

Cambridge TECHNICALS LEVEL 2

Cambridge  
TECHNICALS  
2016

# HEALTH AND SOCIAL CARE

## Unit 2

### Health and safety in practice

A/615/1464

Guided learning hours: 30

Version 1 September 2016

## LEVEL 2

### UNIT 2: Health and safety in practice

A/615/1464

**Guided learning hours:** 30

**Essential resources required for this unit:** none

**This unit is externally assessed by an OCR set and marked examination.**

#### UNIT AIM

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Health and safety is vitally important in all health and social care and childcare settings. This unit will develop your understanding of how health and safety works in practice. Everyone has the right to be protected from injuries and harm that could have been reasonably avoided. By law, all settings must identify potential hazards and have policies in place to minimise the risks of harm. Those working in health, social care and childcare must understand their responsibilities for health and safety and be able to apply these in practice. They need to be able to identify potential hazards and minimise the risks.

The aim of this unit is to develop your ability to identify health and safety hazards in a range of situations. You will need to demonstrate your understanding of how to follow health and safety procedures, including being able to carry out risk assessments and respond appropriately in emergencies.



## TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades. Anything which follows an i.e. details what must be taught as part of that area of content. Anything which follows an e.g. is illustrative.

For externally assessed units, where the content contains i.e. and e.g. under specific areas of content, the following rules will be adhered to when we set questions for an exam:

- a direct question may be asked about unit content which follows an i.e.
- a direct question will not be asked about unit content which follows an e.g.

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
1 Understand hazards that may lead to risk in health, social care and childcare environments	<p>1.1 Definitions, i.e.</p> <ol style="list-style-type: none"> <li>1. health and safety</li> <li>2. hazard</li> <li>3. risk</li> <li>4. health and safety management</li> </ol> <p>1.2 Responsibilities, i.e.</p> <ol style="list-style-type: none"> <li>1. employers – for health and safety management</li> <li>2. employees - to take care of their own and others health and safety and follow policies and procedures</li> <li>3. individuals – to follow instructions</li> </ol> <p>1.3 The importance of legislation i.e. HASAWA (1974); COSHH (2002); RIDDOR (2013); MHOR (1992), i.e.</p> <ol style="list-style-type: none"> <li>1. reduces accidents and injuries</li> <li>2. prevents spread of diseases and infection</li> <li>3. sets standards for a safe environment</li> <li>4. gives guidelines for safe working practices</li> <li>5. protects individuals</li> <li>6. ensures adequate training</li> </ol>	<p>Learners should understand that:</p> <ul style="list-style-type: none"> <li>• Health and safety refers to the laws, principles and practices that keep people safe from injury or disease at work and in public places.</li> <li>• A hazard is something that can cause harm, e.g. trailing cables, chemicals and cleaning products, walking up a ladder, damaged equipment, lack of training to use a hoist correctly.</li> <li>• A risk is the high, medium or low chance that a hazard will actually cause harm.</li> <li>• Health and Safety management requires organized efforts and procedures to identify workplace hazards, reduce accidents, reduce risks of exposure to harmful situations and substances, training staff in accident prevention, accident response, preparing for emergencies and providing necessary equipment.</li> </ul> <p>Learners must understand that health and safety is a legal duty. They must know the names of the laws relevant to health and safety in health, social care and childcare settings and have an understanding of the importance of legislation rather than the specific provisions of each Act.</p>

