

Model Assignment

January 2011

OCR Level 2 Certificate in Preparing to Work in Adult Social Care

Unit PWCS 27: 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 R/602/3179

Qualification accreditation number 501/1673/3

This model assignment remains live for the life of this qualification.

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Model Assignment: Candidate Information

OCR Level 2 Certificate in Preparing to Work in Adult Social Care

Unit PWCS 27: 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 the use of risk assessments in relation to health and safety
- understand procedures for responding to accidents and sudden illness
- know how to reduce the spread of infection
- know how to move and handle equipment and other objects safely
- understand the principles of assisting and moving an individual
- know how to handle hazardous substances
- know environmental safety procedures in the social care setting
- know 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 and 1.4

What is this task about?

Health and safety is an essential part of working in social care settings. It ensures 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. Everyone has a part to play in maintaining health and safety in social care settings and so in this task you will have an opportunity to explore the main health and safety responsibilities that social care workers, employers or managers and individuals may have. Knowing how to access additional support and information from a variety of sources will also be important.

Kathryn

Kathryn, 22, has recently been appointed as a support worker in Byfords, a residential care home for older people. Byfords is well established in the local area and provides 24 hour care and support to 22 individuals who live there. The home consists of two floors; this includes 22 individual en-suite rooms, communal areas for living, welfare facilities for staff and access to a large garden. Over the next three weeks Kathryn will be receiving her initial induction training about health and safety areas relating to her role and duties. Graham, the appointed health and safety officer in Byfords, will be conducting Kathryn's health and safety induction.

Graham begins Kathryn's induction by showing her Byfords' Health and Safety file. This includes information about the main legislation relevant to health and safety as well as the Home's health and safety policies and procedures and code of practice. Graham explains to Kathryn how it is very important that she is aware of these and understands the health and safety requirements that affect not only her but also others, such as her colleagues, manager and visitors to the Home. Graham then mentions to Kathryn that statistics from the Health & Safety Executive reflect how approximately 10% of all workplace accidents are attributed to a lack of effective health and safety training.

What do you have to do?

You have been asked to produce a **Guide** for Kathryn's initial induction training that includes the following:

- a **list** of legislation relating to general health and safety in a social care setting
- a **description** of the main points of health and safety policies and procedures. **You should give examples to support your description.**
- an **outline of** the main health and safety responsibilities of: the social care worker, the employer or manager and individuals

- **an identification of** tasks relating to health and safety that should only be carried out with special training.
- **a description** how to access additional support and information relating to health and safety. **You should give examples to support your description.**

Your evidence for this task will be your Guide for Kathryn’s initial induction training.

Task 2: Understand the use of risk assessments in relation to health and safety

Assessment Criteria 2.1, 2.2, 2.3 and 2.4

What is this task about?

It is a legal requirement that all employers assess risks to their employees as well as to others. Others can include individuals that use services, visitors, including individuals’ family and friends, contractors and members of the general public. You need to understand the meaning of the terms ‘hazard’ and ‘risk’ and how to use a health and safety risk assessment. To help address dilemmas between an individual’s rights and health and safety concerns you should know how and when to report potential health and safety risks and how to complete a risk assessment. This will help you to understand the purpose and role of using health and safety risk assessments in the workplace.

Kathryn

Graham explains to Kathryn Byfords’ procedure for reporting health and safety risks. This includes explaining to her the purpose of risk assessment.

What do you have to do?

You should produce **an information brief** for Kathryn that includes the following:

- **a definition** of what is meant by ‘hazard’ and ‘risk’
- **a description** of how to use a health and safety risk assessment. **You should give examples to support your description.**
- **an explanation** of how and when to report potential health and safety risks that have been identified. **You should give examples to support your explanation.**
- **A description** of how risk assessment can help address dilemmas between an individual’s rights and health and safety concerns. **You should give examples to support your description.**

Your evidence for this task will be your Information Brief for Kathryn.

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

Assessment criteria 3.1, 3.2 and 3.3

What is this task about?

Accidents and sudden illness may at times occur in social care settings. It is very important that you understand the correct emergency procedures to follow for responding to accidents and sudden illness. You will also need to understand why it is important that emergency first aid tasks are only carried out by qualified first aiders.

