

# Unit 3: Health, Safety and Security in Health and Social Care

<b>Unit code:</b>	<b>A/600/8952</b>
<b>QCF Level 3:</b>	<b>BTEC Nationals</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

This unit aims to enable learners to gain an understanding of the health, safety and security of individuals in a health and social care context. They will explore legislation, policies and procedures and gain an understanding of the purpose of risk analysis. Learners will also gain an understanding of how to deal with incidents and emergencies in a health and social care environment.

## ● Unit introduction

Health, safety and security are a priority in all health and social care (HSC) practice and this unit gives learners an understanding of key principles that underpin work in the sector. On completing the unit, learners will understand how to minimise risks to all individuals in HSC settings, be they service users, their friends and family, or employees in the setting. The unit requires a clear understanding of the language used in the context of health, safety and security. HSC workplaces are complex environments and services may be delivered in health, residential and day care settings as well as increasingly in service users' own homes. At the end of the unit, learners should be able to foresee potential hazards and know how to make appropriate responses to minimise risks, in the context of relevant legal and local policy requirements.

Learners will investigate potential hazards for individuals in HSC settings. Informal observations, particularly during work placements, of how care workers implement safe practice with different service user groups in different environments would be useful background research. Learners could share their experiences of different settings in class discussions. Case material, video and/or guest speakers could be helpful, especially where access to settings is limited. The practical aspect of the unit requires learners to conduct a risk assessment through investigating hazards for a selected service user group accessing a specific health or social care setting in the local community.

Learners will investigate how statutory and local requirements provide a framework for settings to develop policies and procedures relating to safeguarding and health and safety. An understanding of the possible tensions that may arise in relation to balancing health, safety and security considerations with, for example, individual rights to independence or choice, will also be explored.

Learners will explore the nature of incidents and emergencies that may arise in HSC and possible responses to these. This could then lead to more focused consideration of the risks arising from a specific incident from a case study, the media or actual experience, and an analysis of the factors that caused the incident or emergency and recommendations of how the risk could have been minimised.

The unit provides core knowledge and understanding essential for those working in HSC settings. It will provide a useful overview from which more detailed explorations of selected aspects of health, safety and security can be developed, as relevant to individual specialist units within the programme. Some aspects of the unit can prepare learners before they start a work- experience placement. The unit could be complemented with recognised qualifications in first aid, moving and handling, health and safety and food hygiene.

## ● Learning outcomes

**On completion of this unit a learner should be able to:**

- 1 Understand potential hazards in health and social care
- 2 Know how legislation, policies and procedures promote health, safety and security in health and social care settings
- 3 Be able to implement a risk assessment
- 4 Understand priorities and responses in dealing with incidents and emergencies.

# Unit content

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## 1 Understand potential hazards in health and social care

*Hazards:* relating to the physical environment, equipment, infections, substances, working conditions, working practices, security systems

*Harm and abuse:* possibility of, eg abuse, injury, acquired infection, psychological distress, inappropriate care planning, exposure to danger, stress, loss of/damage to, eg belongings, premises

*Setting:* types, eg residential care, hospital, day care, pre-school, infant school, childminder, clinic, surgery, any location where an individual receives care services (including in own home or the community); public environment, eg retail area, swimming pool, public park, sports ground, beach, transport

*Individuals:* those receiving care; workers in a setting: care staff (based in setting, visiting setting), support staff (eg caterers, cleaners, administrative), visitors (eg relatives, friends, volunteers)

*Users of health and social care services:* as relevant to setting, eg patients, older people, people with learning disabilities, young people, young children, babies, those with physical disability or sensory impairment, people with mental health problems

## 2 Know how legislation, policies and procedures promote health, safety and security in health and social care settings

*Legislation and guidelines:* relevant sections for home country, eg Health and Safety at Work Act, Food Safety Act, Food Safety (General Food Hygiene) Regulations, Manual Handling Operations Regulations, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Data Protection Act, Management of Health and Safety at Work Regulations, Care Homes Regulations, Control of Substances Hazardous to Health Regulations (COSHH), Civil Contingencies Act 2004, Care Minimum Standards (various supplements)

*Safeguarding:* vulnerable adults, children and young people; enhanced disclosures, Independent Safeguarding Authority, Protection of Vulnerable Adults (POVA)

