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**HEALTH AND
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EXEMPLAR

CANDIDATE WORK

UNIT HSC 027

CONTRIBUTE TO HEALTH AND SAFETY IN
HEALTH AND SOCIAL CARE

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INTRODUCTION

OCR has reproduced this exemplar candidate evidence to support teachers in interpreting the assessment criteria for the unit HSC 027, Contribute to health and safety in health and social care.

This exemplar evidence should be considered alongside the unit requirements, the Learning Outcomes and Assessment Criteria. This content has been selected by the OCR Chief External Verifier for the Health and Social Care Diplomas, to illustrate how the assessment criteria are applied, and to provide some commentary on what factors contributed to the final outcome.

The exemplar candidate evidence is intended to demonstrate how criteria have been met and are supported by a commentary. While the exemplars are intended to be useful in interpreting the specification's Assessment Criteria, they should in no way be regarded as definitive evidence.

This resource is provided for advice and guidance only.

EXEMPLAR UNIT: HSC 027 – CONTRIBUTE TO HEALTH AND SAFETY IN HEALTH AND SOCIAL CARE

UNIT PURPOSE

- Introduces understanding of own responsibilities and the responsibilities of others relating to health and safety in the work setting
- Introduces understanding of the use of risk assessments in relation to health and safety
- Introduces understanding of the procedures for responding to accidents and sudden illness
- Raises awareness of the required skills to be able to reduce the spread of infection
- Raises awareness of the required skills to be able to move and handle equipment and other objects safely
- Introduces knowledge of how to handle hazardous substances and materials
- Introduces understanding of how to promote fire safety in the work setting
- Raises awareness of the skills to implement security measures in the work setting
- Introduces knowledge of how to manage own stress

EVIDENCE FOR LEARNING OUTCOME 1

CONTRIBUTE TO HEALTH AND SAFETY IN HEALTH AND SOCIAL CARE

Assessment Criteria:

AC1.1 – **Identify** legislation relating to general health and safety in a health or social care work setting

Extract from Written Questioning:
Written Question: 'List the legislation relating to general health and safety in a health or social care work setting':
Response: <i>'The legislation relating to general health and safety in social care work settings: The Management of Health and Safety at Work Regulations 1999 Reporting of Injury, Disease and Dangerous Occurrences Regulations 1995 (RIDDOR) The Health and Safety at Work Act 1974 (HASAWA) Food Safety Act 1990 Control of Substances Hazardous to Health Regulations (COSHH) 2002 Personal Protective Equipment at Work Regulations (PPE) 1992 Manual Handling Operations Regulations 1992 (amended 2002) Lifting Operations and Lifting Equipment Regulations (LOLER) 1998'</i>

COMMENTARY FOR EVIDENCE FOR AC 1.1

- **Assessment Method:** The assessor has used a clear **written question** with this learner 'List...'; this encourages the learner to think about legislation that relates to health and safety in a health or social care work setting. The assessment method is **valid** as it measures the learner's understanding and knowledge of health and safety legislation.
- **Quality of Evidence:** The learner's response is of a good quality because the learner reflects well own knowledge of a range of different health and safety legislation relating to general health and safety in a social care work setting. The learner has also identified the key pieces of legislation that are relevant namely HASAWA.
- **Breadth of Evidence:** The learner has included a list of relevant health and safety legislation. The learner's evidence **meets AC1.1 fully** in terms of **identifying** legislation relating to general health and safety in a health or social care work setting.

Assessment Criteria:

AC1.2 – **Describe** the main points of the health and safety policies and procedures agreed with the employer

Extract from Written Questioning:
Written Question: 'Describe the main points of health and safety policies and procedures:
Response: <i>'Health and safety policies and procedures set out what must be done to maintain a safe place of work and meet the requirements of health and safety legislation. For example there must be safe entrances and exits to the workplace (nothing must be in the way or blocking the entrances/exits), all equipment must be safe to use and tested regularly so risks to health and safety are minimised.</i> <i>It is also important that there are measures and risk assessments in place to protect vulnerable groups. Training and supervision must also be provided to staff for example on the practices to follow for reporting of faulty equipment, including who this must be reported to, where this must be recorded and how...'</i>

COMMENTARY FOR EVIDENCE FOR AC 1.2

- **Assessment Method:** The assessor has used a clear **written question** with this learner 'Describe the main points...' this encourages the learner to think about the main points of health and safety policies and procedures.

The assessment method is **valid** as it measures the learner's understanding and knowledge of health and safety policies and procedures

- **Quality of Evidence:** The learner's response is of a good quality because the learner details the purpose of health and safety policies and procedures: *'Health and safety policies and procedures set out what must be done to maintain a safe place of work and meet the requirements of health and safety legislation.'*

The learner then reflects well own understanding of the key points of agreed ways of working with the employer with respect to health and safety in terms of safety of the environment, workplace and individual risk assessment, regular testing of equipment, staff training and supervision, reporting and recording of health and safety issues.

- **Breadth of Evidence:** The learner has detailed the main points of health and safety policies and procedures. The learner's evidence **meets AC1.2 fully** in terms of **describing** the main points of health and safety policies and procedures.