Kathryn

Graham and Kathryn discuss the common types of accidents and sudden illness that may occur in adult social care settings. Graham and Kathryn also discuss Byfords' accident and sudden illness procedure and Graham shows Kathryn where the accident book is kept in the office. Graham then informs Kathryn that all the Team Leaders and the Manager at Byfords are qualified first aiders and they are the only ones that can carry out emergency first aid tasks.

What do you have to do?

You should produce **an information brief** for Kathryn that includes the following:

- **a description** of the different types of accidents and sudden illness that may occur in a social care setting. **You should give examples to support your description.**
- **an outline** 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.

Your evidence for this task will be your Information Brief for Kathryn.

Task 4: Know 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 to use for effective hand washing as well as when to use different types of protective equipment.

Kathryn

Graham explains to Kathryn about the different routes by which an infection can get into the body and how infection is spread. They then discuss the methods to prevent and reduce the spread of infection including thorough and frequent hand washing and the effective use of personal protective equipment. Graham also shows Kathryn the HSE's effective hand washing poster that illustrates the steps to thorough hand washing.

What do you have to do?

- a) You should produce **an information brief** for Kathryn that includes the following:
- **a list** of the routes by which an infection can get into the body
 - **a description** of the ways in which your own health or hygiene might pose a risk to an individual or to others at work. **You should give examples to support your description.**
 - **a description** of when to use different types of personal protective equipment. **You should give examples to support your description.**
- b) a verbal explanation and a demonstration of the most thorough method for hand washing.

Your evidence for this task will be your Information Brief for Kathryn and a witness statement to support your verbal explanation and demonstration of hand washing.

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

Assessment criteria 5.1, 5.2 and 5.3

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 how to move and handle equipment and objects safely at work. You will also 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.

What you have to do?

You have been asked to produce a **Reference Leaflet** to give to Kathryn as a reminder of the key points of the training. Your Reference Leaflet must include:

- **an identification** of legislation that relates to moving and handling in care settings
- **a list** of the principles for safe moving and handling in care settings
- **an explanation** of why it is important for moving and handling tasks to be carried out following specialist training. **You should give examples to support your explanation.**

Your evidence for this task will be your Reference Leaflet for Kathryn.

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

Assessment criteria 6.1 and 6.2

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 need to understand the principles of assisting and moving individuals to ensure safe and effective work practices. You will also need to understand the importance of having specialist training before assisting and moving an individual. You need to know the importance of following an individual's care plan and involving them in the process when assisting and moving them.

Kathryn

Kathryn will be undertaking some one-to-one training over the course of the following week before assisting and moving any individuals at Byfords. Each individual at Byfords has moving and handling guidelines depending on their individual needs, preferences, mobility and health. This means it's important to follow an individual's care plan when assisting and moving them and checking their care plan before every move.

What do you have to do?

You have been asked to produce a **Leaflet** for Kathryn's training session to include:

- **an explanation** of why it is important to have specialist training before assisting and moving an individual
- **an explanation** of the importance of following an individual's care plan and fully engaging with them when assisting and moving

Your evidence for this task will be your Leaflet for Kathryn's training session.

Task 7: Know how to handle hazardous substances

Assessment criteria 7.1 and 7.2

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 identify hazardous substances. This includes understanding how to store, use and dispose of hazardous substances safely.

Kathryn

Kathryn is shown where hazardous substances are stored and Graham shows Kathryn the COSHH file and completed risk assessments that include detailed records of all hazardous substances identified in the workplace, the risks associated with these and the control measures in place.

What do you have to do?

You have been asked to produce **an information sheet** to be included in the COSHH file to:

- **identify** hazardous substances that may be found in the social care setting
- **describe** safe practices for storing, using and disposing of hazardous substances

Your evidence for this task will be your information sheet for the COSHH file.

Task 8: Know environmental safety procedures in the social care setting

Assessment criteria 8.1 and 8.2

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.

What do you have to do?

The next part of Kathryn's induction will involve discussing Byfords' emergency procedures. You have been asked to produce a **Checklist** to include:

- **an outline** of the procedures to be followed in the social care setting to prevent fire, gas leaks, floods, intruding and security breaches
- **an outline** of the procedures to be followed in the social care setting in the event of fire, gas leaks, floods, intruding and security breaches

Your evidence for this task will be your Checklist.

