

Model Assignment

January 2011

OCR Level 3 Certificate in Preparing to Work in Adult Social Care

Unit PWCS 37: Understand health and safety in adult social care settings

Please note:

This OCR model assignment may be used to provide evidence for the unit above. Alternatively, centres may wish to adapt this assignment or devise their own assignment for the purposes of assessment. It is the centre's responsibility to ensure that any adaptations made to this assignment allow candidates to meet all the assessment criteria in full.

The Ofqual accreditation number associated with this unit is:

Unit accreditation number L/602/3178

Qualification accreditation number 501/1674/5

This model assignment remains live for the life of this qualification

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Model Assignment: Candidate Information

OCR Level 3 Certificate in Preparing to Work in Adult Social Care

Unit PWCS 37: Understand health and safety in social care settings

CANDIDATE NAME: _____

General Information for Candidates

Q *Do I have to pass this assignment?*

A Yes. You must pass this assignment to achieve the full qualification.

Q *What help will I get?*

A Your tutor will help you when completing the OCR model assignment and will make sure that you know what resources/facilities you need and are allowed to use.

Q *What if I don't understand something?*

A It is your responsibility to read the assignment carefully and make sure you understand what you need to do and what you should hand in. If you are not sure, check with your tutor.

Q *Can I copy other people's work?*

A No. The work that you produce must be your own work and you may be asked to sign a declaration to say that the work is your own. You should never copy the work of other candidates or allow others to copy your work. Any information that you use from other sources, eg books, newspapers, professional journals, the Internet, must be clearly identified and not presented as your own work.

Q *Can I work in a group?*

A Yes. However, if you work in a group at any stage you must still produce work that shows your individual contribution.

Q *How should I present my work?*

A You can present your work in a variety of ways, eg hand-written, word-processed, on video. However, what you choose should be appropriate to the task(s). For some work, eg presentations, coaching sessions, role-play, work experience, you will need to provide proof that you completed the task(s). A witness statement or observation sheet could be used for this. If you are unsure, check with your tutor.

Q *When I have finished, what do I need to hand in?*

A You need to hand in the work that you have completed for each task. Do not include any draft work or handouts unless these are asked for. When you hand in your work make sure that it is labelled, titled and in the correct order for assessing.

Q *How will my work be assessed?*

A Your work will be marked by an assessor in your centre. The assessor will mark the work using the assessment criteria in the qualification specification.

Understand Health and Safety in Social Care Settings

There are a wide range of different social care settings for adults. Residential and nursing care settings are available for those no longer able to live in their own homes independently. There are also rehabilitation services, home care, independent living and community support settings available for those who require practical support to live in their own homes such as older people, people with physical disabilities, learning disabilities or mental health needs. Day care settings provide opportunities for individuals to participate in activities, socialise with others, learn and develop new or existing skills.

This assignment is about the knowledge and understanding of areas of health and safety required to work in a social care setting.

For this assignment you will show that you:

- understand the different responsibilities relating to health and safety in social care settings
- understand risk assessments and their importance in relation to health and safety
- understand procedures for responding to accidents and sudden illness
- understand how to reduce the spread of infection
- understand how to move and handle equipment and other objects safely
- understand the principles of assisting and moving an individual
- understand how to handle hazardous substances
- understand how to promote environmental safety procedures in the social care setting
- understand how to manage stress
- understand procedures regarding handling medication
- understand how to handle and store food safely

Remember:

- to keep a bibliography of all the sources you have used
- to meet the depth of the command words as given in the assessment criteria.

Tasks

Task 1: Understand the different responsibilities relating to health and safety in social care settings

Assessment Criteria 1.1, 1.2, 1.3, 1.4, 1.5 and 1.6

What is this task about?

Health and safety is an essential part of working in social care settings to ensure that social care workers are able to work in a safe, healthy and hazard free environment. You need to be aware of the legislation and workplace policies and procedures that exist in relation to general health and safety in a social care setting, including why health and safety tasks should only be carried out with special training. Knowing how to access additional support and information from a variety of sources will also be important.

Peter

Peter, 35, uses a wheelchair. This week he is planning to move into a new two bedroom flat, close to the offices where he works during the week. Peter employs the services of two personal assistants, one for weekdays and another for weekends. He employs both personal assistants himself and has enlisted their help for the planned move as he thinks that the move may well be quite stressful for him.

Simon, the personal assistant who supports Peter during the week, has decided to meet with him at the new flat as he wants to ensure that the new flat is going to be a safe living environment for Peter and a hazard free working environment for him and the other personal assistant.

Peter shows Simon round the partly furnished flat and expresses how much he is looking forward to moving in. Simon agrees with Peter that the flat is modern and spacious. He discusses with Peter the different responsibilities relating to health and safety that Peter has as well as those that Simon and his colleague, who are also employed by Peter, have.

Peter explains how he is unsure about whether the relevant legislation relating to health and safety applies to him as he is living in his own flat and not in a residential care home any more. Simon explains to him how health and safety legislation will still apply to him as his flat is also a working environment for him and his colleague. Simon then explains to Peter how both he and his colleague have recently completed a training update in promoting health and safety.

What do you have to do?

As a new employer, Peter will need to put together a **Guide** to help him in his new role.

You have been asked to produce this.

For this task you should produce information for the Guide that Peter can use with the personal assistants he employs. The information should include the following:

- **an identification** of legislation relating to health and safety in a social care setting

- **an explanation** of how health and safety policies and procedures protect those in social care settings. You should give examples to support your explanation.
- **a comparison of** the differences in the main health and safety responsibilities of: the social care worker, the employer or manager and others in the social care setting.
- **an identification** of situations in which the responsibility for health and safety lies with the individual.
- **an explanation** of why specific tasks should only be carried out with special training. You should give examples to support your explanation.
- **an explanation** of how to access additional support and information relating to health and safety. You should give examples to support your explanation.

Your evidence for this task will be the information for Peter's Guide which he can use with the personal assistants he employs.

Task 2: Understand risk assessments and their importance in relation to health and safety

Assessment Criteria 2.1, 2.2, 2.3, 2.4 and 2.5

What is this task about?