Assessment Criteria:

AC1.3 – **Outline** the main health and safety responsibilities of self, the employer or manager, others in the work setting

Extract from Written Questioning:
Written Question: 'Outline the main health and safety responsibilities of 1)self, 2)the employer or manager and 3)others in the work setting':
Response:
<p>1) <i>Self - My main health and safety responsibilities are: monitor the workplace practices such as care activities, care procedures, the use of care materials and equipment. Minimise any risk of danger and possibility of injury and harm to service users, others and myself...Report and record any health and safety concerns. Attend training.</i></p> <p>2) <i>Employer/Manager - The main health and safety responsibilities are: make sure every member of staff is aware of his/her responsibilities with regard to Health and Safety Policy, ensure that there are safe working methods and equipment in place to avoid injury, damage and wastage... Assess and minimise risks, provide health and safety training, information and supervision, provide welfare and first aid facilities ad provide protective clothing and equipment free of charge.</i></p> <p>3) <i>Others – All staff and visitors to the care home such as service users, relatives, doctors, nurses and agency workers must follow all Health and Safety procedures...follow instructions for use of equipment and report any health and safety concerns.'</i></p>

COMMENTARY FOR EVIDENCE FOR AC 1.3

- **Assessment Method:** The assessor has used a clear **written question** with this learner 'Outline...' this encourages the learner to think about the main health and safety responsibilities of self, the employer or manager, others in the work setting.

The assessment method is **valid** as it measures the learner's understanding and knowledge of the main health and safety responsibilities.

- **Quality of Evidence:** The learner's response is of a good quality because the learner provides details of the different health and safety responsibilities for self, employer/manager and others. In addition the learner responds to this question within the context of **own role in own health and social care setting** and also defines own understanding of others: '*All staff and visitors to the care home such as service users, relatives, doctors, nurses and agency workers.'*
- **Breadth of Evidence:** The learner has detailed the main health and safety responsibilities. The learner's evidence **meets AC1.3 fully** in terms of **outlining** the main health and safety responsibilities of self, the employer or manager, others in the work setting.

Assessment Criteria:

AC1.4 - **Identify** tasks relating to health and safety that should not be carried out without special training

Extract from Written Questioning:
Written Question: 'List tasks relating to health and safety that should not be carried out without special training':
Response: <i>'Any tasks that are hazardous for health and safety shouldn't be done without special training. Hazards associated with equipment - using hoists and slings, waste disposal, cleaning and chemical substances; hazards associated with people - moving and handling procedures, cooking and given medicines.'</i>

COMMENTARY FOR EVIDENCE FOR AC 1.4

- **Assessment Method:** The assessor has used a clear **written question** with this learner 'List...'; this encourages the tasks relating to health and safety that should not be carried out without special training. The assessment method is **valid** as it measures the learner's understanding and knowledge of tasks that should not be carried out without special training.
- **Quality of Evidence:** The learner's response is of a good quality because the learner reflects well own knowledge of a range of different tasks relating to health and safety that should not be carried out without special training and structures own response well in terms of the hazardous tasks that are associated with equipment and with people: *'Hazards associated with equipment - using hoists and slings, waste disposal, cleaning and chemical substances; hazards associated with people - moving and handling procedures, cooking and given medicines.'*
- **Breadth of Evidence:** The learner has included a list of tasks relating to health and safety that should not be carried out without special training. The learner's evidence **meets AC1.4 fully** in terms of **identifying** tasks relating to health and safety that should not be carried out without special training.

Assessment Criteria:

AC1.5 – **Explain** how to access additional support and information relating to health and safety

Extract from **Oral Questioning:**

Oral Question: 'Tell me how you would access additional support and information relating to health and safety':

Response:

The support and information relating to health and safety can be accessed from The Health and Safety Executive that regulates health and safety at work; they have a website and leaflets of information and advice. Additional support and information can also come from attending training and reading books. In my workplace there is health and safety representatives to ask advice and information and workplace health and safety policies and procedures that include information about health and safety.'

COMMENTARY FOR EVIDENCE FOR AC 1.5

- **Assessment Method:** The assessor has used an open **oral question** with this learner 'Tell me how...' this encourages the learner to think about how to access additional support and information relating to health and safety. The assessment method is **valid** as it measures the learner's understanding and knowledge of how to access additional support and information relating to health and safety.
- **Quality of Evidence:** The learner's response is of a good quality because the learner reflects well own understanding of the range of internal and external sources that are available for accessing additional support and information relating to health and safety: '*The Health and Safety Executive that regulates health and safety at work; they have a website and leaflets of information and advice...attending training and reading books. In my workplace there is health and safety representatives to ask advice and information and workplace health and safety policies and procedures...*'
- **Breadth of Evidence:** The learner has included a detailed explanation of how to access additional support and information relating to health and safety. The learner's evidence **meets AC1.5 fully** in terms of **explaining** how to access additional support and information relating to health and safety.