Task 9: Know 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.

Kathryn

In today's session Graham and Kathryn discuss the common signs and indicators of stress that may present themselves in care workers, individuals or others. Graham discusses with Kathryn Byfords' guidelines on how to identify signs and indicators of stress. Graham then explores with Kathryn what factors can trigger stress including examples of circumstances that can arise both at work and at home. Finally, Graham explains to Kathryn Byfords' guidelines for the actions to take when she feels stressed or when she identifies that someone else may be feeling this way. Graham reinforces to Kathryn the support available both within the Home and externally.

What do you have to do?

You have been asked to produce a **Poster** to:

- **identify** common signs and indicators of stress
- **identify** circumstances that might trigger stress

Talk about your Poster with a colleague to:

- describe different ways to manage stress

Your evidence for this task will be your Poster and a Witness Statement.

Task 10: Understand procedures regarding handling medication

Assessment criteria 10.1, 10.2 and 10.3

What is this task about?

You need to show you understand the procedures that exist for handling medication. You must understand who is responsible for medication in a social care setting and the reasons why medication must only be handled following specialist training.

Kathryn

Kathryn is shown Byfords' policy and procedures regarding the safe handling of medication. Kathryn is shown the medication file and the processes that relate to medication at Byfords.

What do you have to do?

You should produce an **Information Brief** summarising the main points related to handling medication safely. Your information brief must include:

- a **description** of the main points of agreed procedures about handling medication
- an **identification** of who is responsible for medication in a social care setting
- an **explanation** of why medication must only be handled following specialist training

. Your evidence for this task will be your Information Brief.

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, including being aware of common hazards that exist.

Kathryn

Byfords' chef shows Kathryn how to handle and store food safely. He discusses with her the guidelines and procedures in place at Byfords for food hygiene practices.

What do you have to do?

You have been asked to produce:

- a) a **Poster** for the staff room to:
 - **identify** food safety standards relevant to a social care setting
 - **identify** common hazards when handling and storing food
- b) **Your poster** must include a handout for staff **to explain**:
 - how to store food
 - how to maximise hygiene when handling food
 - how to dispose of food

Your evidence for this task will be your Poster and handout.

Candidate Evidence Checklist

OCR Level 2 Certificate in Preparing to Work in Adult Social Care

UNIT PWCS 27: 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 and 1.5) have you:	Completed (✓)
Listed legislation relating to general health and safety in a social care setting	
Described the main points of health and safety policies and procedures	
Outlined the main health and safety responsibilities of the social care worker, the employer or manager, the individuals	
Identified tasks relating to health and safety that should only be carried out with special training	
Described how to access additional support and information relating to health and safety	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Induction Guide	
<input type="checkbox"/> or other (please give details) _____	

For Task 2 (AC2.1. 2.2, 2.3 and 2.4) have you:	Completed (✓)
Defined what is meant by 'hazard' and 'risk'	
Described how to use a health and safety risk assessment	
Explained how and when to report potential health and safety risks that have been identified	
Described how risk assessment can help address dilemmas between an individual's rights and health and safety concerns	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> information brief	
<input type="checkbox"/> or other (please give details) _____	

For Task 3 (AC 3.1, 3.2 and 3.3) have you:	Completed (✓)
Described different types of accidents and sudden illness that may occur in a social care setting	
Outlined the 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	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Information brief	
<input type="checkbox"/> or other (please give details) _____	

For Task 4 (AC 4.1, 4.2, 4.3 and 4.4) have you:	Completed (✓)
Listed routes by which an infection can get into the body	
Described ways in which own health or hygiene might pose a risk to an individual or to others at work	
Explained the most thorough method for hand washing	
Described when to use different types of personal protective equipment	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Information brief	
<input type="checkbox"/> witness testimony	
<input type="checkbox"/> or other (please give details) _____	

For Task 5 (AC 5.1, 5.2 and 5.3) have you:	Completed (✓)
Identified legislation that relates to moving and handling	
Listed principles for safe 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"/> Reference leaflet	
<input type="checkbox"/> or other (please give details) _____	

For Task 6 (AC 6.1 and 6.2) have you:	Completed (✓)
Explained why it is important to have specialist training before assisting and moving an individual	
Explained the importance of following an individual's care plan and fully engaging with them when assisting and moving	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Leaflet for training session	
<input type="checkbox"/> or other (please give details) _____	