*Influences:* staff, eg staff-service user ratios, training; premises, eg location, facilities, access; practices (policies and associated procedures)

*Policies and procedures:* for, eg safeguarding, health and safety, reporting accidents, disposal of body wastes, storage and dispensing of medicines, fire evacuation, lone working, security of premises, possessions and individuals, cleaning, food safety

*Roles:* employers, employees, care staff, users of services, local authority, National Health Service Trust; other individuals, eg visitors, relatives, volunteers

*Responsibilities:* according to legal and organisational requirements; for, eg following organisational safety and security procedures, making risk assessments, minimising risks, dealing with incidents and emergencies, working with others to ensure health, safety and security, reporting of and maintaining records of incidents and emergencies, understanding limits of own responsibilities, keeping self safe

### 3 Be able to implement a risk assessment

*Risk assessment:* hazard identification, potential severity of harm resulting from each hazard, likelihood/probability of each hazard causing harm, critical controls, eg HACCP in food safety

*Calculating the degree of risk:* likelihood of something happening, scale of 1 to 5 (1 is not very likely; low risk, 3 moderate risk, 5 means very possible or even probable)

*Controlling the risk:* deciding what needs to be done to reduce or remove the risk

*Monitoring how the risk is being controlled:* taking precautions to reduce risk; clear instructions from health and safety officer

*Reappraising the risk:* risk reduction; regular evaluations by the health and safety officer

### 4 Understand priorities and responses in dealing with incidents and emergencies

*Incidents and emergencies:* types, eg incidents of suspected/actual abuse, accidents, exposure to infection/chemicals, spillages, intruders, aggressive and dangerous encounters, fire, major disaster (eg flood, loss of water supply, civic emergency), other critical incidents

*Responses:* maintaining respect and dignity; minimising risk, accessing support for the incident or emergency, working in partnership (eg with emergency services); others, eg dealing with suspected abuse, dealing with disclosure of abuse, role of first aid, evacuation procedure, reporting of accidents, follow-up review of critical incidents and emergencies, accessing support for own emotional reactions after an emergency

*Priorities:* when dealing with incidents and emergencies, eg ensuring safety of people, property, environment, review of policies and procedures following critical incidents, implementing improvements for the future

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> explain potential hazards and the harm that may arise from each in a health or social care setting [IE2; IE3; IE4; CT3; SM3; EP4]		
<b>P2</b> outline how legislation, policies and procedures relating to health, safety and security influence health and social care settings [IE2; IE3; IE4; SM3]	<b>M1</b> describe how health and safety legislation, policies and procedures promote the safety of individuals in a health or social care setting	
<b>P3</b> carry out a risk assessment in a health or social care setting [IE1; IE2; IE3; CT3; SM3; EP3]	<b>M2</b> assess the hazards identified in the health or social care setting	<b>D1</b> make recommendations in relation to identified hazards to minimise the risks to the service user group
<b>P4</b> explain possible priorities and responses when dealing with two particular incidents or emergencies in a health or social care setting. [IE1; IE3; IE4; EP3; EP6]	<b>M3</b> discuss health, safety or security concerns arising from a specific incident or emergency in a health or social care setting.	<b>D2</b> justify responses to a particular incident or emergency in a health or social care setting.

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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# Essential guidance for tutors

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## Delivery

This unit should be introduced by establishing a clear understanding of terminology and the importance of the health and social care (HSC) context. The meanings of health, safety, security, hazard, harm, safeguarding, protection and risk should be clarified. Learners should understand health, safety and security in relation to the physical environment, abilities of individuals and their anticipated behaviours. Learners should discuss all issues in relation to all individuals in a setting, not only service users, but all workers in settings, be they care staff or support staff, as well as those individuals who may visit a setting such as friends of service users, professionals or volunteers. Having gained a broad understanding of a range of settings, learners could focus on the particular setting and associated service user group selected for the first part of the assessment.

Concepts of health, safety and security can be introduced, initially, in the classroom through tutor input, case studies and/or films. Class discussions could draw on learners' own experiences where health, safety or security has been a concern. Other activities, such as group visits to HSC settings or the use of guest speakers, could help learners to develop understanding of health and safety in relation to specific types of HSC settings. Class activities could include informal presentations to share research on topics or discussion on relevant topical issues currently in the media. The maintenance of service user dignity and privacy and maintaining the safety of self should be considered throughout.

