

Unit 8: Understand health and safety in social care settings

Unit code: R/602/3179
QCF Level 2: BTEC Specialist
Credit value: 4
Guided learning hours: 40

Unit aim

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

Unit introduction

This unit will equip learners with the knowledge and understanding of health and safety that is required in order to work in social care settings. The unit investigates key legislation which relates to general health and safety in social care settings and also the main points of health and safety policies. Learners will examine the roles of various professionals, including those roles which require special training. The unit defines hazards and risks in social care and discusses the use of risk assessment in helping to address dilemmas between an individual's rights and health and safety concerns. Learners will examine a variety of health and safety issues including infection prevention and control, safe moving and handling, environmental safety procedures, management of hazardous substances, managing stress, handling medication and food safety measures.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Understand the different responsibilities relating to health and safety in social care settings</p>	<p>1.1 List legislation relating to general health and safety in a social care setting</p> <p>1.2 Describe the main points of health and safety policies and procedures</p> <p>1.3 Outline the main health and safety responsibilities of:</p> <p>a) the social care worker</p> <p>b) the employer or manager</p> <p>c) individuals</p> <p>1.4 Identify tasks relating to health and safety that should only be carried out with special training</p> <p>1.5 Describe how to access additional support and information relating to health and safety</p>
<p>2 Understand the use of risk assessments in relation to health and safety</p>	<p>2.1 Define what is meant by 'hazard' and 'risk'</p> <p>2.2 Describe how to use a health and safety risk assessment</p> <p>2.3 Explain how and when to report potential health and safety risks that have been identified</p> <p>2.4 Describe how risk assessment can help address dilemmas between an individual's rights and health and safety concerns</p>
<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 Outline the 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>

Learning outcomes	Assessment criteria
<p>4 Know how to reduce the spread of infection</p>	<p>4.1 List routes by which an infection can get into the body</p> <p>4.2 Describe ways in which own health or hygiene might pose a risk to an individual or to others at work</p> <p>4.3 Explain the most thorough method for hand washing</p> <p>4.4 Describe when to use different types of personal protective equipment</p>
<p>5 Know how to move and handle equipment and other objects safely</p>	<p>5.1 Identify legislation that relates to moving and handling</p> <p>5.2 List principles for safe moving and handling</p> <p>5.3 Explain why it is important for moving and handling tasks to be carried out following specialist training</p>
<p>6 Understand the principles of assisting and moving an individual</p>	<p>6.1 Explain why it is important to have specialist training before assisting and moving an individual</p> <p>6.2 Explain the importance of following an individual's care plan and fully engaging with them when assisting and moving</p>
<p>7 Know how to handle hazardous substances</p>	<p>7.1 Identify hazardous substances that may be found in the social care setting</p> <p>7.2 Describe safe practices for:</p> <ul style="list-style-type: none"> • storing hazardous substances • using hazardous substances • disposing of hazardous substances

Learning outcomes	Assessment criteria
<p>8 Know environmental safety procedures in the social care setting</p>	<p>8.1 Outline procedures to be followed in the social care setting to prevent:</p> <ul style="list-style-type: none"> • Fire • Gas leak • Floods • Intruding • Security breach <p>8.2 Outline procedures to be followed in the social care setting in the event of:</p> <ul style="list-style-type: none"> • fire • gas leak • floods • intruding • security breach
<p>9 Know how to manage stress</p>	<p>9.1 Identify common signs and indicators of stress</p> <p>9.2 Identify circumstances that tend to trigger own stress</p> <p>9.3 Describe ways to manage stress</p>
<p>10 Understand procedures regarding handling medication</p>	<p>10.1 Describe the main points of agreed procedures about handling medication</p> <p>10.2 Identify who is responsible for medication in a social care setting</p> <p>10.3 Explain why medication must only be handled following specialist training</p>
<p>11 Understand how to handle and store food safely</p>	<p>11.1 Identify food safety standards relevant to a social care setting</p> <p>11.2 Explain how to:</p> <ul style="list-style-type: none"> • store food • maximise hygiene when handling food • dispose of food <p>11.3 Identify common hazards when handling and storing food</p>

Unit content

1 Understand the different responsibilities relating to health and safety in social care settings

Legislation relating to general health and safety: relevant, up-to-date legislation from the Health and Safety Commission and Executive (HSC/E) including local, national and European requirements for health and safety in a health and social care work setting eg Health & Safety at Work Act 1974, Management of Health and Safety at Work Regulations 1999, Manual Handling Operations Regulations 1992, Health and Safety (First Aid) Regulations 1981, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995, Control of Substances Hazardous to Health (COSHH) Regulations 2002