For Task 7 (AO 7.1 and 7.2) have you:	Completed (✓)
Identified hazardous substances that may be found in the social care setting	
Described safe practices for storing hazardous substances, using hazardous substances and disposing of hazardous substances	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Information sheet for the COSHH file	
<input type="checkbox"/> or other (please give details) _____	

For Task 8 (AC 8.1 and 8.2) have you:	Completed (✓)
Outlined procedures to be followed in the social care setting to prevent fire, gas leak, floods, intruding, security breach	
Outlined procedures to be followed in the social care setting in the event of fire, gas leak, floods, intruding, security breach	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Checklist	
<input type="checkbox"/> or other (please give details) _____	

For Task 9 (AC 9.1, 9.2 and 9.3) have you:	Completed (✓)
Identified common signs and indicators of stress	
Identified circumstances that tend to trigger own stress	
Described ways to manage stress	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Poster	
<input type="checkbox"/> Witness statement	
<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	
Identified who is responsible for medication in a social care setting	
Explained why medication must only be handled following specialist training	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Information brief	
<input type="checkbox"/> or other (please give details) _____	

For Task 11 (AC 11.1, 11.2 and 11.3) have you:	Completed (✓)
Identified food safety standards relevant to a social care setting	
Explained how to store food, maximise hygiene when handling food and dispose of food	
Identified common hazards when handling and storing food	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Poster	
<input type="checkbox"/> Staff handout	
<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:** _____

Observation/Witness Statement – Unit PWCS 27 – Task 4

This form is to be used to testify or corroborate what has actually been observed.

Witnesses are people who can comment on work/performance/activities and can be:

- A qualified tutor/assessor
- Someone who is occupationally knowledgeable and who has a knowledge of the evidence requirements of the unit.

CANDIDATE NAME	
CENTRE NUMBER	
Date/s of activity	
Type of activity	

Did the candidate:	Explain how the assessment criteria were met
Explain the most thorough method for hand washing	
Give a demonstration of the most thorough method for hand washing	

Supplementary Questions

Assessor Question 1
Candidate Answer
Assessor Question 2

Candidate Answer
Assessor Question 3
Candidate Answer

I confirm that the candidate above has achieved each of the Assessment Criteria listed whilst performing the tasks above.

Signed (Witness): _____

Name and position _____

Date: _____

Signed (Candidate): _____

Date: _____

Observation/Witness Statement – Unit PWCS 27 – Task 9

This form is to be used to testify or corroborate what has actually been observed.

Witnesses are people who can comment on work/performance/activities and can be:

- A qualified tutor/assessor
- Someone who is occupationally knowledgeable and who has a knowledge of the evidence requirements of the unit.

CANDIDATE NAME	
CENTRE NUMBER	
Date/s of activity	
Type of activity	

Did the candidate:	Explain how the assessment criteria were met
Describe different ways to manage stress	

Supplementary Questions

Assessor Question 1
Candidate Answer
Assessor Question 2
Candidate Answer

Assessor Question 3
Candidate Answer

I confirm that the candidate above has achieved each of the Assessment Criteria listed whilst performing the tasks above.

Signed (Witness): _____

Name and position _____

Date: _____

Signed (Candidate): _____

Date: _____

Model Assignment: Tutor Information

OCR Level 2 Certificate in Preparing to Work in Adult Social Care

Unit PWCS 27: 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 scenarios, which can be contextualised or amended to suit local needs. However, the scenarios 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 Evidence must 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 work 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 and 1.5 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 general health and safety. Learners will also need to understand the main health and safety responsibilities social care workers, the employer or manager as well as individuals have. Learners should also be aware of the health and safety tasks they must not carry out without 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 general health and safety in a social care setting.

Tutors will need to ensure they explain to learners what is meant by the term 'legislation'. Tutors could then guide learners to explore and understand relevant legislation relating to health and safety in a social care setting. The Health & Safety Executive (HSE) website is a useful source of information for researching relevant legislation. The HSE's 'Health and safety law' leaflets and publications are available from the HSE website and provide useful information. Tutors will need to ensure that learners are aware of up to date legislation.

Assessment Criterion 1.2 requires learners to **describe** the main points of health and safety policies and procedures.

