



Oxford Cambridge and RSA

Unit title:	Health and safety in the health and social care workplace
Unit number:	3
Level:	4
Credit value:	15
Guided learning hours:	60
Unit reference number:	K/601/1569

UNIT AIM AND PURPOSE

Providers of health and social care services have a responsibility to maintain the health and safety of service users and practitioners. This unit will enable learners to develop understanding of the implementation of health and safety and the impact of health and safety legislation in health and social care workplaces.

This unit also provides learners with an understanding of the importance of monitoring and reviewing of health and safety practise in health and social care settings. Learners will evaluate their own responsibilities when contributing to a safe and secure workplace environment. Learners will develop transferable skills beneficial for all roles working in health and social care.

LEARNING OUTCOMES AND ASSESSMENT CRITERIA

A pass grade is achieved by meeting **all** the requirements in the assessment criteria.

Learning Outcome (LO) The learner will:	Pass The assessment criteria are the pass requirements for this unit. The learner can:
<p>LO1 Understand how health and safety legislation is implemented in the health and social care workplace</p>	<p>1.1 review systems, policies and procedures for communicating information on health and safety in the health and social care workplace in accordance with legislative requirements</p> <p>1.2 assess the responsibilities in a specific health and social care workplace for the management of health and safety in relation to organisational structures</p> <p>1.3 analyse health and safety priorities appropriate for a specific health and social care workplace</p>
<p>LO2 Understand the ways in which health and safety requirements impact on customers and the work of practitioners in the health and social care workplace</p>	<p>2.1 analyse how information from risk assessments informs care planning for individuals and organisational decision-making about policies and procedures</p> <p>2.2 analyse the impact of one aspect of health and safety policy on health and social care practice and its customers</p> <p>2.3 discuss how dilemmas encountered in relation to implementing systems and policies for health, safety and security may be addressed</p> <p>2.4 analyse the effect of non-compliance with health and safety legislation in a health and social care workplace</p>

<p>LO3 Understand the monitoring and review of health and safety in the health and social care workplace</p>	<p>3.1 explain how health and safety policies and practices are monitored and reviewed</p> <p>3.2 analyse the effectiveness of health and safety policies and practices in the workplace in promoting a positive, healthy and safe culture</p> <p>3.3 evaluate own contributions to placing the health and safety needs of individuals at the centre of practice</p>
--	--

GRADING CRITERIA

A merit grade is achieved by meeting **all** the requirements in the pass criteria **and** the merit descriptors.

A distinction grade is achieved by meeting **all** the requirements in the pass criteria **and** the merit descriptors **and** the distinction descriptors.

<p>Merit Criteria (M1, M2, M3)</p> <p>(M1, M2, and M3 are mandatory to achieve a merit grade. Each must be achieved at least once per unit to achieve a merit grade.)</p>	<p>Distinction Criteria (D1, D2, D3)</p> <p>(D1, D2, and D3 are mandatory to achieve a distinction grade. Each must be achieved at least once per unit to achieve a distinction grade.)</p> <p>(In order to achieve a distinction grade, all merit criteria must also have been achieved.)</p>
<p>MANDATORY TO ACHIEVE A MERIT GRADE</p>	<p>MANDATORY TO ACHIEVE A DISTINCTION GRADE</p>
<p>M1 Analyse concepts, theories or principles to formulate own responses to situations.</p>	<p>D1 Evaluate approaches to develop strategies in response to actual or anticipated situations.</p>
<p>M2 Analyse own knowledge, understanding and skills to define areas for development.</p>	<p>D2 Evaluate and apply strategies to develop own knowledge, understanding and skills.</p>
<p>M3 Exercise autonomy and judgement when implementing established courses of action.</p>	<p>D3 Determine, direct and communicate new courses of action.</p>

TEACHING CONTENT

The Teaching Content describes what has to be taught to ensure that learners are able to access the highest grade.

Learners must be able to apply relevant examples to their work. Where examples are given in the Teaching Content these are suggestions; they do not have to be the examples that the learner uses.

LO1 Understand how health and safety legislation is implemented in the health and social care workplace

Legislative requirements	(e.g. Health & Safety at Work Act 1974, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995, Control of Substances Hazardous to Health Regulations (COSHH) 2002, Fire Precautions (Workplace) Regulations 1997, Health & Safety (First Aid) Regulations 1981, Provision and Use of Work Equipment Regulations 1998, Manual Handling Operations Regulations 1992, Care Standards Act 2000, Data Protection Act 1998)
Systems	(e.g. recording and reporting, incident and accident forms, pro-formas)
Policies	(e.g. health and safety policies, security measures)
Procedures	(e.g. emergency evacuation procedures, risk assessments, training)
Organisational structures and responsibilities	Personal (e.g. personal responsibilities and contribution to health and safety) Social (e.g. service users', carers' and visitors' responsibilities) Professional (e.g. management responsibilities and accountability)
Health and social care workplaces	(e.g. residential or nursing homes, day centre, hospital, clinic, GP surgery)
Health and safety priorities	(e.g. risk factors such as: vulnerable service users; challenging behaviour; security; use of equipment such as hoists; hazardous materials or waste; infection control).

