

Cambridge TECHNICALS LEVEL 3

HEALTH AND SOCIAL CARE

Cambridge
TECHNICALS
2016

Unit 3

Health, safety and security in health
and social care

H/507/4367

Guided learning hours: 60

Version 2 – Revised content – March 2016

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UNIT 3: Health, safety and security in health and social care

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Guided learning hours: 60

Essential resources required for this unit: none

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

UNIT AIM

What does it mean to be 'safe'? Safety and being safe is a basic human need. Consciously or subconsciously we all take practical steps to stay safe. All individuals have the right to work in a safe environment and individuals who require care or support also have a right to be safe in health and social care contexts. As a result, there are responsibilities that practitioners must actively promote in order to provide and maintain a safe environment for colleagues and the individuals who require care and support.

This unit introduces you to health, safety and security in health and social care. You will acquire the necessary knowledge and skills to equip you in maintaining a safe working environment for yourself, your colleagues and individuals who require care and support. You will learn how legislation, policies and procedures work to reduce risks in health and social care and the consequences of not following them. You will also learn how to respond to different incidents and emergencies with health and social care settings.

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:	
<p>1. Understand potential hazards in health, social care and child care environments</p>	<p>1.1 Types of hazards, i.e.</p> <ul style="list-style-type: none"> • environmental (e.g. slip and trip hazards) • biological (e.g. waste, infection) • chemical (e.g. medicines, cleaning materials) • psychological (e.g. stress, fatigue) • physical (e.g. noise, radiation) • musculoskeletal (e.g. manual handling, DSE (display screen equipment)) • working conditions (e.g. temperature, noise, travel) • working practices (e.g. working hours, supervision) • lack of security systems (e.g. door locks, alarm systems) <p>1.2 Potential impacts of hazards for individuals who require care or support, employees and employers, i.e.</p> <ul style="list-style-type: none"> • injury or harm • illness • poor standards of care • financial loss (e.g. theft, high staff turnover, legal action) 	<p>Learners must be able to identify potential hazards in health and social care. They must be able to identify potential hazards and explain how these hazards can affect staff and/or individuals who require care and support, (e.g. a high workload due to staff absence can cause stress which can cause high blood pressure, poor ventilation can cause respiratory illnesses or poor personal hygiene can cause the spread of MRSA).</p> <p>Learners need to understand that abuse can be against the individual(s) who requires care or support but also against the employee from the individual(s). Learners must be able to distinguish between intentional and unintentional abuse and its effects, (e.g. theft is intentional and unintentional abuse, poor care leading to pressure ulcers). Learners must be able to evaluate the effects that this abuse can have on individual(s) whom require care and support and on the employee(s).</p> <p>Learners must be able to analyse the types of hazards</p>

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
2. Understand how legislation, policies and procedures promote health, safety and security in health, social care and child care environments	<p>1.3 Harm and abuse, i.e.</p> <ul style="list-style-type: none"> • intentional abuse (e.g. financial abuse) • unintentional abuse (e.g. poor care provided) • effects of abuse (e.g. illness, injury, fear) <p>1.4 Types of settings, i.e.</p> <ul style="list-style-type: none"> • health environment (e.g. hospital, GP surgery) • care environment (e.g. residential care home, individual's home) • child care environment (e.g. nursery, school) • public environment (e.g. shopping centre, park) • transport (e.g. minibus, ambulance) <p>2.1 Legislation, i.e.</p> <ul style="list-style-type: none"> • Health and Safety at Work Act 1974 • Management of Health and Safety at Work Regulations 1999 • Food Safety Act 1990 • Food Safety (General Food Hygiene) Regulations 1995 • Manual Handling Operations Regulations 1992 • Reporting of Injuries, Diseases and Dangerous Regulations (RIDDOR) 2013 • Data Protection Act 1998 • Control of Substances Hazardous to Health (COSHH) 2002 • Civil Contingences Act 2004 	<p>that can be in different types of care settings, e.g. in a hospital there is the potential for a MRSA outbreak. In an infant school there are toys that could potentially be choking hazards.</p> <p>Learners must identify key aspects of each piece of legislation and analyse how these promote health, safety and security in health and social care settings. For example, the Food Safety (General Hygiene) Regulations 1995 means that raw meat and ready-to-eat products have to be prepared on separate chopping boards to prevent cross-contamination. Cross-contamination can lead to food poisoning, which could be deadly for those who have underlying health conditions therefore having food safety in the workplace promotes good food hygiene and prevents illness.</p> <p>Learners must be taught any changes to legislation which supersedes those listed in the teaching content.</p>

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
	<p>2.2 Safeguarding, i.e.</p> <ul style="list-style-type: none"> • the need for safeguarding • Disclosure and Barring Service (DBS) • Disclosure and Barring Service checks <p>2.3 Influences of legislation on, i.e.</p> <ul style="list-style-type: none"> • staff (e.g. staffing numbers, level of education) • premises (e.g. fire exits, accessibility) • practices (e.g. reporting, storage of information) <p>2.4 Implementation of policies and procedures, i.e.</p> <ul style="list-style-type: none"> • health and safety management systems • workplace hazards and risk controls (risk assessment) • fire safety • asbestos • transport hazards • electrical safety • safeguarding • reporting of accidents • food safety • chemical and biological health hazards • disposal of hazardous wastes (e.g. needles, body waste, expired medication) • lone working • storage and dispensing of medicines • security of premises, possessions and individuals <p>2.5 Review of policies and procedures</p>	<p>Learners must be able to describe the reasons for having a DBS system in place, e.g. to ensure that staff being employed are safe to work with vulnerable adults and children.</p> <p>Learners must assess how legislation influences various factors in health and social care settings, e.g. Care managers need to ensure that staff to client ratios are maintained.</p> <p>Learners need to analyse the importance of policies and procedures and how they are implemented in different health and social care settings, e.g. Fire evacuation will be different in a hospital compared to that of a residential home or infant school. Learners must describe the consequences if policies and procedures are not followed by staff, e.g. staff may be offered training courses or face disciplinary action for not following the correct policies or procedures.</p>

