

# **Unit 52: Monitoring and Maintaining the Environment and Resources During and After Healthcare Activities**

**Unit reference number:** T/616/7355

**Level:** 2

**Unit type:** Optional

**Credit value:** 3

**Guided learning hours:** 20

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## **Unit summary**

A care worker's role includes supporting professionals in carrying out various healthcare activities, including clinical and/or therapeutic activities. This involves preparing the environment and resources for the activities in line with organisational policies and procedures, and current legislative guidelines.

In this unit, you will gain an understanding of the appropriate legislation, guidelines and workplace policies and procedures needed for monitoring and maintaining the environment while carrying out various healthcare activities. Understanding and applying infection-prevention protocols are also a major part of this unit.

You will need to demonstrate your working practice of monitoring and maintaining resources and the environment during and after the activity. This will involve cleaning and safely storing resources, replenishing them and disposing of any waste, in line with workplace policies and procedures. You will also need to ensure the comfort and safety of users of services throughout the activities.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
<p>1 Know the procedures for monitoring and maintaining the environment and resources</p>	<p>1.1 Outline the legislation, guidelines, organisational policies and protocols that inform own role, responsibilities and accountability</p> <p>1.2 Identify the procedures relating to monitoring the environment during specific healthcare activities in own work practice</p> <p>1.3 Identify the resources needed during specific healthcare activities in own work practice</p> <p>1.4 Explain the procedures for reporting problems with the environment and resources beyond own scope of practice</p> <p>1.5 Outline the hazards and risks associated with procedures carried out in own work practice including how these are controlled</p>
<p>2 Be able to monitor equipment</p>	<p>2.1 Explain the importance of ensuring equipment is safe to use</p> <p>2.2 Apply standard precautions for infection control when handling equipment</p> <p>2.3 Implement health and safety measures when handling equipment in line with agreed ways of working</p> <p>2.4 Operate equipment in line with manufacturer's instructions, national and local policies and procedures, and own scope of practice</p>

Learning outcomes	Assessment criteria
<p>3 Be able to monitor and maintain the environment and resources</p>	<p>3.1 Maintain environmental conditions at the levels required by the activity in line with agreed ways of working</p> <p>3.2 Replenish and replace resources as required for the activity</p> <p>3.3 Explain the importance of checking resources are of the correct quality and quantity for the activity</p> <p>3.4 Return unused and/or surplus resources to the correct storage location</p> <p>3.5 Store resources in line with local policy or protocol at the end of the activity</p> <p>3.6 Maintain monitoring records in line with national and local policies and protocols</p>
<p>4 Be able to clean resources in own work area</p>	<p>4.1 Maintain the levels of cleanliness required in own work area in line with agreed ways of working</p> <p>4.2 Clean fixed resources after use in line with national and local policies and protocols</p> <p>4.3 Clean reusable resources and make safe prior to storage in line with agreed ways of working</p> <p>4.4 Dispose of waste in line with national and local policy</p>

### What needs to be learned

#### **Learning outcome 1: Know the procedures for monitoring and maintaining the environment and resources**

##### **Legislation and guidelines**

- Health and Safety at Work etc. Act 1974.
- Care Act 2014.
- The Personal Protective Equipment at Work Regulations 1992.
- Control of Substances Hazardous to Health regulations 2002 (COSHH).
- The Manual Handling Operations Regulations 1992.
- Health and Safety Executive (HSE) requirements in workplace.
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR).
- The Food Safety and Hygiene (England) Regulations 2013.

##### **Organisational policies and protocols**

- Formal policies and procedures, but may include other agreed ways of working, e.g. health and safety policy, risk assessments, food safety.
- Own workplace code of conduct.

##### **Monitoring environment**

- Healthcare activities, e.g. clinical or therapeutic activities.
- Light, ventilation and temperature.
- Comfort, privacy and dignity.
- Cleanliness.
- Appropriateness.
- Health and safety requirements.

##### **Resources**

- Equipment and aids, e.g. fixed and portable items, consumables and disposable items, individual positioning aids.
- Care plans or other healthcare notes.

