask in advance.

The level of the assignment can be varied to suit the increasing demands of stages 1 to 3 in the marking criteria for the coursework. Targets for individual students should be discussed before the assignment starts and progress towards them can be a focus for work placement visits by school staff.

Guidance to specialists supporting the group or individual students

All persons supporting the students during the work experience placement and in the completion of this assignment should be given a set of the assignment sheets with the appendix 1 marking scheme relevant to the exam board being used.

The expected achievement target for the students should be discussed with the placement employer/contact person and any school staff visiting during the placement so that they can support and encourage the students through the tasks they need to complete.

Recording students' views about the work-related learning and ways of improving further

Students should be asked their views on both the assignment and the work experience placement. A simple questionnaire such as this would suffice.

Question	Response	Comment/explanation
Did you understand clearly what you needed to do for this assignment?		
Did you enjoy your placement?		
Were the staff at your placement helpful in providing information?		
Has the placement helped you to understand how a pharmacy works?		
Did you have enough time to complete your assignment?		
Has the placement helped you to develop as an individual?		
Have you learned any new skills during your placement?		
Was there anything that you would change if you repeated the placement?		
How could the placement and/or assignment be improved?		

Opportunities for careers education

The Lloyds Pharmacy and NHS websites (www.lloydspharmacy.com and www.nhscareers.nhs.uk) both give extensive information and advice on careers as well as providing onward links on specific career pathways.

Students should also be encouraged to discuss career options with their school or college service or personal adviser, and visit the Connexions website: www.connexions.gov.uk