

Unit Title:	Understand health and safety in social care settings
Unit sector reference:	PWCS 37
Level:	3
Credit value:	5
Guided learning hours:	49
Unit expiry date:	31/08/2015
Unit accreditation number:	L/602/3178

Unit purpose and aim

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

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand the different responsibilities relating to health and safety in social care settings	1.1 Identify legislation relating to health and safety in a social care setting 1.2 Explain how health and safety policies and procedures protect those in social care settings 1.3 Compare the differences in the main health and safety responsibilities of: <ul style="list-style-type: none"> • the social care worker • the employer or manager • others in the social care setting 1.4 Identify situations in which the responsibility for health and safety lies with the individual 1.5 Explain why specific tasks should only be carried out with special training 1.6 Explain how to access additional support and information relating to health and safety	Current legislation and subsequent amendments may include: <ul style="list-style-type: none"> • Health & Safety at Work Act • The Management of Health & Safety Work Regulations • Control of Substances Hazardous to Health Regulations (COSHH) • Manual Handling Operations Regulations • The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) • Personal Protective equipment regulations Policies and procedures may include agreed ways of working as well as formal policies and procedures Protection may include identifying: <ul style="list-style-type: none"> • the significant risks • control measures for hazards

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
		<ul style="list-style-type: none"> • arrangements for reporting accidents or health problems • arrangements for first aid, fire and emergencies • arrangements for communicating health and safety <p>Responsibilities of the social care worker may include:</p> <ul style="list-style-type: none"> • to take reasonable care for own and others' health and safety • to report to employer potential and actual hazards and risks • to take part in health and safety training • to understand and comply with health and safety instructions and procedures <p>Responsibilities of the employer or manager may include:</p> <ul style="list-style-type: none"> • to provide a safe place of work • to assess risks and take action to reduce them • to provide information, instruction, training and supervision • to provide safety signs • to provide adequate welfare and first aid facilities <p>Others may include:</p> <ul style="list-style-type: none"> • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates • external third parties such as IT specialists

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		<p>Responsibilities of others may include:</p> <ul style="list-style-type: none"> • to understand and comply with health and safety instructions and procedures • to take reasonable care for own and others' health and safety <p>An individual is someone requiring care or support</p> <p>Situations may include when e.g:</p> <ul style="list-style-type: none"> • the individual does not comply with risk assessment, procedures • the individual has not taken reasonable care for own or others' safety <p>Tasks that the learner should not carry out without special training may include those relating to:</p> <ul style="list-style-type: none"> • use of equipment • first aid • medication • assisting and moving • emergency procedures • food handling and preparation <p>Reasons may include:</p> <ul style="list-style-type: none"> • to comply with legislation • to preserve life • to minimise the consequences of injury and illness • to treat injuries and illnesses effectively • to practice safely and correctly <p>Accessing additional support and information from e.g:</p> <ul style="list-style-type: none"> • appointed person(s) responsible for health and safety

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		<ul style="list-style-type: none"> • line manager • Health and safety Executive (HSE) • Environmental Health department
2 Understand risk assessments and their importance in relation to health and safety	2.1 Explain why it is important to assess health and safety risks 2.2 Explain the steps to carrying out a risk assessment 2.3 Explain how to address potential health and safety risks identified 2.4 Explain how risk assessment can help address dilemmas between an individual's rights and health and safety concerns 2.5 Explain how to promote health and safety within the social care setting	<p>Reasons may include:</p> <ul style="list-style-type: none"> • to comply with legislation • to prevent risks or reduce risks to a minimum • to protect self, individuals and others from danger, harm or illness <p>Steps to carrying out a risk assessment include:</p> <ul style="list-style-type: none"> • identify hazards • evaluate risks • take precautions • review risks • report and record outcomes <p>Addressing potential risks may include:</p> <ul style="list-style-type: none"> • identifying associated hazards • considering what safety measures are required to eliminate or reduce the risks • considering whether new or additional safety measures can be put in place • communicating these measures to others • informing others of any serious risks • co-operating fully with outside agencies <p>Risk assessment can help address dilemmas by e.g:</p> <ul style="list-style-type: none"> • making the individual aware of the risks • making the individual aware of the responsibilities employees and the employer have • being used as the basis for safe working arrangements