LO2 Understand the ways in which health and safety requirements impact on customers and the work of practitioners in the health and social care workplace

Risk assessment	(e.g. identifying control measures to minimise risks)
Care planning	(e.g. meeting the needs of service users, promoting health and well-being)
Impact of policy on care practice	(e.g. accountability, establishes procedures, sets standards, improves practice)
Impact of policy on customers	(e.g. meeting individual needs, promoting well-being, system of redress, promotes rights)
Dilemmas	(e.g. service users' safety versus their right to choice and independence; service users' right to take risks; resource implications, cost-benefit analysis)
Effects of non-compliance	Personal (e.g. injuries, health implications, fatalities) Professional (e.g. disciplinary action, prosecution, fines, closure of the setting).

LO3 Understand the monitoring and review of health and safety in the health and social care workplace

Monitoring	(e.g. accident/incident log, observation, supervision)
Reviewing	(e.g. inspection, reflective practice, target setting)
Effectiveness	(e.g. number of accidents/infections/near-misses reduced; positive feedback from service users; staff confident and competent in following health and safety policies and procedures)
Evaluation points	Personal (e.g. review of own practice in the workplace) Professional (e.g. competencies and training needs identified).

GUIDANCE

Delivery guidance

It will be beneficial to deliver this unit in a way that uses actual events, industry forecasts or sector specific contexts which offer the learner the opportunity to explore, develop and apply the fundamental principles of the sector or subject area. Typical delivery contexts could include a work placement in a health or social care setting. Experience on a placement or interviews with practitioners may enable learners to understand how health and safety legislation, policies and procedures direct and inform professional practice and activities.

Learners will benefit from being encouraged to exercise autonomy and judgement to gain an understanding of the health and safety issues and dilemmas that are faced by practitioners and the ways in which these are addressed, e.g. to inform the development of a care plan for an individual. Learners will adapt their thinking and reach considered conclusions when analysing the effectiveness of health and safety policies and practices in the workplace based on a foundation of relevant knowledge and understanding.

Learners would benefit from being presented with subject/sector-relevant problems from a variety of perspectives and from being given the opportunity to explore them using diverse approaches and schools of thought. For example, a range of real or fictitious case studies could be introduced and examined to develop understanding of how health and safety legislation impacts on different care settings.

Assessment evidence guidance

Evidence produced must demonstrate how a learner has met each of the Learning Outcomes and be submitted in the form of assignments, essays, project-portfolios, presentations or, where appropriate, reflective accounts.

Where group work/activities contribute to assessment evidence, the individual contribution of each learner must be clearly identified.

All evidence must be available for the visiting moderator to review. Where learners are able to use real situations or observations from work placement, care should be taken to ensure that the record of observation accurately reflects the learner's performance. This should be signed, dated, and included in the evidence. It is best practice to record another individual's perspective of how a practical activity was carried out. Centres may wish to use a witness statement as a record of observation. This should be signed and dated and included in the evidence.

RESOURCES

Books

Collins, S. *Health and Safety: A Workbook for Social Care Workers*. Jessica Kingsley Publishers. 2009. ISBN: 978 1 84310 929 7

Hughes, P. Hughes, L. *Easy Guide to Health and Safety*. Butterworth-Heinemann. 2008. ISBN: 978 0 750 669 54 2

St John Ambulance. *First Aid Manual*. 9th Edition. Dorling Kindersley. 2011. ISBN: 978 1 405 362 14 6

Stranks, J. 9th Edition. *Health and Safety at Work: An Essential Guide for Managers*. Kogan Page. 2010. ISBN: 978 0 749 461 19 5

Stretch, B. *Core Themes Health and Social Care*. Heinemann. 2007. ISBN: 978 0 435 464 25 7

Sussex, F. Herne, D. and Scourfield, P. *Advanced Health and Social Care for NVQ/SVQ Level 4 and Foundation Degrees*. Heinemann. 2008. ISBN 978 0 435 500 07 8

Journals

Occupational Safety and Health Journal - ROSPA
Policy and Practice in Health and Safety - IOSHH

Websites

www.cqc.org.uk – Care Quality Commission
www.dh.gov.uk – Department of Health
www.food.gov.uk – Food Standards Agency
www.hpa.org.uk – Public Health England
www.hse.gov.uk – Health and Safety Executive
www.rospea.com – Royal Society for the Prevention of Accidents
www.sja.org.uk – St John Ambulance

Signposting to other units within the qualification

Unit 1: Communicating in health and social care organisations
Unit 2: Personal and professional development in health and social care
Unit 12: Empowering users of health and social care services
Unit 13: Safeguarding in health and social care
Unit 21: Principles of health and social care practice