Learning outcomes		Teaching content	Exemplification
The Learner will:		Learners must be taught:	
	1.4	<p>The settings where hazards occur, i.e.</p> <ol style="list-style-type: none"> <li>1. hospital</li> <li>2. GP surgery</li> <li>3. health centre</li> <li>4. dentist</li> <li>5. optician</li> <li>6. pharmacy / chemist</li> <li>7. nursing home</li> <li>8. retirement home</li> <li>9. day centre</li> <li>10. sheltered housing</li> <li>11. playgroup</li> <li>12. nursery</li> <li>13. crèche</li> </ol>	Learners should be given opportunities to visit settings and talk to the person responsible for health and safety. They should understand that different settings present particular hazards due to the characteristics of the individuals receiving care, features of the building and work practices in those settings.
	1.5	<p>Types of hazards in a setting, i.e.</p> <ol style="list-style-type: none"> <li>1. infection or disease</li> <li>2. fire</li> <li>3. flood</li> <li>4. electricity</li> <li>5. gas leaks</li> <li>6. security of premises</li> <li>7. building structure</li> <li>8. equipment</li> <li>9. furnishings and fittings</li> <li>10. hazardous substances</li> </ol>	Learners need to understand how and why these hazards might pose a risk to health and safety in different health, social care and childcare settings. They should be able to analyse how these hazards could cause harm in relation to specific places and situations. The use of pictures of hazards could help learners to be able to analyse them, e.g. a lit candle in a residential care home bedroom, too many plugs in a socket, a fire door propped open, a fire exit blocked, a climbing frame in a nursery school outdoor play area.
	1.6	<p>Areas where hazards might be identified, i.e.</p> <ol style="list-style-type: none"> <li>1. play room</li> <li>2. dining room</li> <li>3. communal area</li> <li>4. outdoor area</li> <li>5. transport</li> <li>6. public space</li> <li>7. bathroom</li> <li>8. kitchen</li> </ol>	Learners should be given opportunities to practice analysing hazards in different areas and settings. Hazards could be age-inappropriate toys in a play room, faulty equipment in a consulting room, badly placed furniture in a public space, hot drinks in a corridor, unclean communal area, lack of good hygiene practices in a kitchen, medicines not disposed of properly in a hospital ward.

Learning outcomes		Teaching content	Exemplification
The Learner will:		Learners must be taught:	
		9. consulting room 10. reception area 11. hospital ward 12. bedroom 13. corridor 14. stairs	
	1.7	Activities where hazards might arise, i.e. 1. food preparation 2. lifting and manual handling 3. moving around the setting 4. travelling for educational or recreational activities 5. cleaning 6. educational activities 7. recreational activities 8. care routines	Learners should be given opportunities to analyse how day to day activities in health, social care and childcare settings could pose a risk to health and safety. They could reflect on the health and safety hazards that arise due to activities they observe or carry out on work placements.

Learning outcomes	Teaching content		Exemplification
The Learner will:	Learners must be taught:		
2 Understand how to reduce risks in health, social care and childcare environments	2.1	Types of policies that reduce risks in health, social care and childcare settings, i.e. <ol style="list-style-type: none"> <li>1. health and safety policy</li> <li>2. manual handling</li> <li>3. safe working practices, e.g. protective equipment/clothing, signing in/out, staff ratios</li> <li>4. storing, disposing, administering medicines,</li> <li>5. cleaning, storing cleaning products</li> <li>6. disposing of hazardous waste</li> <li>7. labelling of hazards</li> <li>8. personal hygiene</li> <li>9. food preparation and handling</li> <li>10. security of premises</li> <li>11. safeguarding</li> <li>12. hot drinks</li> <li>13. fire</li> <li>14. training, staff induction</li> <li>15. supervision</li> <li>16. emergency planning</li> </ol>	Learners should understand that the policies that settings have will depend on the particular hazards that have been identified in that setting. Learners could find out about the policies that are in place in a particular health, social care or childcare setting. They could share their learning with the group. They could compare and contrast the policies that different settings have in place.
	2.2	The role and importance of health and safety policies, i.e. <ol style="list-style-type: none"> <li>1. policies ensure the setting meets the requirements of legislation</li> <li>2. all settings must have policies in place to minimise risks from potential hazards</li> <li>3. policies set out the procedures to promote health and safety and minimise risk</li> <li>4. the policies that settings have will depend on the particular hazards identified in the setting</li> <li>5. policies reduce risks when the procedures are followed by employers, employees and individuals</li> </ol>	Learners could talk to health, social care or childcare employers and employees about the role and importance of the policies in their setting e.g. on work placement, guest speaker.  Learners could shadow an employee in a health, social care or childcare setting and observe ways that they promote health and safety while carrying out their day-to-day work. They could present and share their learning with the group.
	2.3	Consequences of not following policies, i.e. <ol style="list-style-type: none"> <li>1. injury or harm</li> <li>2. disease or infection</li> </ol>	Learners should understand the consequences for employers, employees and individuals. They could investigate