Health and safety policies and procedures: agreed ways of working and approved codes of practice in health and social care settings relating to health and safety; dealing with accidents, injuries and emergency situations (eg operating, reporting and recording procedures); first-aid situations (eg hygiene procedures, administering basic first aid if trained to do so, reporting and recording procedures); working conditions and the working environment (eg moving and handling procedures); use of equipment (eg regulations for using mechanical or electrical equipment); health care procedures (eg procedures for administering personal care); food handling and preparation (eg food hygiene regulations); infection control and dealing with hazardous substances (eg procedures for disposing of clinical waste); security and personal safety (eg procedures for personal security and safeguarding personal property)

Own responsibilities: the individual duty to take care of own health and safety; understanding and applying relevant legislation and agreed ways of working; responsibility to undertake relevant training and updating as required; the importance of co-operating with others on health and safety; importance of the correct use of anything provided for individual health, safety or welfare (eg protective clothing, specialised equipment); understanding that certain tasks should not be carried out without special training (eg use of equipment, first aid, administering medication, health care procedures, food handling and preparation)

Responsibilities of employers and others: the duty of employers to provide information (eg about risks to health and safety from working practices, changes that may harm or affect health and safety, how to do the job safely, what is done to protect health and safety, how to get first-aid treatment, what to do in an emergency); the duty of employers to provide training to do the job safely, protection (such as special clothing, gloves or masks), health checks (such as vision testing); the duty of employers to provide HSC/E information 'Health and safety law: What you should know', with contact details of people who can help or provide further information

2 Understand the use of risk assessments in relation to health and safety

Assess health and safety hazards: understanding health, safety and risk assessment for the work environment or particular activities; the importance of risk assessment for protecting self and individuals from danger or harm; the need to comply with the law; identifying what could cause harm; taking precautions to prevent harm; the importance of minimising accidents, injuries

and ill health; reducing the risk of individuals being injured at work; reducing the risk of liability; reducing costs to the organisation

Report potential health and safety risks: importance of continuous assessment of risks and regular checking; reporting identified risks immediately; importance of reporting any changes; examine examples of risk assessment reports, accident report forms and other relevant documentation; importance of written records being clear and accurate, detailing dates, times, simple description of hazard identified and action taken; agreed reporting procedures and lines of communication

Individual rights and health and safety concerns: using risk assessment procedures, regulations and relevant health and safety legislation to justify compliance for specific procedures or actions (eg wearing seat belts in a car to minimise injury, wearing a motor cycle helmet for protection, hand washing and wearing latex gloves to minimise the spread of infection); understanding that the use of risk assessment can help to address dilemmas between the human rights of an individual and health and safety concerns; values and principles from 'Investing for Health' (2002)

3 Understand procedures for responding to accidents and sudden illness

Types of accidents and sudden illness: accidents (eg slips and trips, falls, needle-stick injuries, burns and scalds, injuries from operating machinery or specialised equipment, electrocution, accidental poisoning); sudden illness (eg heart attack, diabetic coma, epileptic convulsion)

Procedures to be followed: ensuring and maintaining safety for individuals concerned and others (eg clearing the area, safely moving equipment if possible); remaining calm; sending for help; assessing the individual for injuries; administer basic first aid if necessary and if trained to do so; stay with the injured/sick individual until help arrives; observe and note any changes in condition; provide a full verbal report to relevant medical staff or others; complete a full written report and relevant documentation (eg accident report, incident report); understanding the policies, procedures and agreed ways of working for the work setting

4 Know how to reduce the spread of infection

Recommended method for handwashing: follow the DoH 5-step recommended procedure of:

- 1 wet hands
- 2 apply soap thoroughly
- 3 lather and scrub (remember between the fingers, thumbs and backs of the hands)
- 4 rinse thoroughly
- 5 dry thoroughly using paper towel or air dryer

Own health and hygiene: importance of basic personal hygiene measures in reducing the spread of infection (eg handwashing after using the toilet or before preparing food; covering the mouth when sneezing or coughing; using disposable tissues); covering any cuts or abrasions with plasters or suitable dressings; importance of staying away from work when affected by illness or infection; getting prompt treatment for illness or infections

5 Know how to move and handle equipment and other objects safely

Identify legislation relating to moving and handling: The Health and Safety at Work Act 1974; The Manual Handling Operations Regulations 1992 (as amended in 2002); regulations from the HSC/E covering manual handling risk factors and how injuries can occur