All employers must assess risks to their employees as well as to others such as visitors, agency staff, contractors and members of the public. You will need to show that you understand why it is important to assess health and safety risks, the steps to carrying out a risk assessment and how to address health and safety risks identified. You will also need to understand how risk assessment can help address dilemmas between an individual's rights and health and safety concerns and how to promote health and safety within social care settings.

Peter

As a new employer Peter is keen to ensure that when he moves into his flat it's a safe environment for his employees. Simon has agreed to support Peter in carrying out a full health and safety risk assessment for each room in his flat.

What do you have to do?

You should produce **information** that can go into Peter's Guide that includes the following:

- **an explanation** of why it is important to assess health and safety risks
- **an explanation** of the steps to carrying out a risk assessment
- **an explanation** of how to address potential health and safety risks identified.
- **an explanation** of how risk assessment can help address dilemmas between an individual's rights and health and safety concerns.

- **an explanation** of how to promote health and safety within the social care setting.

Your evidence for this task will be the information you've produced for Peter's Guide.

You should give examples to support the information you produce.

Task 3: Understand procedures for responding to accidents and sudden illness

Assessment criteria 3.1, 3.2, 3.3 and 3.4

What is this task about?

Accidents and sudden illness may at times occur in social care settings. You need to understand the procedures to be followed if an accident or sudden illness should occur in a social care setting. You also need to understand why it is important for emergency first aid tasks only to be carried out by qualified first aiders and the consequences of failing to follow emergency first aid procedures.

Peter

Peter and Simon then discuss the emergency procedures for responding to accidents and sudden illnesses that may occur in his flat. Simon explains how anyone who visits Peter may potentially have an accident or fall ill unexpectedly. Simon explains that both he and his colleague are first aid trained and qualified and therefore able to carry out first aid tasks if required to do so.

What do you have to do?

You should produce **information** that can go into Peter's Guide that includes the following:

- **a description** of the different types of accidents and sudden illness that may occur in a social care setting.
- **an explanation** of the procedures to be followed if an accident or sudden illness should occur.
- **an explanation** of why it is important for emergency first aid tasks only to be carried out by qualified first aiders
- **an explanation** of the consequences of failing to follow emergency first aid procedures

Your evidence for this task will be the information you've produced for Peter's Guide.

You should give examples to support the information you produce.

Task 4: Understand how to reduce the spread of infection

Assessment criteria 4.1, 4.2, 4.3 and 4.4

What is this task about?

Infection poses a danger to everyone and may lead to severe illness and fatalities. You need to work in a way that protects the individuals you work with, colleagues and visitors from the danger and harm of the spread of infection. You need to understand the routes by which an infection can get into the body and the ways in which your own health or hygiene might pose a risk. You must know the correct technique for effective hand washing and how different types of protective equipment can be used to prevent the spread of infection. You will also need to show you understand your own role in supporting others to follow practices that reduce the spread of infection.

Peter

At the weekend Peter receives support from his other personal assistant Vijay. After being shown round Peter's new flat Vijay sits down with Peter and agrees to support him with organising all his paperwork associated with his new flat, including recent bills and letters. Peter shows Vijay a letter about infection control that the housing association sent to him. Peter asks Vijay whether he needs to worry about this or not.

What do you have to do?

You should produce **information** that can go into Peter's Guide that includes the following:

- **a description** of the routes by which an infection can get into the body
- **an explanation** of the following prevention methods: hand washing, own personal hygiene, how to encourage the individual's personal hygiene
- **an evaluation** of different types of personal protective equipment and how they can prevent the spread of infection. You should give examples to support your evaluation.
- **an explanation** of your own role in supporting others to follow practices that reduce the spread of infection. You should give examples to support your evaluation

Your evidence for this task will be the information you've produced for Peter's Guide.

Task 5: Understand how to move and handle equipment and other objects safely

Assessment criteria 5.1, 5.2, 5.3 and 5.4

What is this task about?

Moving and handling equipment and objects incorrectly accounts for a large number of injuries. In care settings you may need to move equipment such as hoists, wheelchairs or objects like boxes of aprons. Some injuries can result in permanent damage leading to long term pain or discomfort. You will therefore need to understand the legislation that relates to moving and handling and the principles for safe moving and handling, including the reasons for moving and handling tasks to be carried out only following specialist training and the situations that may require additional support.

Peter

Peter has now had time to settle into his new flat and has asked Vijay to help him move the wardrobe over to the other side of his room. After completing a risk assessment for the task, Peter and Vijay agreed that the wardrobe is going to be too heavy to be moved by them. Peter has taken Vijay's advice and booked in an appointment with a local removal firm who have agreed to assist Peter with moving this item and a number of others.

What do you have to do?

You should produce **information** that can go into Peter's Guide that includes the following:

- **a description** of the main points of legislation that relates to moving and handling
- **an explanation** of how following principles for safe moving and handling protects those in the social care setting from injury or harm
- **an explanation** of situations that may require additional support necessary for safer moving and handling
- **an explanation** of why it is important for moving and handling tasks to be carried out following specialist training.

Your evidence for this task will be the information you've produced for Peter's Guide.

You should give examples to support the information you produce.

Task 6: Understand the principles of assisting and moving an individual

Assessment criteria 6.1, 6.2 and 6.3

What is this task about?

Moving and handling individuals incorrectly accounts for a large number of injuries to both social care workers and individuals in social care settings. You will need to understand the importance of having specialist training before assisting and moving an individual as well as the potential consequences if you do not have such training. You will also need to understand the consequences of not following an individual's care plan or not fully engaging with them when assisting and moving them.

Peter

Later on in the day when Peter returns from work Vijay supports him to transfer from his wheelchair onto his bed so he can have a rest before dinner. Peter has specific equipment that he uses when transferring from one position to another, including the use of a ceiling track hoist, a medium sized sling and a lifting handle which has been positioned above his bed to enable him to sit himself up or turn round in bed without having to call for assistance from his personal assistants.

Before helping Peter transfer onto his bed Vijay asks Peter whether he could look at his care plan and moving and handling guidelines.

What do you have to do?

You should produce **information** that can go into Peter's Guide. The information must include:

- **an explanation** of why it is important to have specialist training before assisting and moving an individual.
- **an explanation** of the potential consequences of assisting and moving an individual without specialist training.
- **an explanation** of the consequences of not following an individual's care plan or fully engaging with them when assisting and moving.

Your evidence for this task will be the information you have produced for Peter's Guide.