Learning outcomes	Teaching content		Exemplification
The Learner will:	Learners must be taught:		
		3. disciplinary action 4. financial loss, e.g. fines, staff absence, reputation 5. low staff morale 6. negative judgements by inspection agencies, e.g. Care Quality Commission, Ofsted, Health and Safety Executive	examples of health and safety breaches (e.g. see HSE website <a href="http://www.hse.gov.uk">www.hse.gov.uk</a> ).
	2.4	Recommend ways risks can be reduced in a wide range of practice situations, e.g. 1. preparing food in a nursery 2. taking young adults on a day trip 3. serving hot drinks in a care home 4. helping young children with an art activity 5. cleaning a bathroom in a care home 6. disposing of used bandages in a hospital ward	Learners could be provided with a variety of scenarios where health and safety hazards are present. They could identify the hazards and suggest ways to reduce the risks.  Learners could evaluate a situation they have observed or been involved in when health and safety hazards were present. They could suggest how the risks could have been reduced.
3 Be able to carry out a risk assessment	3.1	Understand the requirements of risk assessment, i.e. 1. to comply with legislation 2. involve workers 3. identify and analyse hazards 4. develop solutions 5. in settings with more than 5 employees, risk assessments must be recorded	Tutors should ensure that learners understand that employers have a legal duty to carry out risk assessments relating to their premises and the activities that happen there.
	3.2	How to carry out risk assessments, i.e. The five stages of a risk assessment: 1. Identify hazards, i.e. a. physical e.g. noise, heights, electricity, buildings, vehicles, equipment b. chemical e.g. toxic substances, cleaning products, medicines c. biological e.g. medical waste, human waste, bacteria d. psychological e.g. stress, violence, fear e. environmental e.g. dangerous activities or practices, lack of staff training 2. Decide who might be harmed and how, i.e. a. employees b. agency staff c. individuals receiving care d. members of the public visiting settings	Learners could read examples of risk assessments from a variety of health, social care or childcare settings. Learners could carry out a risk assessment in relation to a planned activity in a health, social care and childcare setting, e.g. taking a group of young adults with learning difficulties to a museum, preparing a meal for an adult with physical disabilities in their home, cleaning out a store cupboard in a residential home kitchen, preparing

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
	<ol style="list-style-type: none"> <li>3. Assess the risks and take action, i.e.               <ol style="list-style-type: none"> <li>a. consider the likelihood of harm</li> <li>b. prioritise the risks as high, medium or low</li> <li>c. determine actions needed to reduce the level of risk</li> </ol> </li> <li>4. Record the findings, i.e.               <ol style="list-style-type: none"> <li>a. detail any hazards noted in the risk assessment</li> <li>b. detail any actions taken to reduce or eliminate risk</li> </ol> </li> <li>5. Review the risk assessment and update if necessary, i.e.               <ol style="list-style-type: none"> <li>a. check staff are following safe working practices</li> <li>b. take into account new working practices, activities or equipment</li> </ol> </li> </ol>	<p>equipment to be used in a dentist's surgery.</p> <p>Learners could be given a floor plan or a scenario picture and carry out a risk assessment.</p>
<p>4 Know how to respond appropriately to emergencies</p>	<p>4.1 Emergencies that may occur in health, social care and childcare settings, i.e.</p> <ol style="list-style-type: none"> <li>1. fire</li> <li>2. flood</li> <li>3. accidents</li> <li>4. epidemics</li> <li>5. gas leaks</li> <li>6. bomb threats</li> <li>7. lost children or vulnerable adults</li> <li>8. intruders</li> </ol>	<p>A visiting speaker with experience in planning for emergencies in a health, social care or childcare setting could talk to learners about the types of emergencies they must plan for.</p>
	<p>4.2 Responsibilities in emergencies, i.e.</p> <ol style="list-style-type: none"> <li>1. employers, e.g. carrying out risk assessment to identify potential emergencies, ensuring emergency policies are in place with clear procedures to follow, ensuring staff are trained to respond in an emergency</li> <li>2. employees, e.g. for knowing about and following correct procedures in emergencies</li> <li>3. individuals, e.g. to follow instructions</li> <li>4. first aider responsibilities, i.e. assess the situation, protect from further harm, prevent infection, comfort and reassure, give first aid treatment</li> </ol>	<p>A visiting speaker with experience in planning for emergencies in a health, social care or childcare setting could talk to learners about the responsibilities of employers, employees and individuals in emergency situations.</p> <p>Learners could read emergency policies from a range of health, social care and childcare settings and compare and contrast the procedures in place.</p> <p>Learners could interview a first aider in a health, social care or childcare setting and produce a leaflet or poster summarising their responsibilities.</p>