EVIDENCE FOR LEARNING OUTCOME 2

UNDERSTAND THE USE OF RISK ASSESSMENTS IN RELATION TO HEALTH AND SAFETY

Assessment Criteria:

AC2.1– **Explain** why it is important to assess health and safety hazards posed by the work setting or by particular activities

Extract from Oral Questioning:
Oral Question: 'Explain why it is important to assess health and safety hazards posed by the work setting or by particular activities':
Response: <i>'It is important to assess any health and safety hazards posed by the work setting to minimise any potential risks to service users, colleagues or visitors. These could be environmental hazards, hazards associated with people or equipment. It is also to comply with legislation and health and safety responsibilities'</i>

COMMENTARY FOR EVIDENCE FOR AC 2.1

- **Assessment Method:** The assessor has used an open oral question with this learner 'Explain why...' this encourages the learner to think about the importance of assessing health and safety hazards. The assessment method is **valid** as it measures the learner's understanding and knowledge of assessing health and safety hazards posed by the work setting or by particular activities.
- **Quality of Evidence:** The learner's response is of a good quality because the learner reflects well own understanding of the reasons for assessing health and safety hazards: *'...to minimise any potential risks to service users, colleagues or visitors. ...It is also to comply with legislation and health and safety responsibilities.'*
- **Breadth of Evidence:** The learner has detailed the reasons for assessing health and safety hazards. The learner's evidence **meets AC2.1 fully** in terms of **explaining** why it is important to assess health and safety hazards posed by the work setting or by particular activities.

Assessment Criteria:AC2.2 – **Explain** how and when to report potential health and safety risks that have been identifiedExtract from **Oral Questioning:**

Oral Question: 'Explain how and when to report potential health and safety risks that have been identified':

Response:

'As a care worker I have a responsibility to take reasonable care of my own health and safety as well as the health and safety of the service users, other staff and visitors. Equally, I must cooperate with my employer on health and safety issues, and ensure that any health and safety equipment is not intentionally damaged.'

'If I noticed any potential risks with care activities and procedures, or the use of care materials and specialist equipment, then I would report the potential risk to my supervisor or manager straightaway, if I could not deal with the problem myself. Examples could be wet or slippery floors, loose or bare electrical flexes. These must also be recorded in the health and safety report book.'

COMMENTARY FOR EVIDENCE FOR AC 2.2

- **Assessment Method:** The assessor has used an open **oral question** with this learner 'Explain how and when...' this encourages the learner to think about the reporting of potential health and safety risks. The assessment method is **valid** as it measures the learner's understanding and knowledge of how and when to report potential health and safety risks that have been identified.
- **Quality of Evidence:** The learner's response is of a good quality because the learner reflects well own understanding of both how and when to report potential health and safety risks: *'...If I noticed any potential risks with care activities and procedures, or the use of care materials and specialist equipment, then I would report the potential risk to my supervisor or manager straightaway, if I could not deal with the problem myself. Examples could be wet or slippery floors, loose or bare electrical flexes. These must also be recorded in the health and safety log.'*
- **Breadth of Evidence:** The learner has detailed both how and when to report potential health and safety risks. The learner's evidence **meets AC2.2 fully** in terms of **explaining** how and when to report potential health and safety risks that have been identified.

Assessment Criteria:

AC2.3 – **Explain** how risk assessment can help address dilemmas between rights and health and safety concerns

Extract from **Oral Questioning:**

Oral Question: 'Explain how risk assessment can help address dilemmas between rights and health and safety concerns':

Response:

'Risk assessment can help deal with any dilemmas between the rights of the individual and health and safety concerns. An example is when a service user who is very heavy and who is physically unable to move himself without help may want to do something but lack of sufficient care staff to actually move him at that time may cause risks to the staff involved. Therefore that person may not be able to be moved at that particular time. Service users have rights, staff need to make the service user aware of the dangers of the move and also the risks to staff and for this reasons the risks to staff would be high. Risk assessment can be used for providing alternatives for this service user...'

People with a learning difficulty have the same rights as anyone else in deciding whether or not to engage in a particular activity. It is important as it is my duty to ensure service users' safety. For example a service user may be a smoker and insist on smoking in her bedroom at night instead of in the smoking room and ignores all advice from staff who are concerned about the safety of everyone. Another example could be a service user who is a little unsteady on his feet but decides he wants to go out and use a bus or train instead of a taxi; he may be at risk of falling and injuring himself, staff and/or others around him.'

COMMENTARY FOR EVIDENCE FOR AC 2.3

- **Assessment Method:** The assessor has used an open **oral question** with this learner 'Explain how...' this encourages the learner to think about how risk assessment can help address dilemmas. The assessment method is **valid** as it measures the learner's understanding and knowledge of how risk assessment can help address dilemmas between rights and health and safety concerns.
- **Quality of Evidence:** The learner's response is of a good quality because the learner reflects well own understanding of how risk assessment can help address dilemmas between rights and health and safety concerns and reflects a good understanding of the role of risk assessment in the situations described: *'Service users have rights, staff need to make the service user aware of the dangers ...and also the risks to staff and for this reasons the risks to staff would be high. Risk assessment can be used for providing alternatives for this service user...'*
- **Breadth of Evidence:** The learner has detailed both how risk assessment can help address dilemmas. The learner's evidence **meets AC2.3 fully** in terms of **explaining** how risk assessment can help address dilemmas between rights and health and safety concerns.