You should give examples to support the information you produce.

Task 7: Understand how to handle hazardous substances

Assessment criteria 7.1, 7.2 and 7.3

What is this task about?

In care settings you will come across hazardous substances. It is important you control exposure to these substances to protect yourself and others. You will need to understand the types of hazardous substances that can be found in social care settings. This includes understanding how to store, use and dispose of hazardous substances safely and the associated dangers of not following safe practices.

Peter

Vijay has agreed with Peter not see him today as he plans to attend a training update about the safe handling of hazardous substances. Peter asks Vijay to tell him more about what he means by hazardous substances and whether this is relevant to him living in his own home. Vijay then explains that the Control of Substances Hazardous to Health (COSHH) Regulations are in place to make work with hazardous substances safer. As his employer Peter will need to assess the health risks associated with any hazardous substances and will then need to take the appropriate steps to eliminate or control these health risks as well as monitor the effectiveness of these.

Vijay suggests to Peter that when he sees him again he will bring him some more information about hazardous substances.

What do you have to do?

You should produce **information** that can go into Peter's Guide that includes the following:

- **a description** of the types of hazardous substances that may be found in the social care setting.
- **an explanation** of safe practices for storing, using and disposing of hazardous substances.
- **an explanation** of the dangers associated with not following these safe practices.

Your evidence for this task will be the information you've produced for Peter's Guide.

You should give examples to support the information you produce.

Task 8: Understand how to promote environmental safety procedures in the social care setting

Assessment criteria 8.1, 8.2, 8.3 and 8.4

What is this task about?

Emergencies such as fires, gas leaks, floods, intruding and security breaches may occur in social care settings. To ensure your safety and that of others it is important that you understand the emergency arrangements in place as well as the procedures to be followed to prevent these emergencies from occurring; both of which are fundamental to the safety of everyone.

You will also need to show you have an understanding of how you would encourage others to adhere to environmental safety procedures as well as of the importance of having an emergency plan in place to deal with unforeseen incidents.

Peter

After Peter's return from work today his Housing Officer visits him to see how he has settled in to his new flat. He also confirms with Peter the arrangements he has in place in the event of an environmental emergency such as a fire, flood or security breach occurring.

What do you have to do?

You should produce **information** that can go into Peter's Guide that includes the following:

- **an explanation** of procedures to be followed in the social care setting to prevent fire, gas leaks, floods, intruding and security breaches.
- **an explanation** of procedures to be followed in the social care setting in the event of fire, gas leaks, floods, intruding and security breaches.
- **an explanation** of ways you would encourage others to adhere to environmental safety procedures.
- **an explanation** of the importance of having an emergency plan in place to deal with unforeseen incidents.

Your evidence for this task will be the information you've produced for Peter's Guide.

You should give examples to support the information you produce.

Task 9: Understand how to manage stress

Assessment criteria 9.1, 9.2 and 9.3

What is this task about?

At times care workers can experience stress. If stress is not managed properly this can lead to the care worker feeling anxious and unable to manage their workload. You need to understand how to identify the common signs and indicators of stress as this will enable you to recognise these signs and indicators in both yourself and others. It will also be important for you to understand the different ways to manage stress.

Peter

Peter has been feeling unwell over the last few days and has been receiving additional support from Simon, his personal assistant. He has appreciated Simon working longer hours and has found it useful to be able to offload some of his anxieties and talk these through with Simon, who knows him well.

This morning when Simon arrives to support him, Peter is concerned that Simon is not his usual self. He asks Simon how he is feeling as he seems a little quiet and withdrawn.

What do you have to do?

You should produce a **self-help leaflet** for workers dealing with stress. Your leaflet must include:

- a **description** of common signs and indicators of stress
- a **description** of factors that tend to trigger own stress
- an **evaluation** of strategies for managing stress

Your evidence for this task will be the self-help leaflet you've produced.

Task 10: Understand procedures regarding handling medication

Assessment criteria 10.1, 10.2 and 10.3

What is this task about?

Handling medication safely requires specialist training. You will need to show you understand the main points of agreed procedures that exist for handling medication safely. You will also need to understand why medication must only be handled following specialist training and the consequences of handling medication without such training.

Peter

Peter has been prescribed some medication by his GP as he has recently been diagnosed with epilepsy. Peter self-medicates and will only require support from his personal assistants to prepare the correct medication he needs to take every day, morning and evenings. Both Simon and Vijay will assist him with this by preparing his medication for the week ahead in a medication box that is divided into compartments for days and times, ready for Peter to take. Both personal assistants have had specialist training.

What do you have to do?

You should produce **information** that can go into Peter's Guide that includes the following:

- **a description** of the main points of agreed procedures about handling medication
- **an explanation** of the reasons why medication must only be handled following specialist training
- **an explanation** of the consequences of handling medication without specialist training.

Your evidence for this task will be the information you've produced for Peter's Guide.

You should give examples to support the information you produce.

Task 11: Understand how to handle and store food safely

Assessment criteria 11.1, 11.2 and 11.3

What is this task about?

Adhering to food safety hygiene practices when handling and storing food is important; not doing so may have serious consequences for everyone. It is for this reason that all social care settings must pay careful attention to personal hygiene standards, how food is prepared and cooked and how cross-contamination can be prevented. You need to show you understand the food safety standards relevant to a social care setting. You will also need to understand how to store and dispose of food safely, as well as maximise hygiene when handling food including being aware of the potential consequences of not following food safety standards.

Peter

Peter, Simon and Vijay have recently attended a training update on how to handle and store food safely. The training proved to be very informative and has raised their awareness of the practices to follow when handling, storing and disposing of food. The training update enabled them to reflect on food-related practices that must be followed.

What do you have to do?

You should produce **information** that can go into Peter's Guide that includes:

- **a description** of the main points of food safety standards relevant to a social care setting
- **an explanation** of how to store food
- **an explanation** of how to maximise hygiene when handling food
- **an explanation** of how to dispose of food
- **an explanation** of the potential consequences of not following food safety standards

Your evidence for this task will be the information you've produced for Peter's Guide

You should give examples to support the information you produce.