Learning outcomes		Teaching content	Exemplification
The Learner will:		Learners must be taught:	
	4.3	<p>Responding to emergencies, i.e.</p> <ol style="list-style-type: none"> <li>1. deciding priorities, e.g. life safety then stabilise the incident</li> <li>2. following procedures, e.g. fire evacuation policy, emergency policy</li> <li>3. carrying out evacuation plans, e.g. vertical and horizontal evacuations, evacuating individuals with mobility difficulties</li> <li>4. reporting incidents, e.g. to Ofsted, Care Quality Commission, emergency services</li> <li>5. recording incidents, e.g. written and signed records, accident books</li> <li>6. review risk assessments and policies after incidents, e.g. to determine if policies were followed and to make changes if necessary</li> </ol>	<p>Using emergency plans from a range of settings, learners could work in groups to produce and perform role plays of emergency situations. In their role play they could demonstrate how procedures would be followed and how the emergency plans would be carried out. They could describe who the incident should be reported to and how it should be recorded. They could explain what should happen after the incident.</p>

## LEARNING OUTCOME (LO) WEIGHTINGS

Each learning outcome in this unit has been given a percentage weighting. This reflects the size and demand of the content you need to cover and its contribution to the overall understanding of this unit. See table below:

<b>LO1</b>	23 – 27%
<b>LO2</b>	23 – 27%
<b>LO3</b>	25 – 30%
<b>LO4</b>	20 – 25%

## \*SYNOPTIC ASSESSMENT AND LINKS BETWEEN UNITS

It will be possible for learners to make connections between other units over and above the unit containing the key tasks for synoptic assessment, please see section 6 of the centre handbook for more detail. We have indicated in this unit where these links are with an asterisk and provided more detail in the Assessment Guidance.

## ASSESSMENT GUIDANCE

All Learning Outcomes are assessed through an externally set and marked examination paper worth a maximum of 40 marks and 45 minutes in duration. The examination paper will be made up of short and extended answer questions.

This unit will require learners to apply learning acquired in Unit 1. Knowledge and understanding from this unit will also be required in the assessment of units 3-8.

## MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for the Technical certificate qualifications

These qualifications have been designed to be recognised as Technical certificates in performance tables in England. It is a requirement of these qualifications for centres to secure employer involvement through delivery and/or assessment of these qualifications for every learner.

The minimum amount of employer involvement must relate to at least one or more of the elements of the mandatory content. This unit is mandatory in the Level 2 Certificate and Diploma qualifications.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the Qualification Handbook for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer engagement	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	When learners are on work placements they could be required to collect copies of policies that relate to health and safety from the setting. Learners could be required to ask the person responsible for health and safety at their work placement and to take them on a safety walk of the site. Learners could ask to see examples of risk assessments Learners could be required to talk to the first aider and find out about their responsibilities.

You can find further information on employer involvement in the delivery of qualifications in the following documents:

- [Employer involvement in the delivery and assessment of vocational qualifications](#)
- [DfE work experience guidance](#)

To find out more  
**[ocr.org.uk/healthandsocialcare](http://ocr.org.uk/healthandsocialcare)**  
or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **[vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)**



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