EVIDENCE FOR LEARNING OUTCOME 3

UNDERSTAND PROCEDURES FOR RESPONDING TO ACCIDENTS AND SUDDEN ILLNESS

Assessment Criteria:

AC3.1 – **Describe** different types of accidents and sudden illness that may occur in own work setting

AC3.2 – **Outline** the procedures to be followed if an accident or sudden illness should occur

Extract from **Written Questioning:**

Written Question: 'Describe different types of accidents and sudden illness that may occur in own work setting and outline the procedures to be followed if an accident or sudden illness should occur'

Response:

'The accidents and sudden illness that might occur in my work setting are back injuries through using the wrong manual handling techniques; slips and falls from wet floors; burns or poisoning by chemical substances and disinfectant material, stomach upset by food poisoning by food stored wrongly, tight chest through an infection.'

Any accidents that occur at work must be recorded in the accident report book. The record must include: the date and method of reporting, the date, time and place of the event, personal details of those involved and a brief description of the nature of the event or disease.

Certain types of accidents, incidents and diseases need to be reported to a government body under RIDDOR regulations.

Only trained staff can give first aid but if a staff member finds that a person has had an accident or sudden illness then they must always call for help immediately and make the area as safe and private as possible, wait for help to arrive and then follow the trained person's instructions. Always providing support and reassurance is also important and complete the airway, breathing and circulation checks for the casualty.'

COMMENTARY FOR EVIDENCE FOR ACS 3.1 AND 3.2

- **Assessment Method:** The assessor has used a clear **written question** with this learner 'Describe ...outline' this encourages the learner to think about different types of accidents and sudden illness and the procedures to be followed.

The assessment method is **valid** as it measures the learner's understanding and knowledge of the different types of accidents and sudden illness that may occur in own work setting and the procedures to be followed if an accident or sudden illness should occur.

- **Quality of Evidence:** The learner's response is of a good quality because the learner details both different types of accidents and sudden illness that may occur in **own health and social care setting**: *'... back injuries through using the wrong manual handling techniques; slips and falls from wet floors; burns or poisoning by chemical substances and disinfectant material, stomach upset by food poisoning by food stored wrongly, tight chest through an infection.'*

The learner then provides an account of the procedures to be followed if an accident or sudden illness should occur: *'...call for help immediately and make the area as safe and private as possible, wait for help to arrive and then follow the trained person's instructions. Always providing support and reassurance is also important and complete the airway, breathing and circulation checks for the casualty.'*

- **Breadth of Evidence:** The learner has detailed different types of accidents and sudden illness and the procedures to be followed. The learner's evidence **meets ACs 3.1 and 3.2 fully** in terms of **describing** different types of accidents and sudden illness that may occur in own work setting and **outlining** the procedures to be followed if an accident or sudden illness should occur.

EVIDENCE FOR LEARNING OUTCOME 4

BE ABLE TO REDUCE THE SPREAD OF INFECTION

Assessment Criteria:

AC4.1 – **Demonstrate** the recommended method for hand washing

Extract from Observation 1:
Observation
<i>'...I observe the learner apply a squirt of liquid soap onto her hands and then rub her hands together under a running tap to form a lather, she washes around her fingers and thumbs, then interlocks her hands and rubs her finger tips in the palm of her hands and then moves over to wash the back of her hands and then rinses the soap off her hands. She then dries her hands with a disposable paper towel, puts on her apron and then slips the gloves on.</i>
<i>...this full hand washing procedure is repeated after supporting each individual to get washed and dressed this morning.'</i>

Extract from Observation 2:
Observation
<i>'...I observe the learner wash her hands prior to supporting an individual with eating and drinking this lunch time. The learner runs the water ensuring it is warm, applies liquid soap onto her hands, rubs her hands together to form a lather, interlocks her fingers, washes her finger tips and thumbs thoroughly, then the back of her hands before rinsing thoroughly all soap off. She then dries her hands with a disposable paper towel....after supporting this individual she repeats the full hand washing procedure again.'</i>

COMMENTARY FOR EVIDENCE FOR AC 5.4

- **Assessment Method:** The assessor has used **observation** with this learner. The **observations** have been recorded clearly by the assessor in terms of describing the different steps that the learner followed when applying an effective hand washing technique. This assessment method is **valid** as it measures well the learner's skills in hand washing.
- **Quality of Evidence:** The documented observation is of a good quality because the learner demonstrates clearly own competence in using the recommended hand washing procedure.
- **Breadth of Evidence:** The learner's evidence **meets AC4.1 fully** in terms of **demonstrating** the recommended method for hand washing. The learner's evidence can also be cross referenced to Unit ICO1 AC6.2.

Assessment Criteria:

AC4.2 - **Demonstrate** ways to ensure that own health and hygiene do not pose a risk to others at work

Extract from Observation 1:

Observation: (the learner is referred to as 'S' in the observation)

'...S then agreed with the service user to empty her commode, S did so immediately and discreetly whilst wearing a disposable apron and gloves and then ensured it was returned clean. S also placed the service user's used incontinence pad in the clinical waste bin. S removed her apron and gloves pulling these off gently by holding the cuffs and then disposed of these in the clinical waste bin and then washed her hands thoroughly using the full hand washing technique.'

