

<b>Unit Title:</b>	<b>Understand health and safety in social care settings</b>
Unit sector reference:	PWCS 27
Level:	2
Credit value:	4
Guided learning hours:	40
Unit expiry date:	31/08/2015
Unit accreditation number:	R/602/3179

## Unit purpose and aim

This unit is aimed at those who are interested in, or new to, working in a social care setting. It introduces knowledge and understanding of areas of health and safety required to work in a social care setting.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
1 Understand the different responsibilities relating to health and safety in social care settings	1.1 List legislation relating to general health and safety in a social care setting 1.2 Describe the main points of health and safety policies and procedures 1.3 Outline the main health and safety responsibilities of: <ul style="list-style-type: none"> <li>• the social care worker</li> <li>• the employer or manager</li> <li>• Individuals</li> </ul> 1.4 Identify tasks relating to health and safety that should only be carried out with special training 1.5 Describe how to access additional support and information relating to health and safety	<p><b>Current legislation and subsequent amendments</b> may include:</p> <ul style="list-style-type: none"> <li>• Health &amp; Safety at Work Act</li> <li>• The Management of Health &amp; Safety Work Regulations</li> <li>• Control of Substances Hazardous to Health Regulations (COSHH)</li> <li>• Manual Handling Operations Regulations</li> <li>• The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)</li> <li>• Personal Protective equipment regulations</li> </ul> <p><b>Policies and procedures</b> may include agreed ways of working as well as formal policies and procedures</p> <p><b>Main points</b> may include:</p> <ul style="list-style-type: none"> <li>• the significant risks in relation to the workplace and work tasks</li> </ul>

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
		<ul style="list-style-type: none"> <li>• control measures for hazards</li> <li>• the arrangements for reporting accidents or health problems</li> <li>• the arrangements for first aid, fire and emergencies</li> <li>• who the key person is for health and safety matters</li> <li>• how health and safety is communicated in the workplace</li> <li>• the arrangements to protect others</li> </ul> <p><b>Individual</b> refers to someone requiring care or support</p> <p><b>Responsibilities of the social care worker</b> may include:</p> <ul style="list-style-type: none"> <li>• to take reasonable care for own and others' health and safety</li> <li>• to report to employer potential and actual hazards and risks</li> <li>• to take part in health and safety training</li> <li>• to understand and comply with health and safety instructions and procedures</li> </ul> <p><b>Responsibilities of the employer or manager</b> may include:</p> <ul style="list-style-type: none"> <li>• to provide a safe place of work</li> <li>• to assess risks and take action to reduce them</li> <li>• to provide information, instruction, training and supervision</li> <li>• to provide safety signs</li> <li>• to provide adequate welfare and first aid facilities</li> </ul> <p><b>Responsibilities of individuals</b> may include:</p> <ul style="list-style-type: none"> <li>• to understand and comply with health and safety instructions and procedures</li> </ul>

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
		<ul style="list-style-type: none"> <li>• to take reasonable care for own and others' health and safety</li> </ul> <p><b>Tasks</b> that the learner should not carry out without special training may include those relating to:</p> <ul style="list-style-type: none"> <li>• use of equipment</li> <li>• first aid</li> <li>• medication</li> <li>• assisting and moving</li> <li>• emergency procedures</li> <li>• food handling and preparation</li> </ul> <p><b>Accessing additional support and information</b> may include</p> <ul style="list-style-type: none"> <li>• appointed person(s) responsible for health and safety</li> <li>• line manager</li> <li>• Health and safety Executive (HSE)</li> <li>• Environmental Health department</li> </ul>
2 Understand the use of risk assessments in relation to health and safety	2.1 Define what is meant by 'hazard' and 'risk' 2.2 Describe how to use a health and safety risk assessment 2.3 Explain how and when to report potential health and safety risks that have been identified 2.4 Describe how risk assessment can help address dilemmas between an individual's rights and health and safety concerns	<p><b>Meaning of hazard</b> may include:</p> <ul style="list-style-type: none"> <li>• the potential to cause harm e.g. working practice</li> </ul> <p><b>Meaning of risk</b> may include:</p> <ul style="list-style-type: none"> <li>• the likelihood of harm occurring e.g. through exposure to a hazard</li> </ul> <p><b>Using a risk assessment</b> may include:</p> <ul style="list-style-type: none"> <li>• identifying hazards</li> <li>• evaluating risks</li> <li>• taking precautions</li> <li>• reviewing risks</li> <li>• reporting and recording outcomes</li> </ul> <p><b>Reporting potential risks</b> may include:</p> <ul style="list-style-type: none"> <li>• recording findings on a risk assessment form</li> </ul>