##### **Procedures for reporting**

- Workplace policies and procedures.

##### **Hazards and risks**

- Hazard:
  - someone or something that may cause danger or risk of harm, e.g. incorrect use of equipment.
- Risk:
  - possibility of suffering from harm, e.g. injury to users of services.
- Infections and cross-contamination, e.g. from contact with bodily fluids.
- Appropriateness of equipment and resources used for the activity.
- Appropriateness of activities.
- Safe use of equipment.

## What needs to be learned

### Control of hazards and risks

- Following safe procedures for various activities.
- Following manufacturer's instructions.
- Appropriate use of risk assessments.
- Appropriate training in use of various equipment.

### Learning outcome 2: Be able to monitor equipment

#### Importance of equipment being safe to use

- Health and safety requirements.
- Reliability.

#### Standard precautions for infection prevention and control

- Legal requirements.
- Hand hygiene, i.e. washing, use of soap, single-use clean towels.
- Protective clothing, e.g. disposable gloves and aprons.
- Workplace procedures for disposal of waste, e.g. general waste, clinical waste or sharps.

#### Health and safety measures

- Equipment fit for purpose.
- Suitable training.
- Appropriate and compatible equipment, e.g. compatible hoist and sling.
- Following manufacturers' specific instructions.
- Own scope of practice, e.g. following risk assessments, training.
- In line with own workplace policies and procedures, e.g. staff ratio for moving and handling.

### Learning outcome 3: Be able to monitor and maintain the environment and resources

#### Environmental conditions

- Light, ventilation and temperature.
- Cleanliness.
- Health and safety in line with risk assessments.

#### Replenishing and replacing resources

- Consumables or disposable items.
- Adequate quantity for future activities.
- In line with agreed ways of working.

#### Importance of checking resource quality and quantity

- Fitness for purpose.
- Currency.
- Availability.

#### Correct storage locations

- Secure storage.
- Temperature control.
- Single use or reusable.

#### Agreed ways of working

- Includes policies and procedures where these exist.

## What needs to be learned

### Learning outcome 4: Be able to clean resources in own work area

#### Levels of cleanliness

- Agreed ways of working.
- Legal requirements.

#### Workplace procedures for safe disposal of waste

- Use of correct bags, e.g. colour coded.
- Observing colour coding for high-, medium- and low-risk waste.
- Safe disposal of sharps.

## Information for tutors

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### Suggested resources

#### Books

Aldworth C et al – *BTEC Nationals Health and Social Care Student Book 2* (Pearson, 2017) ISBN 9780435183776

Nolan Y et al – *Health and Social Care Level 2, 3rd Edition* (Heinemann, 2011) ISBN 9780435031947

Walsh M et al – *Health and Social Care Diplomas: Level 2 Diploma Candidate Handbook* (Collins Educational, 2011) ISBN 9780007430512

#### Websites

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

Care Quality Commission website – regulations for service providers and managers

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

Health and Safety Executive website – infections at work

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

UK government legislation and accompanying explanatory documents.

[www.skillsforcare.org.uk/Standards-legislation/Code-of-Conduct/Code-of-Conduct.aspx](http://www.skillsforcare.org.uk/Standards-legislation/Code-of-Conduct/Code-of-Conduct.aspx)

Skills for Care – code of conduct for healthcare workers.

## **Assessment**

This guidance should be read in conjunction with the associated qualification specification for this unit.

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should follow the guidance given in *Section 8 Assessment* of the associated qualification specification and meet the requirements from the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

### **Unit assessment requirements**

This unit must be assessed in accordance with the assessment strategy (principles) in *Annexe A* of the associated qualification specification.

Assessment decisions for learning outcomes 2, 3 and 4 (competence) must be made based on evidence generated during the learner's normal work activity. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment, but the final assessment decision must be within the real work environment. Simulation cannot be used as an assessment method for learning outcomes 2, 3 and 4.

Assessment of learning outcome 1 (knowledge) may take place in or outside of a real work environment.