Extract from Observation 2:

Observation: (the learner is referred to as 'S' in the observation)

'...J then ran his shower and S placed an apron and gloves on explaining to J that she didn't want to transfer any of her germs onto him and this was why she was wearing an apron and gloves... S disposed of her apron and gloves in the clinical waste bin and then washed and dried her hands thoroughly.'

COMMENTARY FOR EVIDENCE FOR AC 4.2

- **Assessment Method:** The assessor has used direct **observation** of the learner's practices to meet these criteria. The **observations** have been recorded clearly by the assessor in terms of describing specifically the learner's practices in relation to reducing the spread of infection.

This assessment method is **valid** as it measures the learner's skills in being able to ensure that own health and hygiene do not pose a risk to others at work.

- **Quality of Evidence:** The documented observation is of a good quality because the learner demonstrates clearly own competence against this assessment criterion through the use of apron and gloves, equipment, disposal of waste and effective hand washing.
- **Breadth of Evidence:** The learner's evidence **meets ACs 4.2 fully** in terms of being able to **demonstrate** ways to ensure that own health and hygiene do not pose a risk to others at work.

EVIDENCE FOR LEARNING OUTCOME 5

BE ABLE TO MOVE AND HANDLE EQUIPMENT AND OTHER OBJECTS SAFELY

Assessment Criteria:

AC5.1 – **Identify** legislation that relates to moving and handling

AC5.2 – **Explain** principles for moving and handling equipment and other objects safely

Extract from Assignment:
Assignment: 'List legislation that relates to moving and handling and explain principles for moving and handling equipment and other objects safely.'
Response:
<i>'The Manual Handling Regulations 1992 (amended 2002) were introduced to reduce the number of injuries from moving and handling activities. This includes pushing, pulling, lifting, moving, putting down, carrying by hand or bodily any goods, equipment and people. Everyone in the workplace must avoid moving and handling where there is a risk of injury for self or others, assess the risk of injury from moving and handling and reduce the risk of moving and handling....'</i>
<i>The Lifting Operations and Lifting Equipment Regulations (LOLER) 1998 were introduced to minimise risks from lifting equipment, including hoists and slings.</i>
<i>Before moving anything you must remind yourself what to do:</i>
<i>Task-What are you going to do?</i>
<i>Individual-Are you physically fit enough to carry out this task?</i>
<i>Load- What are you going to move?</i>
<i>Environment- Where are you doing it? Have you got enough room? Is it safe to do this here?'</i>
<i>It is important to read and follow the risk assessment and only complete tasks for which you have been trained for. Make sure all equipment is safe to use and make all checks before hand, always follow the instructions and guidelines.</i>
<i>Prepare:</i>
<i>Do you need equipment? If so check that it is available. Prepare and check the environment. If working with a colleague make sure he/she knows what to do.</i>
<i>Position:</i>
<i>Make sure the feet are in a walking position. If lifting something keep the load close to the body. Bend the knees and make sure the back is not twisting. Lead the foot in the direction of the move. Make sure you and colleague are moving together.</i>
<i>Proceed:</i>
<i>Keep the object close to the body throughout the movement. Move weight from one foot to another. Keep a good posture at all times.'</i>

COMMENTARY FOR EVIDENCE FOR ACS 5.1 AND 5.2

- **Assessment Method:** The learner has completed an **assignment** that includes legislation that relates to moving and handling and principles for moving and handling equipment and other objects safely.

The assessment method is **valid** as it measures the learner's understanding and knowledge of the legislation and principles relevant to moving and handling.

- **Quality of Evidence:** The learner's response is of a good quality because the learner names the two key pieces of moving and handling legislation: *'The Manual Handling Regulations 1992 (amended 2002)... The Lifting Operations and Lifting Equipment Regulations (LOLER) 1998.'*
- **Breadth of Evidence:** The learner has identified the key legislation and explained the principles relevant to moving and handling. The learner's evidence **meets ACs 5.1 and 5.2 fully** in terms of **identifying** legislation that relates to moving and handling and **explaining** principles for moving and handling equipment and other objects safely

Assessment Criteria:AC5.3 – **Move** and handle equipment or other objects safely**Extract from Observation 1:****Observation:**

'... the learner discusses the individual's care plan with her and agrees with her for her to stand opposite her and her colleague to stand next to her and guide her. The individual's room door is closed and the individual is dressed. The learner and her colleague are wearing disposable aprons and gloves I observed them both wash and dry their hands thoroughly before putting on their PPE. The learner agreed with her colleague and the individual that she would stand up from her bed on the count of three.

The learner places the Turner in front of the individual and then asks her to place her feet on the middle part of the turning plate and checks with her she is comfortable. The learner and her colleague visually check that she does this and that the individual's knees are at the correct angle.

