

<b>Unit Title:</b>	Promote and implement health and safety in health and social care
Unit sector reference:	HSC 037
Level:	3
Credit value:	6
Guided learning hours:	43
Unit accreditation number:	F/601/8138

## Unit purpose and aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to promote and implement health and safety in their work setting.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
1 Understand own responsibilities, and the responsibilities of others, relating to health and safety	1.1 Identify legislation relating to health and safety in a health or social care <b>work setting</b> 1.2 Explain the main points of health and safety <b>policies and procedures</b> agreed with the employer 1.3 Analyse the main health and safety responsibilities of: <ul style="list-style-type: none"> <li>• self</li> <li>• the employer or manager</li> <li>• <b>others</b> in the work setting</li> </ul> 1.4 Identify specific <b>tasks</b> in the work setting that should not be carried out without special training	<p><b>Work setting</b> may include one specific location or a range of locations, depending on the context of a particular work role</p> <p><b>Policies and procedures</b> may include other agreed ways of working as well as formal policies and procedures</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• Team members</li> <li>• Other colleagues</li> <li>• Those who use or commission their own health or social care services</li> <li>• Families, carers and advocates</li> </ul> <p><b>Tasks</b> for which special training is required may include:</p> <ul style="list-style-type: none"> <li>• Use of equipment</li> <li>• First aid</li> <li>• Medication</li> <li>• Health care procedures</li> <li>• Food handling and preparation</li> </ul>

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
2 Be able to carry out own responsibilities for health and safety	2.1 Use policies and procedures or other agreed ways of working that relate to health and safety 2.2 Support others to understand and follow safe practices 2.3 Monitor and report potential health and safety risks 2.4 Use risk assessment in relation to health and safety 2.5 Demonstrate ways to minimise potential risks and hazards 2.6 Access additional support or information relating to health and safety	
3 Understand procedures for responding to accidents and sudden illness	3.1 Describe different types of accidents and sudden illness that may occur in own work setting 3.2 Explain procedures to be followed if an accident or sudden illness should occur	
4 Be able to reduce the spread of infection	4.1 Explain own role in supporting others to follow practices that reduce the spread of infection 4.2 Demonstrate the recommended method for hand washing 4.3 Demonstrate ways to ensure that own health and hygiene do not pose a risk to an individual or to others at work	
5 Be able to move and handle equipment and other objects safely	5.1 Explain the main points of legislation that relates to moving and handling 5.2 Explain principles for safe moving and handling 5.3 Move and handle equipment and other objects safely	

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
6 Be able to handle hazardous substances and materials	6.1 Describe types of hazardous substances that may be found in the work setting  6.2 Demonstrate safe practices for: <ul style="list-style-type: none"> <li>• Storing hazardous substances</li> <li>• Using hazardous substances</li> <li>• Disposing of hazardous substances and materials</li> </ul>	
7 Be able to promote fire safety in the work setting	7.1 Describe practices that prevent fires from: <ul style="list-style-type: none"> <li>• starting</li> <li>• spreading</li> </ul> 7.2 Demonstrate measures that prevent fires from starting  7.3 Explain emergency procedures to be followed in the event of a fire in the work setting  7.4 Ensure that clear evacuation routes are maintained at all time	
8 Be able to implement security measures in the work setting	8.1 Demonstrate use of agreed procedures for checking the identity of anyone requesting access to: <ul style="list-style-type: none"> <li>• Premises</li> <li>• Information</li> </ul> 8.2 Demonstrate use of measures to protect own security and the security of others in the work setting  8.3 Explain the importance of ensuring that others are aware of own whereabouts	
9 Know how to manage <b>stress</b>	9.1 Describe common signs and indicators of stress  9.2 Describe signs that indicate own stress  9.3 Analyse factors that tend to trigger own stress  9.4 Compare strategies for managing stress	<b>Stress</b> can have positive as well as negative effects, but in this unit the word is used to refer to negative stress

## Assessment

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

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

Competence based assessment must include direct observation as the main source of evidence.

For this unit, learning outcomes 2, 4, 5, 6, 7, and 8 must be assessed in a real work environment.

## Guidance on assessment and evidence requirements

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

## National occupational standards (NOS) mapping/signposting

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This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

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

HSC 32

Content recurs throughout HSC NOS knowledge requirements

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

## Functional skills signposting

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

Functional Skills standards can be viewed at <http://www.qcda.gov.uk/15565.aspx>

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

## Additional information

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

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