Legislation could be explored initially through internet research to investigate the key points of each act, regulation or other guidelines, including any recent updates, and their role in the promotion of health, safety and security. Some relevant legislative documents could be posted on a virtual learning environment to ensure that learners access the most recent versions. Establishing a resource pool of authentic policy documents collected from a variety of health or social care settings could be helpful although confidentiality and data protection issues should be considered (ie make available as paper copy only). This could be followed by activities which encourage learners to consider how legislation and guidelines apply in HSC. Learners are not expected to describe legislation but they should be able to see how it influences practice in HSC through policies and procedures.

Initial exploration of the roles and responsibilities of HSC employers and employees could be introduced through case studies, with class discussion used to emphasise the main points. Understanding could be supplemented by informal observations of practices and policies work in specific settings during work placement experience or visits. Comparing settings for different service users could highlight variations in how requirements are implemented through policies and procedures. Differences in hazards, risks and safeguarding approaches for different service user groups could lead to a discussion of potential tensions that may arise between keeping individuals safe and secure yet respecting their right to choice and independence, or promoting their development. In discussing these issues, learners could also gain an understanding of how these tensions may be addressed through care planning and appropriate risk management strategies. Learners should be encouraged to be reflective when considering the need for actions to minimise risk. They should be encouraged throughout to relate knowledge gained from classroom activities to different types of setting and different service user groups, and particularly if part of the programme, to draw on informal observations and other learning from their experiences in work placements or from employment.

Before surveying their chosen local public environment, learners could carry out a trial audit to identify the risks in a specific area of their centre in relation to its use by, for example, learners with physical disabilities as well as a workplace for staff. They could be introduced to the concept of risk assessment through a particular activity, such as using a computer or preparing a meal, and discuss the likelihood of each risk being realised and factoring it against the potential degree of harm. Some understanding of probability in relation to assessing risk would link to mathematical functional skills. Class discussion should enable learners to develop the reasoning needed to justify their estimates of likelihood/probability before they then apply their understanding to the local public environment as part of their risk assessment. Concepts of acceptable and unacceptable risk for different contexts would also be beneficial.

Discussion of the nature of incident and emergency situations could be introduced through short case studies. Learners could be encouraged to identify appropriate responses drawing on previous learning activities and, where appropriate, on observations made in work placements. Some exploration of first aid skills could be helpful to gain understanding of the role of first aid. Learners should be able to distinguish between risks that arise from relatively routine incidents and those that arise only rarely. With any incident or emergency, learners should understand their responsibilities in dealing with the situation but should be fully aware of the limitations of their role and be able to apply this to any work placement experience. Learners should have an understanding of the importance of procedures in prioritising actions to be taken when dealing with incidents and emergencies and of the responsibilities of others. Again, where placements are included in the programme, learners could draw on their experience of briefings received as part of their induction.

Learners could be encouraged to take related qualifications in first aid. Other additional qualifications that could be useful to learners include those for moving and handling and for food hygiene.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Unit introduction.
Tutor input: explain definitions of relevant terminology, eg harm, safety, security, hazard, safeguarding, protection, risk, control in the context of health and social care (HSC); characteristics of the physical environment and the needs, abilities and/or job roles of individuals within that environment.
Group activity: distribute exemplar settings to groups to discuss and propose a definition to the class.
Discussions: to refine each definition; compare agreed understanding with tutor's definitions.
Review abilities of different service user groups and relationship with potential hazards, eg cognitive, physical, emotional/behavioural in relation to activities of daily living (dressing, feeding, toileting etc), work, recreation, relaxation.
Group activity: prepare informal presentation on service user groups to peers. Tutor prompting as required. Discussions could form part of learner preparation for work placements.
Review of other individuals in settings. Carer job roles, support staff, volunteers, friends and family of service users. Review of hazards they face in different types of setting, eg accident and emergency, home, day centre, and with different service user groups.
Learner research: consideration of hazards relating to physical environment, equipment, staff, working practices, behaviours, harmful substances, infections, security.
Learners share research and ideas on flipcharts or through other means, eg podcasts, quizzes.

## Topic and suggested assignments/activities and/assessment

### Assignment 1: Hazards in settings (P1)

Prepare evidence individually. Make direct observations of physical environment, practices etc in placements as examples to include in evidence.