The learner then moves the handle to the correct height, places both hands on the handle and steps onto the turning plate and then asks the individual to place her hands on the handle and stand up and checks with her she is comfortable, waiting a few moments. The learner then turns the disk round, steps onto the pedal and asks the individual to sit back down onto her wheelchair and checks she is safe and comfortable. The learner then records in her plan the move and the checks she made of the individual whilst using her Turner aid and reports this to the Manager.'

Extract from Observation 2:**Observation:**

'...I observe the learner with Mr R in his room discussing the move from his bed to his armchair and referencing the care plan. They agree with the learner's colleague that the learner will say 1,2,3 move when the hoist is manually operated. Mr R's door of his room is closed for privacy and the curtains are also closed to respect Mr R's privacy and dignity.

The learner's checks that Mr's bed and armchair have the brakes on. The learner adjust the bed down a little so that she could place the sling around Mr R who is sitting in his bed. The learner places the sling alongside Mr's back making sure it is as far down as possible. The learner then checks that the leg attachments of the sling are under Mr R's thighs and that the back of the sling is under his hips and that his head is also in the top part of sling and that Mr R has placed his arms safely in the sling. The learner explains to Mr R what she is doing at every step and agrees with him that he is comfortable at every step.

The learner then explains to Mr R that she will attach the leg and chest attachments to the hoist's spread bar. The learner then agrees with Mr R and her colleague to move him on the count of three and says 1,2,3 and move. The learner operates the hoist and hoists Mr R up a little and checks he is alright and that all the attachments are on correctly and then continues to hoist Mr R, reassuring him and observing that he is relaxed and comfortable and talking to him throughout.

The learner and her colleague then together moved the hoist to over Mr R's armchair and then agreeing this with MR begin to lower him into the correct position ensuring he remains upright and is back as close as possible to the back of his armchair. Once Mr is sitting down, the learner undoes the attachments and moves the hoist gently away from him and removes the sling. Mr R thanks the learner and her colleague.

The learner returns the hoist and sling to its storage place; checks both are clean and puts the hoist back on charge. The learner and her colleague then wash and dry their hands thoroughly. The learner then records the move in Mr R's plan, confirms with him the details and reports to her colleague.'

Extract from **Observation 3:**

Observation:

'...I observe the learner support the individual from her bed to her wheelchair using a slide board using the care plan and risk assessment; the individual is in her room, the door is closed and the individual is wearing her dressing gown. The learner agrees with the individual to position her wheelchair at an angle towards the bed and removes the wheelchair's arm rest from the side closest to the bed, swings the footplates away and puts the wheel brakes on.

The learner agrees with the individual for her to sit on the edge of the bed until she can place both feet on the floor; the learner verbally reassures the individual and then with her agreement places one end of the slide board under her and the other end in the wheelchair seat; and checks she is sitting across one end of the slide board; the individual confirms she is.

On the count of three the learner agrees with the individual to push up with her arms while slowly sliding across to her wheelchair and then when she can reach asks her to place her hand on the armrest of the wheelchair.

The learner checks that the individual is sitting comfortably, she confirms she is and then agrees with her to remove the slide board and replace the wheelchair armrest. The learner writes down with the individual the details of the move, the guidance given and reports this to her manager.'

COMMENTARY FOR EVIDENCE FOR AC 5.3

- **Assessment Method:** The assessor has used direct **observation** of the learner's practices to meet these criteria. The three **observations** have been recorded clearly by the assessor in terms of describing specifically the learner's practices in relation to moving and handling equipment.

It is also evident in the learner's support to moving and positioning these different individuals described in the three observation extracts that the learner is able to follow individuals' care plans, communicate effectively with both the individual and her colleagues, use different aids and equipment, ensure that the individuals are active participants in the move, monitor individuals' conditions throughout and report and record all activities and support given.

This assessment method is **valid** as it measures the learner's skills in being able to move and handle equipment.

- **Quality of Evidence:** The documented observations are of a good quality because the learner's practices demonstrate clearly own competence against this assessment criterion; including the use of different aids and equipment to meet different individuals' needs.
- **Breadth of Evidence:** The learner's evidence **meets ACs 5.3 fully** in terms of being able to **move and handle** equipment and other objects safely. The learner's evidence cross references to unit HSC2028 ACs 5.1, 5.2, 5.4, 5.5, 5.6 and 5.7.

EVIDENCE FOR LEARNING OUTCOME 6

KNOW HOW TO HANDLE HAZARDOUS SUBSTANCES AND MATERIALS

Assessment Criteria:

AC6.1 – **Identify** hazardous substances and materials that may be found in the work setting

AC6.2 – **Describe** safe practices for storing hazardous substances, using hazardous substances and disposing of hazardous substances and materials

Extract from **Assignment:**

Assignment: 'List hazardous substances and materials that may be found in the work setting and describe safe practices for storing hazardous substances, using hazardous substances and disposing of hazardous substances and materials.'

Response:

'The hazardous substances and materials that may be found in my work setting are cleaning materials, disinfectant that can cause burns or poisoning, clinical and bodily waste, medicines or drugs.'