Safe moving and handling: the key principles of avoid (eg the need for hazardous manual handling), assess (eg the risk of injury from any hazardous manual handling), reduce (eg the risk of injury from hazardous manual handling); the importance of assessment (eg the task, load, working environment and individual capability); reducing the risk of injury (eg musculoskeletal disorders): avoiding hazardous manual handling; the importance of correct posture and technique; working in teams: the importance of a co-ordinated approach and good communication; using mechanical aids where necessary (eg a hoist); changing the task or approach where necessary; the importance of following appropriate systems and agreed ways of working; making proper use of equipment provided for safe practice; taking care to ensure that activities do not put others at risk; reporting any potentially hazardous handling activities

6 Understand the principles of assisting and moving an individual

Principles: obtaining valid consent; assessing mobility; adhering to agreed practices within the setting; access to written policies; promotion of confidence; ensuring safety, dignity and privacy; promotion of independence; assessing risk; recording of incidents and accidents; need for specialist training; adherence to care plan; fully engaging with the individual

7 Know how to handle hazardous substances

Identify hazardous substances and materials: COSHH regulations (2002) include substances that are corrosive (eg acid), irritant (eg cleaning fluids), toxic (eg medicines), highly flammable (eg solvents), dangerous to the environment (eg chemicals, clinical waste), germs that cause diseases (eg legionnaires' disease), materials that are harmful (eg used needles), potentially infectious (eg used dressings), body fluids (eg blood, faeces, vomit)

Safe handling of hazardous substances and materials: importance of training; awareness of COSHH regulations; always follow instructions for agreed ways of working; safe storage of hazardous substances and materials, always follow agreed ways of working, policies and procedures (eg safe storage of drugs and medicines); stored out of reach; store materials in containers recommended by the manufacturer; importance of clear labelling; containers securely sealed; storing incompatible substances separately; safe usage of hazardous substances and materials: always follow agreed ways of working, policies and procedures; avoid exposure to hazardous substances (eg inhaling, contact with the skin or eyes, swallowing or skin puncture), use of control measures (eg universal precautions for dealing with blood and other body fluids); use protective clothing where necessary (eg latex gloves, masks, aprons); importance of checking with colleagues and completing appropriate records and documentation; safe disposal of hazardous substances and materials; always follow agreed ways of working, policies and procedures (eg use of clinical waste bags); importance of protecting others (eg using a sharps box for used needles), protecting the environment (eg disposal of dangerous chemicals); minimising the spread of infection (eg disposal of used dressings)

8 Know environmental safety procedures in the social care setting

Fire prevention: use of fireguards; use of smoke alarms; use of flame retardant materials for furniture, soft furnishings; not leaving cooking pans unattended over lighted flames

In the event of fire: knowledge of fire procedures; appropriate use of fire extinguishers and fire blankets; calling for emergency help; safe evacuation of individuals

Gas leaks, prevention: turning off gas appliances when not in use; regular maintenance of systems and boilers; reporting of suspicious odours

In the event of a leak: safe evacuation of the building; contacting emergency services; not returning to the building until it is safe to do so

Floods, prevention: turning off taps before leaving the bathroom, kitchen; regular maintenance of appliances, drains, maintenance of buildings; location of main water supply

In the event of a flood: turning off main water supply; safe evacuation of the building, contacting emergency services; use of warning notices to prevent accidents.

Intruding, prevention: use of security codes to enter buildings; use of identification badges; use of signing in and out books; checking inhabitants/residents; safety locks on doors and windows; security personnel on site; maintenance of alarms

In the event of intrusion: ensuring the safety of residents/users of the service; ensuring safety of staff; room checks; contacting emergency services; checking identification of all present

Security breach, prevention: presence of security personnel; regular checking of occupants of a facility; use of staff identification; use of security codes to enter facilities

In the event of a security breach: ascertaining the nature of the breach, contacting security personnel; checking safety of individuals; safety of staff; contacting emergency services if required

9 Know how to manage stress

Common signs and symptoms of stress: physical signs and symptoms eg aches and pains, nausea, dizziness chest pain, rapid heartbeat; emotional signs and symptoms eg moodiness, irritability or short temper, agitation, inability to relax, feeling overwhelmed, sense of loneliness and isolation, depression or general unhappiness; cognitive signs and symptoms eg memory problems, inability to concentrate, poor judgement, constant worrying; behavioural signs and symptoms eg eating more or less, sleeping too much or too little, neglecting responsibilities, using alcohol, cigarettes or drugs to relax, nervous habits like nail biting