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		<p>Promoting health and safety by e.g:</p> <ul style="list-style-type: none"> • taking reasonable care for own and others' health and safety • reporting and recording potential and actual hazards and risks • participating in health and safety training • complying with health and safety instructions and procedures
<p>3 Understand procedures for responding to accidents and sudden illness</p>	<p>3.1 Describe different types of accidents and sudden illness that may occur in a social care setting</p> <p>3.2 Explain procedures to be followed if an accident or sudden illness should occur</p> <p>3.3 Explain why it is important for emergency first aid tasks only to be carried out by qualified first aiders</p> <p>3.4 Explain the consequences of failing to follow emergency first aid procedures</p>	<p>Accidents may include:</p> <ul style="list-style-type: none"> • falls • burns and scalds • slips and trips • swallowing a hazardous substance <p>Sudden Illness may include:</p> <ul style="list-style-type: none"> • cardiac arrest • difficulty with breathing • stroke • hypoglycaemia • seizures • loss of consciousness • food poisoning <p>Procedures to be followed may include:</p> <ul style="list-style-type: none"> • recording and reporting of accident or illness with full details must be made • registered person must submit notification to CQC and HSE • individuals' next of kin must be informed <p>Reasons may include:</p> <ul style="list-style-type: none"> • to comply with health and safety legislation • to preserve life • to minimise the consequences of injury and illness • to treat injuries and illnesses effectively

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		<p>Consequences may include:</p> <ul style="list-style-type: none"> • possible fatalities • could delay recovery • injury or illness could • become worse • failure to comply with legislation and workplace procedures
4 Understand how to reduce the spread of infection	4.1 Describe the routes by which an infection can get into the body 4.2 Explain the following prevention methods: <ul style="list-style-type: none"> • Hand washing • Own personal hygiene • Encouraging the individual's personal hygiene 4.3 Evaluate different types of personal protective equipment and how they can prevent the spread of infection 4.4 Explain own role in supporting others to follow practices that reduce the spread of infection	<p>Routes of infection may include:</p> <ul style="list-style-type: none"> • blood circulation • digestive • respiratory • body fluids <p>Prevention methods may include:</p> <ul style="list-style-type: none"> • removing pathogens • preventing infection from spreading between people <p>Personal protective equipment – refers to any protective equipment or clothing that an employer must provide where risks have been identified. This may include:</p> <ul style="list-style-type: none"> • gloves • aprons • masks • hair nets <p>Prevention may include:</p> <ul style="list-style-type: none"> • creating a protective barrier from pathogens • creating a protective barrier between people <p>Supporting others may include by:</p> <ul style="list-style-type: none"> • always following safe working practices yourself • ensuring others are aware of the workplace's standards and procedures for infection prevention and control • ensuring others follow infection prevention and

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		control procedures correctly ensuring all unsafe practices are recorded and reported
5 Understand how to move and handle equipment and other objects safely	5.1 Describe the main points of legislation that relates to moving and handling 5.2 Explain how following principles for safe moving and handling protects those in the social care setting from injury or harm 5.3 Explain situations that may require additional supports necessary for safer moving and handling 5.4 Explain why it is important for moving and handling tasks to be carried out following specialist training	Main points may include: <ul style="list-style-type: none"> • avoiding hazardous manual handling • conducting a full risk assessment of load, task, environment and individual • reporting immediately any difficulties • adhering to agreed working practices • using equipment correctly Protection may include: <ul style="list-style-type: none"> • reducing the risk of injury • identifying whether there is a hazard or risk • giving an opportunity for alternative working practices e.g. use of a different type of moving and handling aid Situations may include: <ul style="list-style-type: none"> • if working environment is cramped • if an object or load is heavy • if an object or load is unstable or awkward Reasons may include: <ul style="list-style-type: none"> • to comply with legislation • to minimise injury to individual, self or others • to safeguard own and others health and safety • to apply agreed working practices • to use equipment correctly
6 Understand the principles of assisting and moving an individual	6.1 Explain why it is important to have specialist training before assisting and moving an individual 6.2 Explain the potential consequences of assisting	Reasons may include: <ul style="list-style-type: none"> • to understand individual's needs and preferences • to meet individual's needs and preferences • to apply agreed working