Candidate Evidence Checklist

OCR Level 3 Certificate in Preparing to Work in Adult Social Care

UNIT PWCS 37: Understand health and safety in adult social care settings

CANDIDATE NAME: _____

CENTRE NUMBER: _____

For Task 1 (AC 1.1, 1.2 ,1.3, 1.4, 1.5 and 1.6) have you:	Completed (✓)
Identified legislation relating to health and safety in a social care setting	
Explained how health and safety policies and procedures protect those in social care settings	
Compared the differences in the main health and safety responsibilities of: the social care worker, the employer or manager, others in the social care setting	
Identified situations in which the responsibility for health and safety lies with the individual	
Explained why specific tasks should only be carried out with special training	
Explained how to access additional support and information relating to health and safety	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Information for the Guide	
<input type="checkbox"/> or other (please give details) _____	

For Task 2 (AC2.1. 2.2, 2.3 and 2.4) have you:	Completed (✓)
Explained why it is important to assess health and safety risks	
Explained the steps to carrying out a risk assessment	
Explained how to address potential health and safety risks identified	
Explained how risk assessment can help address dilemmas between an individual's rights and health and safety concerns	
Explained how to promote health and safety within the social care setting	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Information for the Guide	
<input type="checkbox"/> or other (please give details) _____	

For Task 3 (AC 3.1, 3.2, 3.3 and 3.4) have you:	Completed (✓)
Described different types of accidents and sudden illness that may occur in a social care setting	
Explained procedures to be followed if an accident or sudden illness should occur	
Explained why it is important for emergency first aid tasks only to be carried out by qualified first aiders	
Explained the consequences of failing to follow emergency first aid procedures	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Information for the Guide	
<input type="checkbox"/> or other (please give details) _____	

For Task 4 (AC 4.1, 4.2, 4.3 and 4.4) have you:	Completed (✓)
Described the routes by which an infection can get into the body	
Explained the following prevention methods: hand washing, own personal hygiene, encouraging the individual's personal hygiene	
Evaluated different types of personal protective equipment and how they can prevent the spread of infection	
Explained own role in supporting others to follow practices that reduce the spread of infection	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Information for the Guide	
<input type="checkbox"/> or other (please give details) _____	

For Task 5 (AC 5.1, 5.2, 5.3 and 5.4) have you:	Completed (✓)
Described the main points of legislation that relates to moving and handling	
Explained how following principles for safe moving and handling protects those in the social care setting from injury or harm	
Explained situations that may require additional support necessary for safer moving and handling	
Explained why it is important for moving and handling tasks to be carried out following specialist training	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Information for the Guide	
<input type="checkbox"/> or other (please give details) _____	

For Task 6 (AC 6.1, 6.2 and 6.3) have you:	Completed (✓)
Explained why it is important to have specialist training before assisting and moving an individual	
Explained the potential consequences of assisting and moving an individual without specialist training	
Explained the consequences of not following an individual's care plan or fully engaging with them when assisting and moving	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Information for the Guide	
<input type="checkbox"/> or other (please give details) _____	

For Task 7 (AC 7.1, 7.2 and 7.3) have you:	Completed (✓)
Described types of hazardous substances that may be found in the social care setting	
Explained safe practices for: storing hazardous substances, using hazardous substances, disposing of hazardous substances	
Explained the dangers associated with not following these safe practices	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Information for the Guide	
<input type="checkbox"/> or other (please give details) _____	

For Task 8 (AC 8.1, 8.2, 8.3 and 8.4) have you:	Completed (✓)
Explained procedures to be followed in the social care setting to prevent: fire, gas leak, floods, intruding, security breach	
Explained procedures to be followed in the social care setting in the event of: fire, gas leak, floods, intruding, security breach	
Explained how you would encourage others to adhere to environmental safety procedures	
Explained the importance of having an emergency plan in place to deal with unforeseen incidents	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Information for the Guide	
<input type="checkbox"/> or other (please give details) _____	

For Task 9 (AC 9.1, 9.2 and 9.3) have you:	Completed (✓)
Described common signs and indicators of stress	
Described factors that tend to trigger own stress	
Evaluate strategies for managing stress	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Information for the Guide	
<input type="checkbox"/> or other (please give details) _____	

For Task 10 (AC 10.1, 10.2 and 10.3) have you:	Completed (✓)
Described the main points of agreed procedures about handling medication	
Explained why medication must only be handled following specialist training	
Explained the consequences of handling medication without specialist training	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Information for the Guide	
<input type="checkbox"/> or other (please give details) _____	

For Task 11 (AC 11.1, 11.2 and 11.3) have you:	Completed (✓)
Described the main points of food safety standards in a social care setting	
Explained how to store food, maximise hygiene when handling food and dispose of food	
Explained the potential consequences of not following food safety standards	
Evidence provided (please ✓):	Ref/Page no(s)

<input type="checkbox"/> Information for the Guide	
<input type="checkbox"/> or other (please give details) _____	

I confirm that the items indicated above are attached. These have been assessed and provide sufficient evidence to demonstrate that the learner has achieved all of the assessment criteria for this unit.

Assessor name: _____

Assessor signature: _____

Internal quality assurer name: _____

Internal quality assurer signature: _____

Date: _____

I confirm that the evidence provided is a result of my own work.

Candidate signature: _____ **Date:** _____

Model Assignment: Tutor Information

OCR Level 3 Certificate in Preparing to Work in Adult Social Care

Unit PWCS 37: Understand health and safety in social care settings

Guidance For Centres

1 General

- 1.1 OCR model assignments are available to download from our website: www.ocr.org.uk.
- 1.2 This assignment has been designed to meet the full assessment requirements of the unit. Candidates will need to take part in a planned learning programme that covers the underpinning knowledge and skills of the unit.
- 1.3 No changes can be made to the assessment criteria, but the model assignment can be changed in terms of:
 - the scenario, which can be contextualised or amended to suit local needs. However, the scenario must still be set within a society, health and development context.
 - the type of evidence required and the format it takes (providing the assessment criteria do not demand specific evidence or format)
- 1.4 If modifications are made to the model assignment it is up to the centre to ensure that all assessment criteria are adequately covered.

2 Before carrying out the assignment

- 2.1 Candidates should be provided with a copy of the *Candidate Information* section of this assignment.
- 2.2 Candidates may carry out preparations prior to undertaking the tasks; there is no time limit for this.

