



Accredited

**OCR LEVEL 2
CAMBRIDGE TECHNICAL
CERTIFICATE/DIPLOMA IN
HEALTH AND
SOCIAL CARE**

**ENSURING SAFE ENVIRONMENTS
IN HEALTH AND SOCIAL CARE**

T/600/6875

LEVEL 2 UNIT 4

GUIDED LEARNING HOURS: 30

UNIT CREDIT VALUE: 5

ENSURING SAFE ENVIRONMENTS IN HEALTH AND SOCIAL CARE

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LEVEL 2 UNIT 4

AIM OF THE UNIT

The safety of everyone within a health and social care setting is extremely important, especially when some people who use services may be unable to take responsibility for their own safety. Health and safety is a responsibility shared by us all and this unit will allow learners to explore that responsibility and relate it to health and social care contexts.

The aim of this unit is to enable learners to gain an understanding of health and safety within a health and social care environment. Learners will be introduced to risk assessment and will learn why it is necessary to identify hazards. Learners will also gain an understanding of the ways to reduce the risk of harm or injury to themselves and others. Learners may be encouraged to actively control and minimise risks that they have identified. Legislation and guidelines related to health and safety will be introduced along with responsibilities related to identifying hazards and reducing risks within health and social care.

PURPOSE OF THE UNIT

A hazard is something that has the potential to cause harm; it is not always possible to remove a hazard completely so ways to reduce risk of harm from hazards need to be considered. Therefore, it is essential that learners have knowledge and understanding of how to protect people who use services and health care workers from danger or harm.

This unit will allow learners to gain an awareness of the possible hazards within health and social care environments and the risk that could be posed by these hazards. Learners will begin to understand some of the responsibilities of employers, employees and people who use services in recognising hazards and risks within everyday activities. An understanding of some of the health and safety legislation and guidelines which employers must follow to ensure that the environment is safe for everyone will be explored. The process of risk assessment will be studied and learners will appreciate the importance of identifying hazards, considering risks, explaining ways of controlling the likelihood of injury or harm and even making recommendations to minimise risks as they are identified and where they cannot be entirely removed.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO) The learner will:	Pass The assessment criteria are the pass requirements for this unit. The learner can:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Know potential hazards in health and social care environments	P1 identify potential hazards that might arise in health and social care environments		D1 Describe the responsibilities of health and social care employers and employees in identifying potential hazards within settings.
2 Know main principles of health and safety legislation applied to health and social care environments	P2 outline the main features of current health and safety legislation as applied in health and social care		
3 Understand risk assessment processes related to health or social care	P3 explain risk assessment processes in the context of everyday activities in health or social care	M1 Explain possible ways to control risks using processes and procedures in health or social care	D2 Make recommendations to minimise specific risks in health or social care.

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

1 Know potential hazards in health and social care environments

- Hazards: Areas where hazards can occur within health and social care environments (e.g. Indoor; play rooms, dining rooms, rest areas. Outdoor; play areas, gardens)
- The hazard itself (e.g. equipment/toys, resources, furniture, storage, infection/disease, chemicals/cleaning products, medicines, fire, pollution, food/drink, abuse)
- Everyday activities which may involve risk (e.g. food preparation and eating, mobility and travel, work or education, care routines, hobbies/leisure)
- Responsibilities: employers, employees.

2 Know main principles of health and safety legislation applied to health and social care environments

- Legislation and guidelines: (e.g. Health and Safety at Work Act (HASAWA); Food Safety Act; Food Safety (General Food Hygiene) Regulations; Manual Handling Operations Regulations; Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR); Control of Substances Hazardous to Health (COSHH).

3 Understand risk assessment processes related to health or social care

- Risk assessment processes: identifying risks and potential hazards within health and social care environments; identifying who might be at risk; the level of risk; recording the findings
- Controlling risks: ways to minimise/remove the risk; possible actions to remove/reduce risk (e.g. raising awareness of hazards, use of safety equipment, modifying operational procedures, modification of an activity/process, Monitoring effectiveness of controls: procedures for controlling risks; review time scales of risks and controls; record keeping; roles of health and safety officer and care workers; policies and procedures.

DELIVERY GUIDANCE

LO1 Know potential hazards in health and social care environments

This unit requires learners to develop skills necessary for assessing the potential risk to users and workers within the health and social care sector; therefore it is helpful to use practical examples and/or scenarios in the delivery of this unit.

To introduce risk assessment learners should be reminded that every day we risk assess without realising it. Reinforce this by encouraging learners to write down all the hazards they may have encountered on their journey into college/school and then think about how they managed these hazards to reduce the risk of harm to themselves e.g. finding a safe place to cross a busy road or walking around holes in the pavement to avoid tripping.

When considering hazards within a health and social care environment learners could be given pictorial scenarios or descriptions of environments, for example 'Children aged 4 and 5 years will be taking part in a craft activity. Children will be given scissors, an assortment of coloured paper, catalogues/magazines with pictures of toys and glue. Or Older Adults taking part in a music and movement session, tables will be moved to create a space for residents to be seated comfortably. In small groups/pairs, learners could discuss exactly what the children/older adults will be doing and write down any potential hazards associated with the activity. This will give learners the opportunity to discuss their experiences and knowledge and apply that understanding to this context.