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	<p>and moving an individual without specialist training</p> <p>6.3 Explain the consequences of not following an individual's care plan or fully engaging with them when assisting and moving</p>	<p>practices</p> <ul style="list-style-type: none"> • to move the individual safely and correctly • to minimise injury to individual, self or others <p>Potential consequences may include:</p> <ul style="list-style-type: none"> • failure to comply with legislation and workplace procedures • placing in danger and at risk of harm self, individual and others • injury to self, individual or others <p>Care Plan – may be known by other names (e.g. support plan, individual plan). It is the document where day-to-day requirements and preferences for care and support are detailed.</p> <p>Consequences may include:</p> <ul style="list-style-type: none"> • failure to comply with legislation and workplace procedures • not meeting individual's needs and preferences • neglect of individual's right to be fully involved • causing the individual unnecessary anxiety • injury to self, individual or others
<p>7 Understand how to handle hazardous substances</p>	<p>7.1 Describe types of hazardous substances that may be found in the social care setting</p> <p>7.2 Explain safe practices for:</p> <ul style="list-style-type: none"> • Storing hazardous substances • Using hazardous substances • Disposing of hazardous substances <p>7.3 Explain the dangers associated with not</p>	<p>Types of hazardous substances may include:</p> <ul style="list-style-type: none"> • toxic e.g. disinfectant • harmful e.g. body fluids • corrosive e.g. dishwasher powder • irritant e.g. cleaning agent <p>Safe practices for storing may include:</p> <ul style="list-style-type: none"> • in correct and labelled containers only

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	following these safe practices	<ul style="list-style-type: none"> • under correct conditions as per instructions • in secure area <p>Safe practices for using may include:</p> <ul style="list-style-type: none"> • reading instructions on label before using • not mixing substances together incorrectly • only using substances if trained to do so • using PPE as instructed • reporting any difficulties immediately <p>Safe practices for disposing may include:</p> <ul style="list-style-type: none"> • under correct conditions as per instructions • by following disposal workplace procedure <p>Dangers may include:</p> <ul style="list-style-type: none"> • injury to self, individual or others • increases risk of hazardous substances being misused • failure to comply with legislation and workplace procedures
8 Understand how to promote environmental safety procedures in the social care setting	8.1 Explain procedures to be followed in the social care setting to prevent: <ul style="list-style-type: none"> • Fire • Gas leak • Floods • Intruding • Security breach 8.2 Explain procedures to be followed in the social care setting in the event of: <ul style="list-style-type: none"> • Fire • Gas leak • Floods • Intruding • Security breach 8.3 Explain how you would encourage others to	<p>Procedures to prevent fire may include:</p> <ul style="list-style-type: none"> • no smoking • not having fire doors propped open • checking appliances are turned off • checking plugs are switched off • following a procedure checklist <p>Procedures to prevent gas leaks may include:</p> <ul style="list-style-type: none"> • checking appliances are turned off e.g. cooker, fire

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	<p>adhere to environmental safety procedures</p> <p>8.4 Explain the importance of having an emergency plan in place to deal with unforeseen incidents</p>	<p>Procedures to prevent floods may include:</p> <ul style="list-style-type: none"> • being aware of how to turn off main water supply • ensuring taps are turned off after use e.g. bath, sink <p>Procedures to prevent intruding may include:</p> <ul style="list-style-type: none"> • being vigilant of security of building i.e. doors, windows • locking doors and windows • not giving out key codes to others • following a procedure checklist <p>Procedures to prevent security breaches may include:</p> <ul style="list-style-type: none"> • being vigilant of security of building i.e. doors, windows • reporting any concerns • following a procedure checklist <p>Procedures to follow in event of fire may include:</p> <ul style="list-style-type: none"> • raise the alarm • dial 999 or inform health and safety officer/manager immediately • go to fire assembly point • move self and others away from danger area if safe to do <p>Procedures to follow in event of a gas leak may include:</p> <ul style="list-style-type: none"> • dial 999 or inform health and safety officer/manager immediately • do not turn any switches on/off • go to assembly point • move self and others away from building immediately • record incident

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		<p>Procedures to follow in event of a flood may include:</p> <ul style="list-style-type: none"> • turn off main water supply • dial 999 or inform health and safety officer/manager immediately • do not turn any switches on/off • go to assembly point • move self and others away from building immediately • record incident <p>Procedures to follow in event of intruding may include:</p> <ul style="list-style-type: none"> • dial 999 or inform health and safety officer/manager immediately • move self and others to a safe area if possible • record incident <p>Procedures to follow in event of a security breach may include:</p> <ul style="list-style-type: none"> • dial 999 or inform health and safety officer/manager immediately • move self and others away from building immediately <ul style="list-style-type: none"> • record incident <p>Encouraging others may include by:</p> <ul style="list-style-type: none"> • always following environmental safety procedures yourself • ensuring others are aware of the workplace's environmental safety procedures • ensuring others follow environmental safety procedures correctly • ensuring all unsafe practices are recorded and reported <p>Emergency plan – refers to a plan developed to deal with unforeseen circumstances,</p>