In terms of researching the main points included in health and safety workplace policies and procedures, 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 description.

Tutors could begin by guiding learners to explore and understand the main points of health and safety policies and procedures through a word storm. Each group could then feed back to the whole group, the different responses could then be recorded on a flip chart or smart board. Each learner could then be asked to produce a leaflet or poster giving information about the main points to include.

Assessment Criterion 1.3 requires learners to **outline** the main health and safety responsibilities of the social care worker, the employer or manager and individuals.

Tutors could ask learners to divide up into three groups, each group representing the perspective of the social care worker, the employer or manager or individual and then learners could be asked to find out the main health and safety responsibilities of their designated role. This activity could generate a discussion to take place in each of the groups and then the findings could be acted out through role plays for each group. A debate or whole group discussion could then follow prior to learners being asked to provide a verbal or written outline of the main health and safety responsibilities.

Assessment Criterion 1.4 requires learners to **identify** tasks relating to health and safety that should only be carried out with special training.

Tutors could use the case study, Kathryn, or another case study to generate a group discussion around the reasons why certain tasks, such as assisting individuals with moving, use of equipment and carrying out first aid, must only be undertaken with special training. Learners could begin by writing down their responses individually; their findings could then be shared with the group and a word storm could follow.

Assessment Criterion 1.5 requires learners to **describe** how to access additional support and information relating to health and safety.

Tutors could use the case study to discuss the various sources through which additional support and information relating to health and safety can be accessed. Learners could then be asked to how to go about getting this support and information. An interview with a Health and Safety Officer could also be used to generate further discussion around this topic with learners.

Task 2: Understand the use of risk assessments in relation to health and safety

Assessment Criteria 2.1, 2.2, 2.3 and 2.4 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 use health and safety risk assessments. To be able to achieve this task, learners will need to understand the meaning of the terms 'hazard' and 'risk' and be able to explain how to use a health and safety risk assessment. They will need to understand how and when to report potential health and safety risks that have been identified and how the risk assessment can help to address dilemmas between an individual's rights and health and safety concerns.

Assessment Criterion 2.1 requires learners to **define** what is meant by 'hazard' and 'risk'.

Tutors could provide learners with photographs or pictures of hazards in different settings. Learners could then be asked to consider the hazards and associated risks. Tutors will need to guide learners to ensure they understand the difference between a hazard and risk. Learners could then be asked to share their findings with the whole group; these could be recorded on a flip chart or smart board. Learners could then be asked to write down the meaning of the terms hazard and risk.

Assessment Criterion 2.2 requires learners to **describe** how to use a health and safety 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 description of how to use a health and safety risk assessment.

Assessment Criterion 2.3 requires learners to **explain** how and when to report potential health and safety risks that have been identified.

Learners could be divided up into three groups and then be given a range of health and safety scenarios that may occur in social care settings. They could be asked to explain, for each one, how and when potential health and safety risks that have been identified should be reported.

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

Tutors could begin by guiding the whole group to consider how risk assessment can help address dilemmas between an individual's rights and health and safety concerns. Learners could then be asked to divide up into small groups and 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

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

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

What will learners need to do to achieve this task?

Learners will need to show 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 understand the different types of accidents and sudden illness that may occur in a social care setting and the procedures to be followed if an accident or sudden illness should occur. They should also understand why it is important for emergency first aid tasks to only be carried out by qualified first aiders.

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 begin by asking 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. 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 **outline** the procedures to be followed if an accident or sudden illness should occur.

Tutors could begin by guiding learners to explore the principles of RIDDOR or give the whole group an information handout on RIDDOR. This could be produced from the information on the HSE's website, specifically on their 'What is RIDDOR' pages. Each learner could then be given a different scenario of an accident or sudden illness to consider before being asked to outline the procedures to be followed if an accident or sudden illness should occur.

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

Tutors could begin by asking learners to interview two first aiders to get information about why it is important for emergency first aid tasks only to be carried out by qualified first aiders. Learners could prepare questionnaires to use in their interview and afterwards share or present their findings to the group either in writing or verbally.

Task 4: Know 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 show their knowledge of how to reduce the spread of infection. To be able to achieve this task, learners will need to show they understand the different routes by which an infection can get into the body as well as the ways in which one's own health or hygiene might pose a risk to an individual or others at work. Learners will also need to show they understand effective hand washing techniques and when to use different types of personal protective equipment.