Tutor input/discussions: ways of minimising hazards, eg checking rights of entry and taking appropriate actions, identifying and minimising health, safety and security risks, monitoring of working practices, respecting the needs, wishes, preferences and choices of individuals, keeping self safe; taking appropriate action to ensure that equipment and materials are used and stored correctly and safely, dealing with spillage of hazardous and non-hazardous materials, disposing of waste immediately and safely, following and supporting others to understand and follow correct safety procedures, following correct manual handling procedures and techniques, reporting health and safety issues to the appropriate people, completing health, safety and security records, operating within limits of own role and responsibilities.

Learners discuss issues from own experiences of procedures and practices, especially from visits to or placements in settings.

Tutor input/ICT session: develop concepts of probability, degrees of harm, quantify as percentage and simple numerical scale respectively. Use of spreadsheet software. Discussion on likelihood and rating of harm; differences between service user groups, settings, activities. Research of risk assessment tools and guidance for HSC. Discussion of possible public environments in consultation with tutor, consideration of learner health and safety whilst conducting the risk assessment.

### Assignment 2: Risk assessment (P3, M2, D1)

Visit to public environment, gathering data through observation, photographs (note: must have consent, data protection considerations). Discussion of findings in class.

Group activity: reviewing documentation relating to different legislation presented in separate resource files. Presentations to peers to share information, answer questions. Discussion of applicability to different settings providing services for different service user groups.

### Assignment 3: Legislation, policies and procedures for health, safety and security (P2, M1)

Guest speaker: safeguarding; learners pre-prepare questions, discussion of issues and tensions.

Review: of a range of policies from settings for different purposes (see *Unit content*). Discussion of similarities and differences. Collating data and sources to include in assignments.

Guest speaker: safety officer – making risk assessments, roles and responsibilities, questions and answers, discussion.

Review of case material or work experiences: showing potential tensions between maintaining individual rights and ensuring health, safety and security – learners pool experiences by making notes on individual file cards, supplemented by tutor contributions. Cards distributed across group for discussion/debate. Examples: independent living in own home versus residential care, allowing children to take risks to develop understanding versus ensuring safety, lifestyle choices for individual freedom versus collective safety. Review of how tensions are dealt with in settings – sharing examples, especially from placements, in the debate/discussion.

Tutor input/discussion: roles and responsibilities – who should do what, individuals (staff and service users), managers, owners/employers, differentiating between expectations of own responsibilities and those of others. Developing policies, recording incidents (practising making entries in an accident book), minimising risks, working with others in dealing with incidents and emergencies.

Learner research: the nature of incidents and emergencies. Routine incidents, eg disposing of body wastes, safe handling of medication. Other incidents, eg requiring evacuation of premises, eg fire, flood, civic emergency, leading to injury, loss of service. Research and discussion of recent news, eg relating to flooding, very hot weather, snow, and the impact on service users and settings. Inadequate controls/breakdown in safeguarding, eg intruders, theft, abuse, other inappropriate behaviours, eg drunkenness.



## Topic and suggested assignments/activities and/assessment

Buzz group: learners introduced to first aid; examples of possible injuries, eg fractures, sprains, bleeding, burn, concussion/unconsciousness, loss of pulse, airway, electric shock. How these should be dealt with by a first aider, eg making area safe, sending for assistance, recovery position, CPR, other first aid, differentiating between minor injuries and emergencies. Relate to contents of a first aid kit, use of specialist equipment, eg evacuation chair, fire blanket, fire extinguisher.

Discussion: response options and their relative effectiveness and importance with a view to priorities. Research minimum standards for appropriate responses. Evaluation of any practices observed in placements and procedures used in different settings as evidenced in policies already reviewed. Role of analysis and evaluation to review critical incidents for effectiveness of the policies and procedures and how these might be amended as a consequence of experience. Consideration of concerns that may arise, eg welfare of all service users versus the wider good, influencing policy makers, implementing improved practices and procedures, staff training, communication.

### Assignment 4: Incidents and emergencies (P4, M3, D2)

Learners consolidate their understanding, consulting with teacher as required.

Unit review and assessment.