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
		<ul style="list-style-type: none"> <li>• communicating findings immediately to manager/appointed health and safety representative</li> </ul> <p><b>When to report potential risks</b> may include:</p> <ul style="list-style-type: none"> <li>• immediately</li> <li>• when existing control measures are inadequate</li> <li>• when additional control measures are required</li> <li>• when there have been changes to original risk assessment e.g. changes to working practices</li> </ul> <p><b>Risk assessment can help by e.g.:</b></p> <ul style="list-style-type: none"> <li>• making the individual aware of the risks</li> <li>• making the individual aware of the responsibilities employees and the employer have</li> <li>• being used as the basis for safe working arrangements</li> </ul>
3 Understand procedures for responding to accidents and sudden illness	3.1 Describe different types of accidents and sudden illness that may occur in a social care setting  3.2 Outline the procedures to be followed if an accident or sudden illness should occur  3.3 Explain why it is important for emergency first aid tasks only to be carried out by qualified first aiders	<p><b>Accidents</b> may include:</p> <ul style="list-style-type: none"> <li>• falls</li> <li>• burns and scalds</li> <li>• slips and trips</li> <li>• swallowing a hazardous substance</li> </ul> <p><b>Sudden Illness</b> may include:</p> <ul style="list-style-type: none"> <li>• cardiac arrest</li> <li>• difficulty with breathing</li> <li>• stroke</li> <li>• hypoglycaemia</li> <li>• seizures</li> <li>• loss of consciousness</li> <li>• food poisoning</li> </ul> <p><b>Procedures</b> may include:</p> <ul style="list-style-type: none"> <li>• recording and reporting of accident or illness with full details</li> <li>• registered person submitting notification to</li> </ul>

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
		<p>CQC and HSE</p> <ul style="list-style-type: none"> <li>• informing individuals' next of kin</li> </ul> <p><b>Reasons</b> may include:</p> <ul style="list-style-type: none"> <li>• to comply with health and safety legislation</li> <li>• to preserve life</li> <li>• to minimise the consequences of injury and illness</li> <li>• to treat injuries and illnesses effectively</li> </ul>
4 Know how to reduce the spread of infection	4.1 List routes by which an infection can get into the body 4.2 Describe ways in which own health or hygiene might pose a risk to an individual or to others at work 4.3 Explain the most thorough method for hand washing 4.4 Describe when to use different types of <b>personal protective equipment</b>	<p><b>Routes of infection</b> may include:</p> <ul style="list-style-type: none"> <li>• blood circulation</li> <li>• digestive</li> <li>• respiratory</li> <li>• body fluids</li> </ul> <p><b>Own health or hygiene might pose a risk</b> by e.g:</p> <ul style="list-style-type: none"> <li>• causing a serious infection</li> <li>• causing illness</li> <li>• causing fatalities</li> </ul> <p><b>Method may include:</b></p> <ul style="list-style-type: none"> <li>• using soap</li> <li>• using running water</li> <li>• using hot water</li> <li>• thoroughly</li> <li>• frequently</li> <li>• rubbing palms and interlacing fingers</li> <li>• after every contact with an individual, body fluids or tasks</li> </ul> <p><b>Personal protective equipment</b> – refers to any protective equipment or clothing that an employer must provide where risks have been identified. This may include:</p> <ul style="list-style-type: none"> <li>• gloves</li> <li>• aprons</li> <li>• masks</li> <li>• hair nets</li> </ul>