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		<p>such as flooding and would be developed in collaboration with other agencies such as the local authority, fire and rescue etc.</p> <p>Reasons may include:</p> <ul style="list-style-type: none"> • to comply with legislation and workplace procedures • to reduce risk of more serious danger, harm or injury to self, individual and others • to promote understanding of emergency procedures • to be fully prepared for unforeseen incidents
9 Understand how to manage stress	9.1 Describe common signs and indicators of stress 9.2 Describe factors that tend to trigger own stress 9.3 Evaluate strategies for managing stress	<p>Stress can have positive as well as negative effects, but in this unit the word is used to refer to negative stress</p> <p>Common signs and indicators may include:</p> <ul style="list-style-type: none"> • feeling more tearful or sensitive • loss of motivation • changes in sleep patterns • changes in eating habits <p>Factors may include:</p> <ul style="list-style-type: none"> • increased demands from others • changes in working practices or new working practices • changes in team members • relationships • unexpected changes i.e. financial, personal, work <p>Strategies may include:</p> <ul style="list-style-type: none"> • taking time out for yourself • talking through how you feel with your line manager • attending any stress management courses available • engaging in relaxing

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
		activities whilst away from work
10 Understand procedures regarding handling medication	10.1 Describe the main points of agreed procedures about handling medication 10.2 Explain why medication must only be handled following specialist training 10.3 Explain the consequences of handling medication without specialist training	<p>Handling medication may include:</p> <ul style="list-style-type: none"> • ordering • receiving • storage administration • recording • disposal <p>Main points may include:</p> <ul style="list-style-type: none"> • having a designated person for ordering medication • all medication received must be checked and recorded • medication must be stored securely and under correct conditions in line with manufacturers' instructions • identify the correct individual, medication, time and special instructions when giving medication • record immediately when individual has taken the medication • dispose of unwanted or discontinued medication safely <p>Reasons may include:</p> <ul style="list-style-type: none"> • to comply with legislation • to ensure it is administered safely • to ensure it is administered correctly • as workers are accountable for their actions <p>Consequences may include:</p> <ul style="list-style-type: none"> • putting individuals at serious risk e.g. over dosing, under dosing, not recognising adverse or side effects • causing illness and fatalities e.g. giving medication to wrong individual • failure to comply with legislation and workplace

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
		procedures
11 Understand how to handle and store food safely	11.1 Describe the main points of food safety standards in a social care setting 11.2 Explain how to: <ul style="list-style-type: none"> • Store food • Maximise hygiene when handling food • Dispose of food 11.3 Explain the potential consequences of not following food safety standards	<p>Current food safety standards may include:</p> <ul style="list-style-type: none"> • correct food storage including refrigeration and freezing • correct food temperature when cooking, handling and storing food • personal hygiene, food handling and cooking hygiene • disposing of left-over food quickly and when past use-by dates <p>Storing food may include:</p> <ul style="list-style-type: none"> • ensuring all food stored is covered over • storing food on correct shelf/container in fridge/cupboard • labelling with date all food stored • storing cooked food when cooled down <p>Maximising hygiene may include:</p> <ul style="list-style-type: none"> • keeping yourself clean • wearing protective clothing • keeping workplace clean • using separate utensils and equipment for different types of food • regular and thorough hand washing <p>Disposing of food may include:</p> <ul style="list-style-type: none"> • wiping all spillages quickly • ensuring all left-over food is disposed of quickly • ensuring bins are emptied frequently <p>Potential consequences may include:</p> <ul style="list-style-type: none"> • putting individuals at

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
		serious risk e.g. food contamination <ul style="list-style-type: none"> • causing illness and fatalities e.g. food poisoning • failure to comply with legislation and workplace procedures

Assessment

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

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

Guidance on assessment and evidence requirements

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

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

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

HSC 32

Content recurs throughout HSC NOS knowledge requirements.

NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk.

Functional skills signposting

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

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

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

Resources

Books

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

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

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

Websites

www.hse.gov.uk

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

www.food.gov.uk

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

Additional information

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.