3 When completing the assignment

- 3.1 Candidates should be allowed sufficient time to complete all of the tasks. The amount of time may vary depending on the nature of the tasks and the ability of individual candidates. It is suggested that evidence is produced in several sessions.
- 3.2 Each candidate must produce individual and authentic evidence for each task within the assignment.
- 3.3 Centre staff may give support and guidance to candidates. This support and guidance should focus on checking that candidates understand what is expected of them. It is not acceptable for tutors to provide model answers or to work through answers in detail.
- 3.4 Candidates may use information from any relevant source to help them with producing evidence for the tasks.

4 After completing the assignment

- 4.1 Candidates' evidence is assessed by the centre's assessor against the unit specification. For further information about assessment please refer to the section on Assessment and Moderation in the Centre Handbook.
- 4.2 Assessors' decisions should be quality assured across the centre through internal standardisation. For further information about internal quality assurance please refer to the section on Assessment and Moderation in the Centre Handbook.

5 Presentation of work

- 5.1 Candidates must use the *Candidate Evidence Checklist* provided to ensure that they submit evidence for ALL tasks. They can do this by using the *Candidate Evidence Checklist* as a contents page inserting references/page numbers in the boxes provided.
- 5.2 Centres may wish to discourage candidates from excessive use of plastic wallets for presentation of their evidence as this may hinder the assessment process. Instead centres may wish to encourage candidates to present their work so that it is easily accessible, eg spiral bound, stapled booklet, treasury tag.

6 Acceptable evidence

- 6.1 For guidance on generation and collection of evidence please refer to the section on Assessment and Moderation in the Centre Handbook.

7 Reworking the assignment

- 7.1 If candidates do not meet the requirements for the assessment criteria, further work will be required.
- 7.2 Tutors may give feedback to candidates to support and guide them in producing evidence to the required standard.

8 Submission of work

- 8.1 Work must only be submitted for moderation only when the centre assessor is satisfied that the evidence meets the assessment criteria in full.

Notes For Tutors

Introduction to the Tasks

This unit is aimed at those who are interested in, or new to, working in adult social care settings. By completing this unit learners will develop their knowledge around areas of health and safety required to working in a social care setting.

These guidance notes should be used in conjunction with the unit specification and Centre Handbook.

The Tasks

Task 1: Understand the different responsibilities relating to health and safety in social care settings

Assessment Criteria 1.1, 1.2, 1.3, 1.4, 1.5 and 1.6 are assessed in this task.

What will learners need to do to achieve this task?

Learners will need to show their understanding of the different responsibilities relating to health and safety in social care settings. To be able to achieve this task, learners will need to be aware of the relevant legislation and work place policies and procedures relating to health and safety including how policies and procedures provide protection to those in social care settings. Learners will also need to understand the different health and safety responsibilities social care workers, the employer or manager as well as others have. This task is also about making learners aware of situations in which the responsibility for health and safety lies with the individual, the reasons why specific tasks should only be carried out with special training as well as how to access additional support and information relating to health and safety.

Assessment Criterion 1.1 requires learners to **list** legislation relating to health and safety in a social care setting.

Assessment Criterion 1.2 requires learners to **explain** health and safety policies and procedures protect those in social care settings.

Tutors could ask learners to explore the relevant legislation relating to health and safety in a social care setting. Tutors could either ask learners to divide up into pairs to conduct some independent research. The Health & Safety Executive (HSE) website is a useful source of information for researching relevant legislation. In terms of researching how health and safety workplace policies and procedures protect those in social care settings, the tutor could ask the group to consider 'real' examples of different health and safety procedures and learners could then be asked to present their findings to the group in the form of a verbal or written explanation.

Tutors could ask learners to divide up into small groups, give them a list of different legislation and then ask them which ones they think relate to health and safety in a social care setting. A whole group discussion could then follow; each learner could then be asked to produce a leaflet or poster identifying relevant legislation relating to health and safety.

Assessment Criterion 1.3 requires learners to **compare** the differences in the main health and safety responsibilities of: the social care worker, the employer or manager and others in the social care settings.

Tutors could ask learners to divide into three groups; each group representing the perspective of the social care worker, the employer or manager or individual and then ask them to find out the main health and safety responsibilities of their designated role. This activity could generate a discussion in each of the groups and then the findings could be acted out through role plays for each group. A whole group discussion could then follow to generate information about the similarities and differences that exist for each. Learners could then be asked to examine each of the roles of social care worker, employer or manager and others in the social care setting in detail looking at the differences in the main health and safety responsibilities for each. Learners could then provide verbal or written information about these.

Assessment Criterion 1.4 requires learners to **identify** situations in which the responsibility for health and safety lies with the individual.

Tutors could use the case study, Peter, to generate a group discussion around situations in which the responsibility for health and safety lies with the individual. In the case study Peter has a dual role and therefore two sets of responsibilities as he is the individual receiving a service as well as the employer.

Assessment Criterion 1.5 requires learners to **explain** why specific tasks should only be carried out with special training.

Assessment Criterion 1.6 requires learners to **explain** how to access additional support and information relating to health and safety.

Learners could be asked to interview two practitioners from two different social care settings to generate information about why specific tasks should only be carried out with special training and how additional support and information relating to health and safety can be accessed. Learners could then be asked to explain, either verbally or in writing, why specific tasks should only be carried out with special training and how to access additional support and information relating to health and safety.

Task 2: Understand risk assessments and their importance in relation to health and safety

Assessment Criteria 2.1, 2.2, 2.3, 2.4 and 2.5 are assessed in this task.

What will learners need to do to achieve this task?

Learners will need to demonstrate their understanding of risk assessments and their importance in relation to health and safety. To be able to achieve this task, learners will need to understand the reasons why it is important to assess health and safety risks and how to do this through the risk assessment process. Learners will also need a good understanding of how to address potential health and safety risks that have been identified as well as how risk assessment can help address dilemmas between an individual's rights and health and safety concerns. Learners will also explore how to promote health and safety within the social care setting which is fundamental to taking care of their own and others' safety.

Assessment Criterion 2.1 requires learners to **explain** why it is important to assess health and safety risks.

Tutors could ask learners to consider the situation in the case study to think about why it is important to assess health and safety risks and how the risk assessment process works in

practice. Learners could be asked to complete this work either independently or in groups and then share their findings with the whole group which could be recorded on a flip chart or smart board.