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
		<b>When to use</b> may include: <ul style="list-style-type: none"> <li>• during personal care</li> <li>• handling waste</li> <li>• a change of activity</li> <li>• to protect the carer</li> <li>• to protect the individual</li> </ul>
5 Know how to move and handle equipment and other objects safely	5.1 Identify legislation that relates to moving and handling 5.2 List principles for safe moving and handling 5.3 Explain why it is important for moving and handling tasks to be carried out following specialist training	<b>Current legislation</b> may include: <ul style="list-style-type: none"> <li>• Manual handling Operations Regulations</li> <li>• Health &amp; Safety at Work Act</li> </ul> <b>Principles</b> may include: <ul style="list-style-type: none"> <li>• avoiding hazardous manual handling</li> <li>• conducting a full risk assessment of load, task, environment and individual</li> <li>• reporting immediately any difficulties</li> <li>• adhering to agreed working practices</li> <li>• using equipment correctly</li> </ul> <b>Reasons</b> may include: <ul style="list-style-type: none"> <li>• to comply with legislation</li> <li>• to minimise injury to individual, self or others</li> <li>• to safeguard own and others health and safety</li> <li>• to apply agreed working practices</li> <li>• to use equipment correctly</li> </ul>
6 Understand the principles of assisting and moving an individual	6.1 Explain why it is important to have specialist training before assisting and moving an individual 6.2 Explain the importance of following an individual's <b>care plan</b> and fully engaging with them when assisting and moving	<b>Reasons</b> may include: <ul style="list-style-type: none"> <li>• to understand individual's needs and preferences</li> <li>• to meet individual's needs and preferences</li> <li>• to apply agreed working practices</li> <li>• to move the individual safely and correctly</li> <li>• to minimise injury to individual, self or others</li> </ul>

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
		<p><b>Care Plan</b> – may be known by other names (e.g. support plan, individual plan). It is the document where day-to-day requirements and preferences for care and support are detailed</p> <p><b>Importance of care plan and fully engaging with individual</b> may include:</p> <ul style="list-style-type: none"> <li>• to understand individual's needs and preferences</li> <li>• to meet individual's needs and preferences</li> <li>• to move the individual safely and correctly</li> <li>• to involve individual as an active participant in process</li> <li>• to minimise injury to individual, self or others</li> <li>• as a way of ensuring that move is comfortable for the individual</li> </ul>
7 Know how to handle hazardous substances	7.1 Identify hazardous substances that may be found in the social care setting  7.2 Describe safe practices for: <ul style="list-style-type: none"> <li>• Storing hazardous substances</li> <li>• Using hazardous substances</li> <li>• Disposing of hazardous substances</li> </ul>	<p><b>Hazardous Substances</b> may include:</p> <ul style="list-style-type: none"> <li>• cleaning materials</li> <li>• disinfectants</li> <li>• body fluids</li> <li>• medication</li> </ul> <p><b>Safe practices for storing</b> may include:</p> <ul style="list-style-type: none"> <li>• in correct and labelled containers only</li> <li>• under correct conditions as per instructions</li> <li>• in a secure area</li> </ul> <p><b>Safe practices for using</b> may include:</p> <ul style="list-style-type: none"> <li>• reading instructions on label before using</li> <li>• not mixing substances together incorrectly</li> <li>• only using substances if trained to do so</li> <li>• using PPE as instructed</li> </ul>