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
<p>3. Understand the roles and responsibilities involved in health, safety and security in health, social care and child care environments</p>	<p>3.1 Roles, i.e.</p> <ul style="list-style-type: none"> • employers, i.e. <ul style="list-style-type: none"> ○ NHS ○ Local Authority ○ care manager/private care home owner ○ headteacher/Board of Governors ○ third sector (e.g. Barnardo's, Age UK, National Autistic Society) • employees • individuals who require care and support <p>3.2 Responsibilities, i.e.</p> <ul style="list-style-type: none"> • employers' role in promoting, maintaining and enforcing health and safety policies and procedures (e.g. overall responsibility for following organisational policies and procedures, but can delegate tasks) • employees' role in using any equipment or substance in accordance with training, report serious or imminent danger, report shortcomings in employers' health and safety arrangements • individuals who require care and support, their role in understanding the health and safety policies and practices in the environment in which they are being supported (e.g. adhering to the care settings' procedures) <p>3.3 Consequences of not meeting responsibilities, i.e.</p> <ul style="list-style-type: none"> • direct costs (e.g. claims on employers and public liability insurance, sick pay, fines) • indirect costs (e.g. recruitment costs, overtime payments, low staff morale) • disciplinary action (e.g. first written warning, final written warning, dismissal) 	<p>Learners must identify and describe the roles and responsibilities of employers and employees in different health and social care settings, e.g. it is the responsibility of the employer to ensure records and information about employees are maintained and up to date. Learners must also analyse possible consequences of not meeting their responsibilities, e.g. an employer could be criminally prosecuted for not maintaining accurate records.</p>

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
	<ul style="list-style-type: none"> • civil (common law) and criminal prosecution (statute law) • being removed from professional registers (e.g. medical, teaching) • causing injury or harm • being injured or harmed 	
<p>4. Know how to respond to incidents and emergencies in a health, social care or child care environment</p>	<p>4.1 Incidents and emergencies, i.e.</p> <ul style="list-style-type: none"> • accidents • exposure to infections • exposure to chemicals • spillages • intruders • aggressive and dangerous encounters (e.g. intoxicated individuals) • fire • floods • loss of water supply • other critical incidents (e.g. power cut, bomb threat, gas leak) <p>4.2 Responses to incidents and emergencies, i.e.</p> <ul style="list-style-type: none"> • reporting of accidents • evacuation procedures • follow-up review of critical incidents and emergencies • report to relevant authorities (e.g. RIDDOR, HSE, calling the police, notifying social services) 	<p>Learners must be able to Identify different incidents and emergencies in health and social care settings e.g. there is a fire in a private care home. Learners will need to be able to describe how the setting could respond to the incident or emergency e.g. a private care home would need to evacuate residents and staff following a specific procedure and contact the fire services.</p>

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
	4.3 Responsibilities of a first aider, i.e. <ul style="list-style-type: none"> • assess for danger • keeping themselves and the area safe • prevent further harm • maintain respect and dignity • get help • stay with an individual until help arrives 	Learner must be able to identify and describe the responsibilities of a first aider.

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:

LO1	16-23%
LO2	35-42%
LO3	26-33%
LO4	6-13%

ASSESSMENT GUIDANCE

All Learning Outcomes are assessed through an externally set, written examination paper, worth a maximum of 60 marks and 1 hour 30 minutes in duration.

A range of different types of questions will be used in the external assessment. These include short answer questions and longer, extended response, questions.

Many of the questions will be context-based where learners will be expected to demonstrate their understanding through questions that require skills of analysis and evaluation in particular contexts. This means that the questions will be based on scenarios; examples could be in a hospital, residential care home, GP surgery, nursery, etc. Learners will have to apply their knowledge of health and safety, and security to the given scenario context to produce a response relevant to that setting.

An example would be a short case study of an incident involving a health and safety or security incident. Learners will be required to analyse the situation then recommend, and justify, the correct course of action to take – this may be for the practitioner involved, the individuals who require care and support or the service provider.

During the assessment of this unit, learners will benefit from using learning from the following units and Learning Outcomes:

Unit 2, Equality diversity and rights in health and social care - LO1 Understand concepts of equality, diversity and rights and how these are applied in the context of health, social care and child care environments
Unit 5 Infection Control
Unit 7 Safeguarding
Unit 8 Creativity and activity – LO2 Understand the role of adults in promoting creativity for children and young people, LO3 Be able to design and plan an activity/creative activity for use with a group of children or young people
Unit 9 Supporting people with learning disabilities –LO3 Be able to support individuals with learning disabilities to plan their care and support.
Unit 10, Nutrition for health – LO1 Know nutritional and diet guidelines, LO 3 Understand factors which influence nutritional health.
Unit 11 Career planning for health and social care - LO2 Understand the roles and responsibilities in health, social care and child care
Unit 19, Creativity and activity for adults - LO2 Be able to design and plan a creative activity/activity for use with an adult/group of adults
Unit 20, Principles of youth work practice – LO3 Be able to involve young people in the planning and delivery of a youth work programme
Unit 21, Looked after children and young people – LO3 Know the responsibilities of those involved in the care of children and young people
Unit 24, Public Health – LO1 Understand systems for the protection and promotion of public health.

To find out more

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