Assessment Criterion 2.2 requires learners to **explain** the steps to carrying out a risk assessment.

Tutors could begin by exploring with the group what is meant by a risk assessment. The Five Steps to Risk Assessment leaflet available from the HSE's website would be a useful source of information for a whole group discussion. The five steps to risk assessment could then be written down on separate cards and the whole group divided into two and then each group asked to put in order as quickly as possible the five steps of risk assessment. Learners could then be asked to provide a verbal or written explanation of the steps to carrying out a risk assessment.

Assessment Criterion 2.3 requires learners to **explain** how to address potential health and safety risks identified.

Tutors could ask learners to divide up into three groups and then give them a series of health and safety scenarios that may occur in social care settings and for each one explain how to address potential health and safety risks identified and how to promote health and safety within the social care setting.

Assessment Criterion 2.4 requires learners to **explain** how risk assessment can help address dilemmas between an individual's rights and health and safety concerns.

Tutors could ask the whole group to consider how risk assessment can help address dilemmas between an individual's rights and health and safety concerns. The situation in the case study could be used as a basis for this or learners could be asked to consider different scenarios that may arise in a social care setting such as an individual who insists on using their favourite armchair which is broken or an individual who does not want to use their walking frame.

Assessment Criterion 2.5 requires learners to **explain** how to promote health and safety within the social care setting.

Tutors could arrange for learners to take a tour of two different rooms and be asked to identify the potential health and safety risks and then explain how they would promote health and safety within social care settings. Each learner could think of this task from the perspective of an employee, manager, visitor or individual – role plays could be used for these.

Task 3: Understand procedures for responding to accidents and sudden illness

Assessment criteria 3.1, 3.2, 3.3 and 3.4 are assessed in this task.

What will learners need to do to achieve this task?

Learners will need to demonstrate their understanding of procedures for responding to accidents and sudden illness in social care settings. To be able to achieve this task, learners will need to be able to describe the different types of accidents and sudden illness that may occur in a social care setting. Learners will also need to have a good understanding of the procedures to be followed if an accident or sudden illness should occur as well as why it is important for emergency first aid tasks only to be carried out by qualified first aiders and the consequences of failing to follow emergency first aid procedures.

Assessment Criterion 3.1 requires learners to **describe** different types of accidents and sudden illness that may occur in a social care setting.

Tutors could ask learners to divide up into three groups; each representing a different social care setting. Each group could be asked to conduct some research to identify the different types of accidents and sudden illness that may occur in a social care setting. They could use either the

HSE's website, specifically the pages on work-related injuries and ill health in health and social work for information. Learners could then be asked to present their findings to the whole group. A whole group discussion could then follow before learners are asked to write or speak about the different types of accidents and sudden illness that may occur in a social care setting.

Assessment Criterion 3.2 requires learners to **explain** the procedures to be followed if an accident or sudden illness should occur.

Tutors could introduce the principles of RIDDOR to the whole group or give the whole group an information handout on RIDDOR which could be produced from the information on the HSE's website. Each learner could then be given a different accident or sudden illness to consider before being asked to explain the procedures to be followed if an accident or sudden illness should occur.

Tutors could also use examples of 'real' procedures from different social care settings as a basis for the whole group to discuss.

Assessment Criterion 3.3 requires learners to **explain** why it is important for emergency first aid tasks only to be carried out by qualified first aiders.

Assessment Criterion 3.4 requires learners to **explain** the consequences of failing to follow emergency first aid procedures.

Tutors could ask learners to interview three first aiders to generate information about why it is important for emergency first aid tasks only to be carried out by qualified first aiders and the consequences of failing to follow emergency first aid procedures. Learners could then prepare questionnaires to use in their interviews and afterwards share or present their findings to the group, either in writing or verbally. A whole group discussion could then follow to reinforce the key points. Role plays could be used to illustrate the importance of first aid tasks being carried out only by qualified first aiders and what the consequences are of not doing so. The HSE's website includes some examples of first aid case studies that could be used as a basis for this activity

Task 4: Understand how to reduce the spread of infection

Assessment criteria 4.1, 4.2, 4.3 and 4.4 are assessed in this task.

What will learners need to do to achieve this task?

Learners will need to demonstrate their knowledge of how to reduce the spread of infection. To be able to achieve this task, learners will need to understand the different routes by which an infection can get into the body as well as the different prevention methods that exist to stop or reduce the spread of infection. It will also be important for learners to understand about the different types of personal protective equipment and how they can prevent the spread of infection. Learners will need to have a good understanding of their own role in supporting others to follow practices that reduce the spread of infection.

Assessment Criterion 4.1 requires learners to **describe** routes by which an infection can get into the body.

Tutors could ask learners to draw an outline of the human body either on a flip chart or smart board and then be asked to think about the different routes by which an infection can get into the body. Tutors could then reinforce the correct responses with some additional information handouts and each learner could then be asked to describe the routes by which an infection can get into the body, either verbally or in writing, giving detailed information about each of these. Alternatively this activity could form the basis of a whole group discussion.

Assessment Criterion 4.2 requires learners to **explain** the following prevention methods: hand washing, own personal hygiene and encouraging the individual's personal hygiene.

Learners could be asked to interview three different practitioners to generate information about the different types of prevention methods that are used to minimise the risks of the spread of infection. Learners could prepare questionnaires to use in their interviews and afterwards share or present their findings to the group or provide an explanation, either in writing or verbally, of the following prevention methods: hand washing, own personal hygiene and encouraging the individual's personal hygiene.

Assessment Criterion 4.3 requires learners to **evaluate** different types of personal protective equipment and how they can prevent the spread of infection.

Assessment Criterion 4.4 requires learners to **explain** their own role in supporting others to follow practices that reduce the spread of infection.

Learners could use the steps to thorough hand washing poster produced by the HSE, as well as other information handouts on different types of personal protective equipment as a basis for the discussion.

Learners could then be divided up into three groups with each group considering different types of personal protective equipment and putting forward their reasons why it is the most effective method to prevent the spread of infection. A whole group debate could then follow. Learners could then be asked to review each of the different perspectives discussed and make a reasoned judgement as to how the different types of PPE can prevent the spread of infection.

Learners could then be asked to consider and explain their own role in supporting others to follow practices that reduce the spread of infection.