1. Store chemicals safely in the locked cupboard.
2. Be sure you can read the labels and follow the instructions before use.
3. Don't mix chemicals.
4. Don't put chemicals into unmarked containers.
5. Don't put chemicals into containers which have other uses.
6. Clear up spills immediately and report to manager.
7. Be sure you know what First-Aid treatment if an accident happened.
8. Follow the safety rules and keep the workplace safe.
9. Report anything wrong to the supervisor.

Be sure you know how to use the hazardous substances and use protective clothing provided.

Every care home has a COSHH protection file that explains how to dispose hazardous substances and materials. Used needles should be placed in a yellow sharps box, clinical waste disposed of in the yellow bags, used and out of date medication collected by the pharmacist.'

COMMENTARY FOR EVIDENCE FOR ACS 6.1 AND 6.2

- **Assessment Method:** The learner has completed an **assignment** that includes hazardous substances and materials that may be found in the work setting as well as safe practices for storing hazardous substances, using hazardous substances and disposing of hazardous substances and materials.

The assessment method is **valid** as it measures the learner's understanding and knowledge of hazardous substances and safe practices.

- **Quality of Evidence:** The learner's response is of a good quality because the learner names different types of hazardous substances that may be found in the learner's work setting: *'...cleaning materials, disinfectant that can cause burns or poisoning, clinical and bodily waste, medicines or drugs.'*

The learner then details different safe practices that must be followed for storing, using and disposing of hazardous substances.

- **Breadth of Evidence:** The learner includes the hazardous substances and materials that may be found in the work setting as well as details of safe practices. The learner's evidence **meets ACS 6.1 and 6.2 fully** in terms of **identifying** hazardous substances and materials that may be found in the work setting and **describing** safe practices for storing hazardous

EVIDENCE FOR LEARNING OUTCOME 7

UNDERSTAND HOW TO PROMOTE FIRE SAFETY IN THE WORK SETTING

Assessment Criteria:

AC7.1 – **Describe** practices that prevent fires from starting and spreading

AC7.2 – **Outline** emergency procedures to be followed in the event of a fire in the work setting

AC7.3 – **Explain** the importance of maintaining clear evacuation routes at all times

Extract from Assignment:
Assignment: Promoting Fire Safety
Response:
<i>'Practices that prevent fires from starting include: the use of smoke alarms, ensuring all cigarettes have been extinguished, ensuring all unused electrical equipment is unplugged and ensuring electrical and gas appliances have been checked.'</i>
<i>Practices that prevent fires from spreading include: 'Keeping fire doors closed to prevent the spread of fire, not opening windows that might make the fire spread suddenly.'</i>
<i>Fire emergency procedures: Sound the alarm, then call the fire brigade, follow the home's evacuation plan, report to the assembly point, answer to role call. Help others only if safe to do so otherwise close doors behind to avoid the fire spreading, it is also important not to use the lift in a fire.</i>
<i>All routes of evacuation, fire exits, doors, corridors and passage ways must be kept clear at all times because if a fire occurs, all means of quick escape are available. This also complies with legislation requirements.'</i>

COMMENTARY FOR EVIDENCE FOR ACS 7.1, 7.2 AND 7.3

- **Assessment Method:** The learner has completed an **assignment** that details practices that prevent fires from starting and spreading, emergency procedures to be followed in the event of a fire in the work setting and the importance of maintaining clear evacuation routes.

The assessment method is **valid** as it measures the learner's understanding and knowledge of how to promote fire safety in the work setting.

- **Quality of Evidence:** The learner's response is of a good quality because the learner provides details of practices that prevent fires from both starting and spreading, emergency procedures to be followed in the event of a fire as well as the reasons why clear evacuation routes must be maintained at all times.
- **Breadth of Evidence:** The learner's evidence **meets ACs 7.1, 7.2 and 7.3 fully** in terms of **describing** practices that prevent fires from starting and spreading, **outlining** emergency procedures to be followed in the event of a fire in the work setting and **explaining** the importance of maintaining clear evacuation routes at all times.

EVIDENCE FOR LEARNING OUTCOME 8

BE ABLE TO IMPLEMENT SECURITY MEASURES IN THE WORK SETTING

Assessment Criteria:

AC8.1 – **Use** agreed ways of working for checking the identity of anyone requesting access to premises and information

AC8.2 – **Implement** measures to protect own security and the security of others in the work setting

Extract from **Observation 1:**

Observation: (The learner is referred to as M)

'...I met M to carry out her first observation, I was asked to confirm who I was and sign in by M and was then taken to meet the service user she would be working with...'

Extract from **Observation 2:**

Observation: (The learner is referred to as M)

'...I observed M ask the contractor whether he could her some ID; he did and then she asked him to confirm who he was, what company he worked for and what job he had been allocated. Once M had this information she confirmed this with the manager and then returned to give him access ensuring she escorted him to the hallway and then stayed with him until he had finished repairing the banister...'

Extract from **Observation 3:**

Observation: (The learner is referred to as M)

'...I observed M answering the telephone in the office and explaining to the person on the other end of the phone (a friend of a resident) that she could not give them an update of one of the resident's health until she could confirm who she was. M referred the phone call and the request for this private information to her manager after explaining to her the details of the phone call...'