## Assessment

Evidence for this unit could be text based but could also take the form of visual displays, for example detailed posters or wallcharts that have been individually generated. Learners could also be encouraged to create podcasts or online resources. Quotes from entries in work experience diaries or notes made during visits to health or social care settings could be used to illustrate the points made. Whilst learners could be encouraged to present evidence for assessment using novel media such as audio or video, this is permissible only if all recordings do not intrude on privacy and maintain the anonymity and confidentiality of individuals and organisations throughout.

PI requires learners to explore hazards that might arise in HSC. The focus is on explaining hazards that might arise for a specified service user group (for example the elderly infirm, young adults with learning disabilities or pre-school children) when providing services for the selected group. It is not essential, although strongly desirable, for learners to base their evidence for PI on a specific setting and its service users. Learners should be able to recognise many potential hazards relevant to the setting and service users but evidence for a minimum of six hazards should be expected for PI. A wider understanding of different types would enhance learners' understanding so they are better prepared to attempt the higher grading criteria. The key focus is that learners can relate possible hazards with the abilities and limitations of the service user group. For example, walking may be hazardous for both a toddler and an older person but for different reasons – the toddler has not yet learnt coordination and an adult may have wasted muscles or have less strength to stop themselves from falling. Hazards for the carer in each case may or may not be similar. Hazards described could be generalised for a 'typical' setting and service user group but learners following the National Certificate or Diploma and for whom a work placement is a requirement, should be able to describe hazards for a setting and service user group they have experienced.

P2 and M1 are linked. For learners on placements, examples from their placement setting could be accessed. There should be no expectation for learners to include policy documents in their assessed work. Case studies could be given or learners' evidence could be based on several policies and procedures from a single setting which might be providing a work experience placement. The focus for the assessment of P2 is on outlining how policies and procedures reflect the requirements of legislation and guidelines. Learners should understand that merely transcribing text from official sources would not meet the requirements of the associated criteria. Learners need to summarise the main points of key legislation in relation to how it influences service delivery. To achieve M1, learners need to describe how legislation, policies and procedures are used to promote the safety of individuals in the HSC workplace. Experiences from either work placements or other visits may provide useful evidence for this.

For M1, learners will need to explain how the hazards described could be minimised for the individuals in the setting. This should include consideration of minimising risks for both service users and other individuals such as workers, family etc.

P3, M2 and D1 should be considered together, with a core assignment based on P3 and guidance to indicate how learners could extend their work to meet M2 and D1. A public space which learners can access readily in order to conduct their risk assessment should be chosen. Learners should complete their risk assessment individually and may choose to include photographs of the hazards as supporting evidence, provided images comply with data protection, confidentiality requirements and local restrictions. Learners should be able to explain the level of harm for each hazard and the probability for each hazard to cause harm in order to justify the factors included in their risk assessment spreadsheet. Finally, they should draw an overall conclusion about the acceptability of risk for the service user group chosen of activity in the public space. For example, the risk of a trip or slip might each carry different risks because the degree of harm might be greater, for example a fractured hip in an older person compared to a grazed knee in a toddler. Similarly, helping an infirm adult into a chair could present different risks to the carer than helping a toddler into a chair. Wherever possible, learners should support their explanations with references, such as data from the Health and Safety Executive or RoSPA. To achieve M2, learners need to assess the hazards they identify from their risk assessment. This should encourage learners to reflect on the health, safety and security issues in the environment they have assessed. For D1, learners will synthesise all previous knowledge to make recommendations on how the setting could minimise the risk to the service user group.

P4, M3 and D2 are related to understanding how those working in health and social care settings should respond to incidents and emergencies, and the various priorities to consider. To achieve P4, learners need to explain the possible priorities and ways of responding to incidents and emergencies. Again, the examples can be tailored to particular settings that learners have experience of, such as the setting used for the risk assessment. For M3 and D2, learners need to bring together their knowledge from previous learning outcomes to discuss the various health, safety and security concerns arising from a particular incident or emergency. For D2 particularly, learners must show they can justify which responses would achieve a satisfactory outcome. Some training in basic first aid skills could be undertaken alongside this unit, particularly to help learners understand how to prioritise possible responses, for example sending for assistance and then dealing with the casualty would be more relevant than demonstrating competence in delivering first aid skills. This could be supplemented by simulation in the classroom.

## Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1	Hazards in settings	Your supervisor at a setting where you are a carer has asked you to produce guidance on hazards to give to new carers in the setting as part of their induction.	Produce part of an induction document.
P3, M2, D1	Risk assessment	Your supervisor is preparing you to take on more responsibilities at work and wants to be sure that you understand the principles of risk assessment before assisting the care team in taking service users out on a visit to a local public amenity.	Use a suitable spreadsheet format present findings from a risk assessment of a public area that will be used by a different service user group.
P2, M1	Legislation, policies and procedures for health, safety and security	As part of your continuing development, your supervisor has asked you to check policies and procedures relating to health, safety and security to see how they link to legislation and guidelines.	Produce a report.
P4, M3, D2	Incidents and emergencies	As you take on more responsibilities, you are expected to have a better understanding of how to respond to different incidents and emergencies that may arise.	Use the media, your own experience or case study to write an incident report.

## Links to National Occupational Standards (NOS), other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Health and Social Care sector suite (see *Appendix A*) and has links with units from other qualifications in that suite. See *Appendix E* for NOS links and *Appendix G* for a mapping of the NHS Knowledge and Skills Framework against particular units in this qualification.

## Essential resources

The following resources are essential for delivering this unit:

- library resources with key texts and other reference materials
- access to an appropriate public space
- examples of different policies from HSC settings as a paper-based centre resource (such resources should be anonymised appropriately).

In addition, the following resources are considered to be highly valuable:

- work-experience placements
- case study materials
- leaflets, for example from the Health and Safety Executive
- videos/DVDs
- guest speakers
- visits.

## Employer engagement and vocational contexts

This unit is closely linked to the minimum requirements laid down by the Care Minimum Standards and emphasis can be adapted to be relevant to the variations in HSC guidelines in each of the home countries. Managers and supervisors of HSC settings could contribute to the delivery of this unit as guest speakers and/or by giving consent for a copy of relevant policies to be included in a resource bank held by the centre for learners to use on the programme. In addition, learners will require a setting-specific briefing on health and safety matters as part of their induction for each placement they take and to be made aware of relevant policies.

## Indicative reading for learners

### Textbooks

Ayling P – *Knowledge Set for Infection Prevention and Control* (Heinemann Education Publishers, 2007) ISBN 9780435402327

Boys D and Langridge E – *BTEC National HSC Book 1* (Nelson Thornes, 2007) ISBN 9780748784042

Care Quality Commission – *Safeguarding Children: a review of arrangements in the NHS for safeguarding children* (Care Quality Commission, 2009) ISBN 9781845622343

Cooper J – *The Care Homes Legal Handbook* (Jessica Kingsley Publishers, 2002) ISBN 9781843100645

Department of Health – *Care Homes for Older People: National Minimum Standards – Care Home Regulations, 3rd Edition* (Stationery Office Books, 2003) ISBN 9780113226078

Duncan M, Cahill, F and Heighway, P – *Health and Safety at Work Essentials: The One-stop Guide for Anyone Responsible for Health and Safety Issues in the Workplace* (Lawpack Publishing Limited, 2006) ISBN 9781905261246

Health and Safety Executive – *Essentials of Health and Safety at Work* (HSE Books, 2006) ISBN 9780717661794

Health and Safety Executive – *Health and Safety in Care Homes (HSG)* (HSE Books, 2001) ISBN 9780717620821

Mandelstam M – *Safeguarding Vulnerable Adults and the Law* (Jessica Kingsley Publishers, 2008) ISBN 9781843106920

Morris C – *Knowledge Set for Safeguarding Vulnerable People* (Heinemann, 2008) ISBN 9780435402372

Nolan Y – *S/NVQ Level 3 HSC Candidate Handbook* (Heinemann, 2005) ISBN 9780435453732

Nolan Y – *S/NVQ Level 3 HSC Candidate Book Options Plus* (Heinemann, 2006) ISBN 9780435464653

Owen G A – *HACCP Works* (Highfield Publications, 2005) ISBN 9781904544364

Richards J – *Complete A-Z HSC Handbook* (Hodder Arnold, 2003) ISBN 9780340872673

Sprenger R – *The Foundation HACCP Handbook* (Highfield Publications) ISBN 9781904544357

Sprenger R and Fisher I – *The Essentials of Health and Safety (Carers)* (Highfield Publications) ISBN 9781871912036