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
		<ul style="list-style-type: none"> <li>• reporting any difficulties immediately</li> </ul> <p><b>Safe practices for disposing</b> may include:</p> <ul style="list-style-type: none"> <li>• under correct conditions as per instructions</li> <li>• by following disposal workplace procedure</li> </ul>
8 Know environmental safety procedures in the social care setting	8.1 Outline procedures to be followed in the social care setting to prevent: <ul style="list-style-type: none"> <li>• Fire</li> <li>• Gas leak</li> <li>• Floods</li> <li>• Intruding</li> <li>• Security breach</li> </ul> 8.2 Outline procedures to be followed in the social care setting in the event of: <ul style="list-style-type: none"> <li>• Fire</li> <li>• Gas leak</li> <li>• Floods</li> <li>• Intruding</li> <li>• Security breach</li> </ul>	<p><b>Procedures to prevent fire</b> may include:</p> <ul style="list-style-type: none"> <li>• no smoking</li> <li>• not having fire doors propped open</li> <li>• checking appliances are turned off</li> <li>• checking plugs are switched off</li> <li>• following a procedure checklist</li> </ul> <p><b>Procedures to prevent gas leaks</b> may include:</p> <ul style="list-style-type: none"> <li>• checking appliances are turned off e.g. cooker, fire</li> </ul> <p><b>Procedures to prevent floods</b> may include:</p> <ul style="list-style-type: none"> <li>• being aware of how to turn off main water supply</li> <li>• ensuring taps are turned off after use e.g. bath, sink</li> </ul> <p><b>Procedures to prevent intruding</b> may include:</p> <ul style="list-style-type: none"> <li>• being vigilant of security of building i.e. doors, windows</li> <li>• locking doors and windows</li> <li>• not giving out key codes to others</li> <li>• following a procedure checklist</li> </ul> <p><b>Procedures to prevent security breaches</b> may include:</p> <ul style="list-style-type: none"> <li>• being vigilant of security of building i.e. doors, windows</li> <li>• reporting any concerns</li> </ul>

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
		<ul style="list-style-type: none"> <li>• following a procedure checklist</li> </ul> <p><b>Procedures to follow in event of fire</b> may include:</p> <ul style="list-style-type: none"> <li>• raise the alarm</li> <li>• dial 999 or inform health and safety officer/manager immediately</li> <li>• go to fire assembly point</li> <li>• move self and others away from danger area if safe to do</li> </ul> <p><b>Procedures to follow in event of a gas leak</b> may include:</p> <ul style="list-style-type: none"> <li>• dial 999 or inform health and safety officer/manager immediately</li> <li>• do not turn any switches on/off</li> <li>• go to assembly point</li> <li>• move self and others away from building immediately</li> <li>• record incident</li> </ul> <p><b>Procedures to follow in event of a flood</b> may include:</p> <ul style="list-style-type: none"> <li>• turn off main water supply</li> <li>• dial 999 or inform health and safety officer/manager immediately</li> <li>• do not turn any switches on/off</li> <li>• go to assembly point</li> <li>• move self and others away from building immediately</li> <li>• record incident</li> </ul> <p><b>Procedures to follow in event of intruding</b> may include:</p> <ul style="list-style-type: none"> <li>• dial 999 or inform health and safety officer/manager immediately</li> <li>• move self and others to a safe area if possible</li> <li>• record incident</li> </ul>

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
		<p><b>Procedures to follow in event of a security breach</b> may include:</p> <ul style="list-style-type: none"> <li>• dial 999 or inform health and safety officer/manager immediately</li> <li>• move self and others away from building immediately</li> <li>• record incident</li> </ul>
9 Know how to manage <b>stress</b>	9.1 Identify common signs and indicators of stress 9.2 Identify circumstances that tend to trigger own stress 9.3 Describe ways to manage stress	<p><b>Stress</b> can have positive as well as negative effects, but in this unit the word is used to refer to negative stress</p> <p><b>Common signs and indicators of stress</b> may include:</p> <ul style="list-style-type: none"> <li>• feeling more tearful or sensitive</li> <li>• loss of motivation</li> <li>• changes in sleep patterns</li> <li>• changes in eating habits</li> </ul> <p><b>Circumstances</b> may include:</p> <ul style="list-style-type: none"> <li>• increased demands from others</li> <li>• changes in working practices or new working practices</li> <li>• changes in team members</li> <li>• relationships</li> <li>• unexpected changes i.e. financial, personal, work</li> </ul> <p><b>Ways</b> may include:</p> <ul style="list-style-type: none"> <li>• taking time out for yourself</li> <li>• talking through how you feel with your line manager</li> <li>• attending any stress management courses available</li> <li>• engaging in relaxing activities whilst away from work</li> </ul>
10 Understand procedures regarding <b>handling medication</b>	10.1 Describe the main points of agreed procedures about handling medication 10.2 Identify who is	<p><b>Handling medication</b> may include:</p> <ul style="list-style-type: none"> <li>• ordering</li> <li>• receiving</li> <li>• storage administration</li> </ul>