Identifying triggers for stress: work factors eg changes in routine, dealing with difficult situations, pressure to meet targets, interpersonal relationships with individuals and others, expectations from managers, demands of working unsocial hours, taking on special projects; personal factors eg financial problems, relationship or family problems, major life changes, bereavement, injury or illness

Managing stress: understanding own coping strategies; relaxation techniques (eg massage, yoga, aromatherapy, listening to music); physical activity and exercise (eg going for a run, joining a gym); social strategies (eg meeting up with friends and family, volunteering or helping with community work); logical

strategies (eg making lists, prioritising); creative strategies (eg music, painting or other artistic pursuits); faith strategies (eg religion or other beliefs); the importance of emotional wellbeing and resilience; understanding and recognising individual stressors and taking time out

10 Understand procedures regarding handling medication

Agreed procedures: following national guidelines eg The Handling of Medicines in Social Care Settings Guidance 2007, Royal Pharmaceutical Society; adherence to setting policies; accurate use of medication administration records for ordering and storing; understand where instructions for dispensing are on the package; need to check dosage; checking identity of the individual; checking expiry dates; identification of person with overall responsibility; use of personal protective equipment (PPE) where necessary

Reasons for specialist training: reduction of errors; knowledge of effects and side effects; knowledge of administration procedures; role of the named person; taking responsibility; ownership of the role

11 Understand how to handle and store food safely

Food Safety Standards: Food Standards Act 1999; Food Safety (Temperature Control) 1995; role of the Foods Standards Agency

Safe storage of food: use of covered containers; not storing cooked and uncooked meat together; separation of meat from fish and poultry; accurate temperature of refrigeration; checking expiry dates; checking refrigerators regularly eg condition of rubber seals, maintaining accurate temperature, not overloading, regular defrosting

Safe disposal: use of closed bags, disinfection of bins; separation of dry from wet waste; emptying and washing rubbish bins regularly

Common hazards: cross infection; injuries from unsafe use of utensils; triggering of allergies; exposure of food to contaminants

Maximising hygiene when handling food: use of gloves, aprons; covering hair; disinfection of surfaces; sterilisation of utensils, cooking equipment, serving equipment; covering cuts, use of blue plasters; reporting and recording accidents; use of separate utensils, chopping boards for meat and vegetable; keeping food away from pets; not allowing pets to sit on surfaces used for food preparation

Essential guidance for tutors

Delivery

The unit should be delivered by a well-qualified and experienced tutor. However, the unit could be divided between subject specialists, for example infection prevention and control, environmental safety, management of stress etc. Learners will benefit from participation in role-play and simulation activities, for example in dealing with emergencies such as fires, floods and gas leaks. Input from professionals would also enhance learner experience.

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 of planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments.
Learning outcome 1: Understand the different responsibilities relating to health and safety in social care settings
Taught session; relevant legislation, learners to take notes.
Taught session; policies and procedures; learners to take notes.
Class discussion; own responsibilities with regard to health and safety.
Guest speaker; the responsibilities of employers; question and answer session.
Assignment 1: Responsibilities in health and social care setting. Produce a booklet which lists key legislation, describes relevant policies and procedures and outlines the main health and safety responsibilities of key personnel.
Learning outcome 2: Understand the use of risk assessments in relation to health and safety
Taught session; assessing health and safety hazards; health and safety quiz with learners participation.
Taught session; reporting health and safety risks; group work using scenarios to identify the correct response and feeding back to the class.
Taught session; individual rights/health and safety concerns, the use of risk assessment; class discussion.
Taught session/practical demonstration of handwashing techniques and the use of personal protective equipment (PPE).
Assignment 2: Using risk assessments in health and safety Write a guide on the use of risk assessments in relation to health and safety