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

Tutors could begin by guiding learners to explore the meaning of 'infection' and could produce a handout for learners to help them to understand the meaning of this term. Tutors could then give learners an outline of the human body, either on a flip chart or smart board and then lead a whole group discussion to discuss the different routes by which an infection can get into the body. Tutors could then reinforce the correct responses with some additional information handouts; each learner could then be asked to list the main routes of infection.

Assessment Criterion 4.2 requires learners to **describe** ways in which own health or hygiene might pose a risk to an individual or to others at work.

Tutors could show learners a series of extracts from TV programmes or pictures of different scenarios to generate a group discussion around ways in which own health or hygiene might pose a risk to an individual or to others at work. Learners could then be asked to speak or write about their findings in relation to the potential risks identified.

Assessment Criterion 4.3 requires learners to **explain** the most thorough method for hand washing.

Tutors could begin by asking learners to consider the steps to thorough hand washing poster produced by the HSE and then discuss the most thorough method for hand washing with the rest of the group. Tutors could then support learners to produce their own posters to explain the most thorough method for hand washing.

Assessment Criterion 4.4 requires learners to **describe** when to use different types of personal protective equipment.

Tutors could either use role play or arrange for learners to interview two different practitioners to get information about the different types of personal protective equipment that are used to minimise the risks of the spread of infection. Learners could prepare questionnaires to use in their interview and afterwards share or present their findings to the group or identify either in writing or verbally different routes by which an infection can get into the body.

Tutors could also have available a range of personal protective equipment that may be used in social care settings and ask learners to put each of these on and then describe through actions to the rest of group when these may be used. The rest of the group then have to observe and find out their different uses.

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

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

What will learners need to do to achieve this task?

Learners will need to show their knowledge of the key pieces of legislation that relate to moving and handling and the principles for safe moving and handling. They will need to understand the reasons why it is important for moving and handling tasks to only be carried out following specialist training.

Assessment Criterion 5.1 requires learners to **identify** legislation that relates to moving and handling.

Tutors could ask learners to divide up into two groups and then give them a set amount of time to find out 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 the legislation that relates to moving and handling.

Assessment Criterion 5.2 requires learners to **list** principles for safe moving and handling.

Tutors could guide learners to conduct some research around this topic using pre-prepared hand-outs and then ask learners to produce a leaflet or poster of the principles for safe moving and handling. Each learner could then be asked to present their list of principles for safe moving and handling to the rest of the group.

Assessment Criterion 5.3 requires learners to **explain** why it is important for moving and handling tasks only to be carried out following specialist training.

Tutors could arrange for learners to interview two different practitioners or moving and handling trainers to get information about the key principles for safe moving and handling and the reasons why it is important for moving and handling tasks to be carried out following specialist training only. Learners could prepare questionnaires to use in their interview and afterwards share or present their findings to the group. They could then, either in writing or verbally, list principles for safe moving and handling that exist and give their reasons for the importance of only carrying out moving and handling tasks following specialist training.

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

Assessment criteria 6.1 and 6.2 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 understand 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.

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 importance of following an individual's care plan and fully engaging with them when assisting and moving.

Tutors could arrange for learners to interview two different practitioners to get information about why it is important to have specialist training before assisting and moving an individual as well as the importance of following an individual's care plan and fully engaging with them. A discussion could also ensue around the consequences of not undertaking specialist training, of not following an individual's care plan and not fully engaging with them. This could encourage learners to think about the information and training required prior to assisting and moving an individual. Learners could share or present their findings to the group either in writing or verbally.

Task 7: Know how to handle hazardous substances

Assessment criteria 7.1 and 7.2 are assessed in this task.

What will learners need to do to achieve this task?

Learners will need to show their knowledge of how to handle hazardous substances. To be able to achieve this task, learners will need to be able to identify examples of hazardous substances that may be found in a social care setting. Learners will also need to understand safe practices for storing, using and disposing of hazardous substances.

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

Tutors could begin by exploring 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 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 hand out.

Assessment Criterion 7.2 requires learners to **describe** 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 dealing with 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 description about safe practices for storing, using and disposing of hazardous substances.