Stretch B – *Core Themes in HSC* (Heinemann, 2007) ISBN 9780435464257

Stretch B and Whitehouse M – *BTEC National HSC Book 1* (Heinemann, 2007) ISBN 9780435499150

Stretch B and Whitehouse M – *BTEC Level 3 Nationals in Health and Social Care Student Book 1* (Pearson, 2010) ISBN 9781846907663

Stretch B and Whitehouse M – *BTEC Level 3 Nationals in Health and Social Care Student Book 2* (Pearson, 2010) ISBN 9781846907470

### Leaflets

*Five steps to risk assessment* (HSE Publications)

*Health and Safety Law: What you should know* (HSE Publications)

### Newsletters

*HSE First Aid Newsletters* – [www.hse.gov.uk](http://www.hse.gov.uk)

*The RoSPA Occupational Health and Safety Journal*

## Websites

[www.bohs.org](http://www.bohs.org)

[www.cqc.org.uk](http://www.cqc.org.uk)

[www.cwdcouncil.org.uk](http://www.cwdcouncil.org.uk)

[www.dh.gov.uk](http://www.dh.gov.uk)

[www.foodstandards.gov.uk](http://www.foodstandards.gov.uk)

[www.hse.gov.uk](http://www.hse.gov.uk)

[www.hsebooks.co.uk](http://www.hsebooks.co.uk)

[www.lshtm.ac.uk](http://www.lshtm.ac.uk)

[www.rosipa.com](http://www.rosipa.com)

[www.skillsforcareanddevelopment.org.uk](http://www.skillsforcareanddevelopment.org.uk)

[www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk)

British Occupational Hygiene Society

Care Quality Commission

Children's Workforce Development Council

Department of Health

Food Standards Agency

Health and Safety Executive

Health and Safety Executive Books

London School of Hygiene and Tropical Medicine

Royal Society for the Prevention of Accidents

Sector Skills Council for Care and Development

Sector Skills Council for the UK Health Sector

## Delivery of personal, learning and thinking skills

The following table identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	[IE1] identifying questions to consider when carrying out the risk assessment [IE2] researching information about hazards, relevant legislation and guidelines and appropriate responses [IE3] making observations to inform the risk assessment of the public environment [IE4] analysing and evaluating information to make judgements about risk and degree of harm
<b>Creative thinkers</b>	[CT3] drawing on their experience and understanding to identify potential hazards for service users in a setting and in the public environment
<b>Self-managers</b>	[SM3] taking initiative in using placements to gather information relevant to learning and assessment requirements
<b>Effective participators</b>	[EP3] proposing practical ways forward in gathering information relevant to the risk assessment [EP4] identifying how hazards could be minimised [EP6] advocating appropriate views and beliefs when prioritising responses to incidents and emergencies.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex assignment to meet a variety of needs	researching information on health, safety and security
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	using spreadsheet software to record risk assessment of public space
Follow and understand the need for safety and security practices	recognising the implications of ICT in the workplace, eg in the controls for equipment with regard to the subject matter of the unit
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex assignment	using a virtual learning environment to access specialist resources conducting internet searches relating to legislative documents
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	retrieving relevant information from documents selecting information relevant to the assessment
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	presenting the risk assessment details providing evidence of formulae used in cells for the risk assessment spreadsheet formatting evidence presented for other parts of the assignment presenting quantitative data for risk assessment in a tabulated format
Bring together information to suit content and purpose	using innovative ICT-enabled media, eg audio or video presentation
Identify the situation or problem and the mathematical methods needed to tackle it	calculating probability of harm occurring from each hazard using a numerical scale to rate degree of harm from each hazard
Select and apply a range of skills to find solutions	factoring of overall risk from probabilities and degree of harm from each hazard
Use appropriate checking procedures and evaluate their effectiveness at each stage	using estimation to check accuracy of risk assessment calculations
Draw conclusions and provide mathematical justifications	justifying the probability and scale measures used in the risk assessments for each hazard



Skill	When learners are ...
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	contributing to discussions on hazards, risks, safeguarding
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading retrieved legal documents and policy documents, extracting relevant information to inform their contributions to discussions, risk assessment and assessment evidence
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	describing hazards and responses and priorities for dealing with incidents and emergencies.