Learners will explore the responsibilities held by specific individuals (Health and Safety Officer) and those responsibilities inherent to us all in terms of identifying hazards and risks. However, this might be best explored after legislation (LO2) has been taught as responsibility is often indicated within legislation/guidelines.

LO2 Know main principles of health and safety legislation applied to health and social care environments

Requires learners to know main practical principles of the legislation which supports health and safety within a health and social care setting and consider how the legislation relates to the sector. A tutor presentation could be delivered to learners summarising the key points of each legislation; scenarios of situations could be given allowing learners the opportunity to consider which legislation is most likely to apply to the given situation.

For example, an older adult has a fall whilst in a day centre and requires surgery (RIDDOR); cleaning chemicals are being delivered to a care home (COSHH) spills on a floor within a children's play area (HASAWA); Helping older adults out of a chair (Manual Handling Operations Regulations) etc.

Guests or site visits could be used to ensure that learners know the roles and responsibilities of workers and policy makers within settings. Allowing learners to have information about their school/college risk assessment procedure might support learners' understanding of the differing roles within the process. For example, policy makers within the establishment, tutors risk assessing learner activity, learners following guidelines/rules to ensure their safety.

A guest speaker with responsibility for health and safety within a health or social care setting could give valuable input and highlight the importance of correct implementation of both legislation and risk assessment process.

LO3 Understand risk assessment processes related to health or social care

Learners could be given an example of a written risk assessment document similar to the example given below:

Task/activity	Potential hazard	Risk	Who could be affected	Control measures to remove/reduce risk
Cutting and sticking activity	Scissors	Cuts to self or others	Children /adults	Appropriate size equipment, close supervision. Children to sit down when using scissors. Glue to be non toxic and children be supervised.
	Glue	Eating Getting in eyes etc	Children	

Learners could complete a similar risk assessment document identifying 3 potential hazards from a given task/activity or from the scenarios considered for LO1. A 'round robin' task would develop learners' understanding of the process of risk assessment e.g. Small groups of learners could create scenarios or situations and ask other groups to identify the potential hazards within these scenarios, these could be then passed on again to allow a further group to consider the risks and a final group could suggest controls to minimise/remove the risk. This could be followed with a whole group discussion focusing on which control measure/s would be most effective to reduce/ remove the risk and how often this needs to be reviewed to ensure continued safety.

SUGGESTED ASSESSMENT SCENARIOS AND TASK PLUS GUIDANCE ON ASSESSING THE SUGGESTED TASKS

LO1

P1 Learners should identify the potential hazards within a room or activity within a health and social care context. This could be a craft activity, a care routine or an area within the setting. Learners could be given pictures of rooms/activities to give them the opportunity to identify potential hazards.

LO2

P2 Learners could produce posters or leaflets to be given to workers new to the sector, describing the main legislation and guidance relevant to the health and social care sector.

D1 A written account explaining the employers and employees responsibilities in identifying risks (related to both safety and legislation) should accompany the poster/leaflet.

LO3

P3 A table describing the terms; hazards, risks and controlling risks could be completed along with an account of how to undertake a risk assessment.

M1 Learners need to include a wide range of ways to control risks. Examples may be given by learners to support their understanding, although the emphasis should be on ways identified. For example, give children appropriately-sized safety-scissors would be an acceptable response as an example within an explanation of 'modifying activities.'

D2 Learners may make recommendations to minimise the risks involved in specific activities. The most holistic approach to this would be to use risks that the learners has identified themselves as part of earlier Learning Outcomes but specific risks may be presented to them in order that recommendations can be made. The focus for this assessment is taking specific actions to minimise a specific risk in an activity i.e. Noticing that children are using sharp metal scissors and recommending that they are replaced with child-safe versions or noting that an individual with a physical disability is having trouble accessing a given activity and making recommendations that promote inclusion.

Holistic scenario (combined assessment of all criteria)

Centres may wish to work in partnership with a local Health and/or Social care setting to provide Learners with the opportunity to conduct an inclusive review (risk assessment) of a live, working setting such as a care home. Learners might be escorted through the setting in small groups assessing risks and noting recommendations for improvements (Learners might be briefed on a selection of the Setting's policies and procedures prior to the exercise). This exercise may well culminate in a large group review session with Health and Social Care professionals where witness statements and Learner notes and recommendations (policies and specific risks) may form the basis of evidence for assessment.

MAPPING WITHIN THE QUALIFICATION TO THE OTHER UNITS

Unit 9 Creative and Therapeutic Activities in Health and Social Care

LINKS TO NOS

HSC22

a – Carry out health and safety checks before you begin work activities

b – Ensure your actions support health and safety in the place you work

HSC23 Develop your knowledge and practice

a – Evaluate your work

b – Use new and improved skills in your work

HSC24 Ensure your own actions support the care, protection and well-being of individuals

a – Relate to and support individuals in the way they choose

c – Assist in the protection of individuals



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always happy to answer questions and give advice.

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