Tutors could arrange for learners to interview two different practitioners to get information about safe practices for storing, using and disposing of hazardous substances. Learners could prepare questionnaires to use in the interview and afterwards share or present their findings to the group either in writing or verbally.

Task 8: Know environmental safety procedures in the social care setting

Assessment criteria 8.1 and 8.2 are assessed in this task.

What will learners need to do to achieve this task?

Learners will need to show their knowledge of environmental safety procedures in social care settings. To be able to achieve this task, learners will need to be aware of and understand the different precautions that can be taken to prevent emergencies such as fires, gas leaks, floods, intruding or security breaches. Learners will also need to understand the correct procedures to follow in the event of any of these emergencies occurring.

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

Tutors could use case studies or scenarios to generate a group discussion around the procedures to be followed in a social care setting to prevent emergencies such as fires, gas leaks, floods, intruding and security breaches. Learners could begin by thinking about how they prevent these emergencies from occurring in their own homes and how these principles can then be applied to social care settings.

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

Tutors could ask learners to interview two different managers or health and safety officers in a social care setting to get information about the procedures to follow in case of emergencies. Learners could prepare questionnaires to use in the interview and afterwards share or present their findings to the group or outline their findings either in writing or verbally.

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 outline the details of the actions to take in the event of these emergencies occurring.

Task 9: Know 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 show their knowledge of how to manage stress effectively. To be able to achieve this task, learners will need to show they understand how to identify common signs and indicators of stress as well as the circumstances that tend to trigger own stress. Learners will also need to understand the different ways stress can be managed.

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

Tutors could ask 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 shared in the various scenarios. Learners could then be asked to identify either verbally or in writing the common signs and indicators of stress.

Tutors could guide learners with conducting 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 or leaflet to the other groups and discuss their findings.

Assessment Criterion 9.2 requires learners to **identify** circumstances that tend to trigger own stress.

Assessment Criterion 9.3 requires learners to **describe** ways to manage stress.

Tutors could guide learners with exploring the circumstances that tend to trigger their own stress and then be asked to interview each other about this; discussing any similarities and differences they may share. Learners could then be asked to reflect on their own situation and then identify circumstances that tend to trigger their own stress.

Learners could then go back into their pairs and discuss the different ways they manage their own stress, again noting the similarities and differences they share before being asked to give either a verbal or written description about the different ways to manage 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 show their understanding of the procedures to follow regarding handling medication. To be able to achieve this task, learners will need to understand the main points of agreed procedures for handling medication. Learners will also need to understand who is responsible for medication in a social care setting and why medication must only be handled following specialist training.

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

Assessment Criterion 10.2 requires learners to **identify** who is responsible for medication in a social care setting

Tutors could arrange for learners to interview two practitioners from two different social care settings to get information about the procedures they follow for handling medication; including who is responsible for medication in their setting. Learners could prepare questionnaires to use in the interview 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 present their findings to the other group; discussing any similarities and differences that may have arisen. Learners could then be asked to feed back, either in writing or by speaking about the topic.

Assessment Criterion 10.3 requires learners to **explain** why medication must only be handled following specialist training.

Tutors could 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 could then produce a verbal or written explanation giving their reasons.

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 be aware of the food safety standards that are relevant to social care settings. Learners will also need to show they understand how to identify the common hazards when handling and storing food and how to follow safe practices when storing food, maximising hygiene when handling and disposing of food.

Assessment Criterion 11.1 requires learners to **identify** food safety standards relevant to a social care setting.

Tutors could guide learners with conducting 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 identify these either verbally or in writing.

Tutors could guide learners to produce a leaflet or information handout of the food safety standards relevant to a social care setting of their choosing. Each learner could then be asked to present their information hand out or leaflet to the whole group and discuss their findings.

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

Assessment Criterion 11.3 requires learners to **identify** common hazards when handling and storing food.

Tutors could ask learners to interview two chefs from two different social care settings to get information about how to store food safely, maximise hygiene when handling food and dispose of food safely. Learners could prepare questionnaires to use in their interview and afterwards share or present their findings to the group or identify either in writing or verbally. A whole group discussion could then follow around the common hazards when handling and storing food.

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 produce details of a verbal or written explanation of how to store food safely, maximise hygiene when handling food and disposing of food safely.