Task 5: Understand how to move and handle equipment and other objects safely

Assessment criteria 5.1, 5.2, 5.3 and 5.4 are assessed in this task.

What will learners need to do to achieve this task?

Learners will need to show their understanding of how to move and handle equipment and other objects safely. To be able to achieve this task, learners will need to understand the main pieces of legislation that relate to moving and handling, including how following principles for safe moving and handling protects those in the social care setting from injury or harm. It will also be important for learners to understand the situations that may require additional supports for safer moving and handling as well as the reasons why it is important for moving and handling tasks to be carried out following specialist training only.

Assessment Criterion 5.1 requires learners to **describe** the main points of pieces of legislation that relates to moving and handling.

Tutors could ask learners to divide up into two groups to find out the details of the legislation that exists relating to moving and handling. Tutors could use the HSE website as one source for such information. Alternatively tutors could give learners different cards, each with the names of different legislation and ask them to research each one before identifying the key legislation that relates to moving and handling. Learners could then be asked to present their findings to the group. A whole group discussion could then follow before learners are asked to identify either verbally or in writing legislation that relates to moving and handling.

Assessment Criterion 5.2 requires learners to **explain** how following principles for safe moving and handling protects those in the social care setting from injury or harm.

Tutors could ask learners to interview two different practitioners or moving and handling trainers to generate information about how following principles for safe moving and handling protects those in the social care setting from injury or harm. Learners could prepare questionnaires to use in their

interviews and afterwards share or present their findings to the group. They could then, either in writing or verbally, explain showing how following principles for safe moving and handling protects those in the social care setting from injury or harm and why it is important for moving and handling tasks to be carried out following specialist training.

Assessment Criterion 5.3 requires learners to **explain** situations that may require additional supports necessary for safer moving and handling.

Assessment Criterion 5.4 requires learners to **explain** why it is important for moving and handling tasks to be carried out following specialist training.

Tutors could ask learners to consider different situations that may require additional support for safer moving and handling. The scenarios could be written on a series of cards; each learner could then take a card and think about whether additional support is required, giving their reasons why. Learners could then be asked to share or present their findings to the group and then, either in writing or verbally, explain why additional support is necessary in some situations. Learners could then reflect on why it is important for moving and handling tasks to be carried out following specialist training.

Task 6: Understand the principles of assisting and moving an individual

Assessment criteria 6.1, 6.2 and 6.3 are assessed in this task.

What will learners need to do to achieve this task?

Learners will need to show their understanding of the principles of assisting and moving an individual. To be able to achieve this task, learners will need to understand the importance of having specialist training before assisting and moving an individual. Learners will also need to be aware of the role an individual's care plan plays when assisting and moving them as well as the importance of ensuring individuals are fully engaged in the process. Being aware of the potential consequences of assisting and moving an individual without specialist training is fundamental to learners' work practices.

Assessment Criterion 6.1 requires learners to **explain** why it is important to have specialist training before assisting and moving an individual.

Assessment Criterion 6.2 requires learners to **explain** the potential consequences of assisting and moving an individual without specialist training.

Assessment Criterion 6.3 requires learners to **explain** the consequences of not following an individual's care plan and fully engaging with them when assisting and moving.

Tutors could arrange for learners to interview three different practitioners to generate information on this topic. Learners could share or present their findings to the group either in writing or verbally.

Tutors could also ask learners to divide up into two groups and consider two different situations, one in which specialist training is provided to an individual before assisting and moving them and another in which it isn't. Learners could be asked to act out what might happen in each case. A whole group discussion could then ensure about each group's role play to discuss the consequences that could arise when safe handling practices are not adhered to.

Tutors could ask learners to think about the characters in the case study in terms of the impact on each of them if specialist training was not in place before assisting and moving Peter, or if Peter was not fully engaged or his care plan followed. Learners could also complete this activity through role plays, each learner assuming one of the different case study characters prior to a whole group discussion taking place.

Task 7: Understand how to handle hazardous substances

Assessment criteria 7.1, 7.2 and 7.3 are assessed in this task.

What will learners need to do to achieve this task?

For this task learners will need to demonstrate their knowledge of how to handle hazardous substances. To be able to achieve this task, learners will need to understand the different types of hazardous substances that may be found in a social care setting. Learners will also need to have a good understanding of safe practices for storing, using and disposing of hazardous substances as well as the dangers associated with not following these safe practices.

Assessment Criterion 7.1 requires learners to **describe** types of hazardous substances that may be found in the social care setting.

Tutors could begin by asking learners to explore with the whole group the meaning of a hazardous substance under the Control of Substances Hazardous to Health Regulations. A word storm could then follow and learners be asked to conduct some independent research using the HSE's website of the different types of hazardous substances that may be found in social care settings. Learners could then present their findings with examples of such hazardous substances in the form a leaflet or information handout giving detailed information about each type.

Assessment Criterion 7.2 requires learners to **explain** safe practices for storing, using and disposing of hazardous substances.

Tutors could ask learners to divide up into three groups and conduct some research around safe practices for hazardous substances. Group 1 could be asked to research practices for the storage of hazardous substances, Group 2 for the use of hazardous substances and Group 3 for the disposal of hazardous substances. Each group could then be asked to present their findings to the group. A whole group discussion could then follow before learners are asked to give a written or verbal explanation about safe practices for storing, using and disposing of hazardous substances.

Assessment Criterion 7.3 requires learners to **explain** the dangers associated with not following these safe practices.

Tutors could arrange for learners to interview three different practitioners to generate information about safe practices for storing, using and disposing of hazardous substances including the dangers of not following these safe practices. Learners could prepare questionnaires to use in the interviews and afterwards share or present their findings to the group, either in writing or verbally.

Task 8: Understand how to promote environmental safety procedures in the social care setting

Assessment criteria 8.1, 8.2, 8.3 and 8.4 are assessed in this task.

What will learners need to do to achieve this task?

Learners will need to show that they understand how to promote environmental safety procedures in social care settings. To be able to achieve this task, learners will need to be aware of and understand the procedures to follow to prevent emergencies such as fires, gas leaks, floods, intruding or security breaches. It will also be important for learners to understand and be aware of what actions to take in the event of any of these emergencies occurring and the correct procedures to follow. Learners will also need to show an understanding of the importance of having an emergency plan in place to deal with unforeseen incidents as well as being able to know how to encourage others to adhere to environmental safety procedures is fundamental to promoting these procedures in social care settings.