COMMENTARY FOR EVIDENCE FOR ACS 8.1 AND 8.2

- **Assessment Method:** The assessor has used direct **observation** of the learner's practices to meet these criteria. The three **observations** have been recorded clearly by the assessor in terms of describing specifically the learner's practices in relation to implementing security measures in the work setting.

This assessment method is **valid** as it measures the learner's skills in being able to use agreed ways of working for implementing security measures in the workplace.

- **Quality of Evidence:** The documented observations are of a good quality because the learner's practices demonstrate clearly own competence against both assessment criteria in terms of for checking identity when there are requests of access to the premises and information and for implementing measures to protect own and others' security.
- **Breadth of Evidence:** The learner's evidence **meets ACs 8.1 and 8.2 fully** in terms of being able to **use** agreed ways of working for checking the identity of anyone requesting access to premises and information and **implementing** measures to protect own security and the security of others in the work setting.

Assessment Criteria:

AC8.3 – **Explain** the importance of ensuring that others are aware of own whereabouts

Extract from Written Questioning:
Written Question: 'Explain why it is important that others are aware of own whereabouts.'
Response: <i>'Other people always must know of my whereabouts in the care home, particularly my supervisor and the manager. Because if I am needed then I can be called, also to protect me in case I am in danger. Also, if there was a fire at the home everyone needs to be accounted for and valuable time would be lost if the management did not know where I was in the home at that particular time.'</i>

COMMENTARY FOR EVIDENCE FOR AC 8.3

- **Assessment Method:** The assessor has used a clear **written question** with this learner 'Explain...' this encourages the learner to think about the reasons why it is important that others are aware of own whereabouts.

The assessment method is **valid** as it measures the learner's understanding and knowledge of the importance of ensuring that others are aware of own whereabouts.

- **Quality of Evidence:** The learner's response is of a good quality because the learner details a number of different reasons for why it is important that others are aware of own whereabouts in **own health and social care setting**: *'Because if I am needed then I can be called, also to protect me in case I am in danger. Also, if there was a fire at the home everyone needs to be accounted for and valuable time would be lost if the management did not know where I was in the home at that particular time...'*
- **Breadth of Evidence:** The learner different reasons for ensuring that others are aware of own whereabouts. The learner's evidence **meets AC 8.3 fully** in terms of **explaining** the importance of ensuring that others are aware of own whereabouts.

EVIDENCE FOR LEARNING OUTCOME 9

KNOW HOW TO MANAGE OWN STRESS

Assessment Criteria:

AC9.1 – **Identify** common signs and indicators of stress

AC9.2 – **Identify** circumstances that tend to trigger own stress

AC9.3 – **Describe** ways to manage own stress

Extract from Assignment:
Assignment: Stress Management
Response: <i>'The common signs and indicators of stress are: feeling undervalued and not appreciated, not performing at work and being in conflict with colleagues. The signs can include not being able to sleep, feeling worried, a loss or increase in appetite, headaches, feeling tired and panicking.</i> <i>The circumstances that tend to trigger my own stress are: conflict with my colleagues and feeling undervalued.</i> <i>I would try to change the situation or change my reaction. Sometimes stress can be avoided. I know my limits and stick to them. I try to avoid people who stress me out. I would look at my daily work and decide between the "should" and the "must". If I can't avoid a stressful situation I would change things to avoid the problem in the future. I would focus on the positive things in my life. I would share my feelings and learn to forgive. I would make time for fun and relaxation.'</i>

COMMENTARY FOR EVIDENCE FOR ACS 9.1, 9.2 AND 9.3

- **Assessment Method:** The learner has completed an **assignment** that details common signs and indicators of stress, circumstances that tend to trigger own stress and ways to manage own stress.

The assessment method is **valid** as it measures the learner's understanding and knowledge of how to manage own stress.

- **Quality of Evidence:** The learner's response is of a good quality because the learner provides details of specific signs and indicators of stress as well as how own stress is triggered. The learner also details some practical ways of managing own stress: *'I would try to change the situation or change my reaction. Sometimes stress can be avoided. I know my limits and stick to them. I try to avoid people who stress me out. I would look at my daily work and decide between the "should" and the "must". If I can't avoid a stressful situation I would change things to avoid the problem in the future. I would focus on the positive things in my life. I would share my feelings and learn to forgive. I would make time for fun and relaxation.'*
- **Breadth of Evidence:** The learner's evidence **meets ACs 9.1, 9.2 and 9.3 fully** in terms of **identifying** common signs and indicators of stress, **identifying** circumstances that tend to trigger own stress and **describing** ways to manage own stress.

SUMMARY OF HOW EXEMPLAR EVIDENCE FOR HSC 027 MEETS THE ASSESSMENT REQUIREMENTS AND ASSESSMENT CRITERIA

Variety of assessment methods used	Yes	Observation Written and Oral Questioning Assignment
Valid assessment methods used	Yes	All assessment methods used were appropriate for validating the learner's knowledge and skills of all the assessment criteria in this unit.
Quality and Breadth of evidence sufficient	Yes	Evidence provided meets all the assessment criteria fully.

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