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
	<p>responsible for medication in a social care setting</p> <p>10.3 Explain why medication must only be handled following specialist training</p>	<ul style="list-style-type: none"> <li>• recording</li> <li>• disposal</li> </ul> <p><b>Person responsible for medication</b> may include:</p> <ul style="list-style-type: none"> <li>• trained worker</li> <li>• designated person</li> <li>• individual when self-medicating</li> </ul> <p><b>Reasons</b> may include:</p> <ul style="list-style-type: none"> <li>• to comply with legislation</li> <li>• to ensure it is administered safely</li> <li>• to ensure it is administered correctly</li> <li>• as workers are accountable for their actions</li> </ul>
<p>11 Understand how to handle and store food safely</p>	<p>11.1 Identify food safety standards relevant to a social care setting</p> <p>11.2 Explain how to:</p> <ul style="list-style-type: none"> <li>• Store food</li> <li>• Maximise hygiene when handling food</li> <li>• Dispose of food</li> </ul> <p>11.3 Identify common hazards when handling and storing food</p>	<p><b>Current food safety standards</b> may include:</p> <ul style="list-style-type: none"> <li>• Food Standards Act</li> <li>• Food safety workplace policy</li> <li>• Food safety guidelines</li> </ul> <p><b>Storing food</b> may include:</p> <ul style="list-style-type: none"> <li>• ensuring all food stored is covered over</li> <li>• storing food on correct shelf/container in fridge/cupboard</li> <li>• labelling with date all food stored</li> <li>• storing cooked food when cooled down</li> </ul> <p><b>Maximising hygiene</b> may include:</p> <ul style="list-style-type: none"> <li>• keeping yourself clean</li> <li>• wearing protective clothing</li> <li>• keeping workplace clean</li> <li>• using separate utensils and equipment for different types of food</li> <li>• regular and thorough hand washing</li> </ul>

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
		<p><b>Disposing of food</b> may include:</p> <ul style="list-style-type: none"> <li>• wiping all spillages quickly</li> <li>• ensuring all left over food is disposed of quickly</li> <li>• ensuring bins are emptied frequently</li> </ul> <p><b>Common hazards</b> e.g:</p> <ul style="list-style-type: none"> <li>• not cooking/heating food until piping hot</li> <li>• re-heating food more than once</li> <li>• using food that has passed its use-by date</li> <li>• not following correct thawing instructions for food</li> <li>• contamination through different foods spilling onto each other</li> </ul>

## Assessment

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This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

This unit is knowledge based. OCR will provide a set assignment which candidates must complete. The assignment can be downloaded from the web page for this qualification on OCR's website: [www.ocr.org.uk](http://www.ocr.org.uk)

## Guidance on assessment and evidence requirements

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OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

## National Occupational Standards (NOS) mapping/signposting

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This unit has been developed by Skills for Care and Development in partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in health and social care developed by Skills for Care and Development:

HSC 22

HSC 221

Content recurs throughout HSC NOS knowledge requirements.

**NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at [www.ukstandards.co.uk](http://www.ukstandards.co.uk)**

## Functional skills signposting

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This section indicates where candidates may have an opportunity to develop their functional skills.

**Link to functional skills standards <http://www.qcda.gov.uk/15565.aspx>**

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

## Resources

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### Books

Handling Home Care: Achieving Safe, Efficient and Positive Outcomes for Care Workers and Clients, HSE, HSE Books, 2002

Health and Safety: A Workbook for Social Care Workers (knowledge and skills for social care workers), Collins S, Jessica Kingsley Publishers, 2009

Health and Safety in Care Homes, HSE, HSE Books, 2001

### Websites

[www.hse.gov.uk](http://www.hse.gov.uk)

(Health and Safety Executive – the independent regulator for work-related health, safety and illness)

[www.food.gov.uk](http://www.food.gov.uk)

(Food Standards Agency – an independent government department responsible for food safety and standards)

## Additional information

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For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care.