Assessment Criterion 8.1 requires learners to **explain** the procedures to be followed in the social care setting to prevent fire, gas leaks, floods, intruding and security breaches.

Tutors could use the case study, Peter, to generate a group discussion around the procedures to be followed in the social care setting to prevent emergencies such as fires, gas leaks, floods, intruding and security breaches. Learners could use role plays to develop these ideas further.

Learners could also be given a drawing of a floor plan of a social care setting and then be asked to identify on it preventative devices and systems to prevent environmental emergencies from occurring.

Assessment Criterion 8.2 requires learners to **explain** the procedures to be followed in the social care setting in the event of fire, gas leaks, floods, intruding and security breaches.

Tutors could make available to learners different examples of 'real' procedures that have been designed to be used in social care settings and discuss these with the whole group. In order to check learners' understanding each step of the procedure could then be cut up into separate strips of paper and learners could then be asked to place each step of the procedure in the correct order before being asked to explain the details of the actions to take in the event of these emergencies occurring.

Assessment Criterion 8.3 requires learners to **explain** how you would encourage others to adhere to environmental safety procedures.

Tutors could arrange for learners to interview two different managers or health and safety officers in a social care setting to generate information about how they encourage others to adhere to environmental safety procedures. Learners could prepare questionnaires to use in their interviews and afterwards share or present their findings to the group or outline their findings either in writing or verbally.

Assessment Criterion 8.4 requires learners to **explain** the importance of having an emergency plan in place to deal with unforeseen incidents.

Tutors could make available to learners an example of a 'real' emergency plan of a social care setting and uses this as a basis of a whole group discussion.

Task 9: Understand how to manage stress

Assessment criteria 9.1, 9.2 and 9.3 are assessed in this task.

What will learners need to do to achieve this task?

Learners will need to demonstrate their understanding of how to manage stress effectively. To be able to achieve this task, learners will need to be able to describe common signs and indicators of stress as well as the different factors that tend to trigger own stress. It will also be important for learners to understand the different strategies for managing stress.

Assessment Criterion 9.1 requires learners to **describe** common signs and indicators of stress.

Tutors could arrange for learners to work in pairs and consider a range of different scenarios and then identify whether there are any signs and indicators of stress described in these. The series of work-related stress case studies described on the HSE's website could be useful scenarios to consider when developing this activity. Learners could then be asked to present their findings to the group and a whole group discussion could then follow around the common signs and indicators in the various scenarios. Learners could then be asked to describe, either verbally or in writing, the common signs and indicators of stress.

Tutors could ask learners to conduct some independent research and then produce a leaflet or information handout of the common signs and indicators of stress. Each learner could then be asked to present their information handout to the other groups and discuss their findings.

Assessment Criterion 9.2 requires learners to **describe** factors that tend to trigger own stress.

Assessment Criterion 9.3 requires learners to **evaluate** strategies for managing stress.

Tutors could ask learners to think about the factors that tend to trigger their own stress and then interview each other about this; discussing any similarities and differences they may share. Learners could then be asked to reflect on these discussions and then describe factors that tend to trigger their own stress.

Task 10: Understand procedures regarding handling medication

Assessment criteria 10.1, 10.2 and 10.3 are assessed in this task.

What will learners need to do to achieve this task?

Learners will need to demonstrate their understanding of the procedures to follow for handling medication. To be able to achieve this task, learners will need to understand the main points of agreed procedures about handling medication. Learners will also need to understand why medication must only be handled following specialist training including the consequences of not doing so.

Assessment Criterion 10.1 requires learners to **describe** the main points of agreed procedures about handling medication.

Assessment Criterion 10.2 requires learners to **explain** the reasons why medication must only be handled following specialist training.

Assessment Criterion 10.3 requires learners to **explain** the consequences of handling medication without specialist training

Tutors could arrange for learners to interview three practitioners from different social care settings to generate information about the agreed procedures they follow for handling medication. Learners could prepare questionnaires to use in their interviews and afterwards share or present their findings to the group, either in writing or verbally.

Tutors could ask learners to divide up into two groups and each group could be asked to discuss a 'real' procedure for the handling of medication in a social care setting. Learners could then be asked to give detailed information, either in writing or by speaking about the main points of agreed procedures for handling medication, including why medication must only be handled following specialist training and consequences of not doing so.

Tutors could use case study, Peter, to generate a group discussion around why medication must only be handled following specialist training, exploring with the group the consequences of not doing this. Learners may also choose to reflect on a scenario they have come across in the media or through someone they know in terms of this activity.

Task 11: Understand how to handle and store food safely

Assessment criteria 11.1, 11.2 and 11.3 are assessed in this task.

What will learners need to do to achieve this task?

Learners will need to demonstrate their understanding of how to handle and store food safely. To be able to achieve this task, learners will need to understand the food safety standards that are relevant to social care settings as well as the potential consequences of not following these. It will

also be important for learners to have a good understanding of how to follow safe practices when storing food, handling food and disposing of food.

Assessment Criterion 11.1 requires learners to **describe** the main points of food safety standards in a social care setting.

Tutors could ask learners to conduct some independent research to find out the food safety standards relevant to a social care setting. Learners could then be asked to present their findings to the group. A whole group discussion could then follow before learners are asked to describe these, either verbally or in writing.

Assessment Criterion 11.2 requires learners to **explain** how to store food, maximise hygiene when handling food and dispose of food.

Tutors could arrange for learners to interview three chefs from different social care settings to generate information about how to store food safely, maximise hygiene when handling food and dispose of food safely. They could also look at the consequences of not doing so. Learners could prepare questionnaires to use in their interviews and afterwards share or present their findings to the group or provide an explanation either in writing or verbally.

Tutors could make available to learners examples of 'real' procedures used in different social care settings for handling food safely. Learners could then discuss these and then feed back on the discussion.

Assessment Criterion 11.3 requires learners to **explain** the potential consequences of not following food safety standards.

Learners could be asked to conduct some independent research and then produce an information handout of the food safety standards relevant to a social care setting of their choosing as well as the consequences of not following these. Each learner could then be asked to present their detailed information handout to the whole group and discuss their findings.