Topic and suggested assignments/activities and/assessment
Learning outcome 3: Understand procedures for responding to accidents and sudden illness
Taught session; types of accidents and procedures to be followed; class discussion.
Demonstration of basic first-aid procedures, (this could be delivered by a registered first-aider rather than the class tutor).
Taught session; recording incidents, sudden onset of illness, accidents, safe storage of records.
Assignment 3: Managing accidents and sudden illness in social care Produce an information pack which contains the following elements: a) A description of the different types of accident and sudden illness that could occur in a social care setting and an outline of the procedures which you should follow b) An explanation of reasons why emergency first aid should only be delivered by a qualified first-aider.
Learning outcome 4: Know how to reduce the spread of infection
Taught session; the chain of infection, entry routes for infection, learners taking notes.
Demonstration with explanation of handwashing procedures and the reasons for these; learners practise procedures.
Taught session; the importance of own health hygiene; class discussion.
Demonstration use of personal protective equipment (PPE).
Assignment 4: Preventing infection Produce a leaflet that lists the entry routes for infection into the body. It should describe ways in which your own health or hygiene might pose a risk to individuals or others in your workplace. Give an explanation of the most thorough method of handwashing, and provide a description of when to use different types of personal protective equipment (PPE).
Learning outcome 5: Know how to move and handle equipment and other objects safely
Taught session; relevant legislation, learners to take notes and ask questions to clarify understanding.
Taught session; the key principles of safe moving and handling; working in teams; avoidance of manual handling; learners to take notes.
Demonstration of the use of mechanical aids; this session could be delivered within a care setting; question-and-answer session.

Topic and suggested assignments/activities and/assessment
<p>Assignment 5: Safety in moving and handling</p> <p>Produce an information pack which contains all of the following:</p> <ul style="list-style-type: none"> a) a spider diagram of key legislation b) a list of the principles for safe moving and handling c) an explanation of why it is important for moving and handling tasks to be only carried out following specialist training.
<p>Learning outcome 6: Understand the principles of assisting and moving an individual</p>
<p>Taught session; principles of assisting and moving an individual. Class discussion.</p>
<p>Taught session; reasons for specialist training. Class discussion.</p>
<p>Assignment 6: An engaging approach</p> <p>Produce an information sheet explaining the importance of specialist training for assisting and moving an individual and dealing with the importance of following the care plan and fully engaging with the individual throughout the procedure.</p>
<p>Learning outcome 7: Know how to handle hazardous substances</p>
<p>Taught session; identifying hazardous substances and materials; learners taking notes.</p>
<p>Taught session; safe handling of hazardous substances and materials; learners taking notes.</p>
<p>Taught session; safe usage of hazardous substances and materials; learners taking notes.</p>
<p>Taught session; safe disposal of hazardous substances and materials; learners taking notes.</p>
<p>Assignment 7: Hazardous substances in the setting</p> <p>Produce an information pack identifying hazardous substances that may be used in social care and describing the safe practices for storage, usage and disposal of hazardous substances.</p>
<p>Learning outcome 8: Know environmental safety procedures in the social-care setting</p>
<p>Taught session; preventing environmental emergencies in social care settings.</p>
<p>Taught session; managing environmental emergencies in social care settings.</p>
<p>Assignment 8: Managing environmental emergencies</p> <p>Produce a leaflet which outlines safety procedures to be implemented in order to prevent environmental emergencies and also covers what to do in the event of such emergencies.</p>
<p>Learning outcome 9: Know how to manage stress</p>
<p>Taught session; common signs and indicators of stress; class discussion.</p>
<p>Class plenary; identifying triggers of stress.</p>
<p>Taught session; managing stress; learners to take notes. Class discussion.</p>

Topic and suggested assignments/activities and/assessment
<p>Assignments 9.1, 9.2 and 9.3: So this is stress? How much stress and managing stress</p> <p>a) Produce a spider diagram of the common signs and indicators of stress (9.1)</p> <p>b) Produce a brief summary of the circumstances that tend to trigger stress in yourself (9.2)</p> <p>c) Describe several ways of managing stress (9.3).</p>
<p>Learning outcome 10: Understand procedures regarding handling medication</p>
<p>Taught session; the main points of the agreed procedures to be followed when handling medication; learners to take notes.</p>
<p>Taught session; the named responsible person and the reasons for this. Class discussion</p>
<p>Taught session with learner input; reasons for specialist training.</p>
<p>Assignment 10: Medication</p> <p>Produce a fact sheet which contains the following information:</p> <p>a) A description of the main points of agreed procedures with regard to handling medication (10.1)</p> <p>b) The person who is responsible for medication in a social care setting (10.2)</p> <p>c) An explanation of why medication must only be handled following specialist training.</p>
<p>Learning outcome 11: Understand how to handle and store food safely</p>
<p>Taught session; key legislation, learners to take notes.</p>
<p>Taught session; correct storage of food and common hazards.</p>
<p>Taught session; maximising hygiene including the use of personal protective equipment (PPE).</p>
<p>Assignment 11: Managing food safety</p> <p>Produce a leaflet which:</p> <p>a) Identifies key food standards</p> <p>b) Explains how to store food safely</p> <p>c) Explains how to dispose of food safely</p> <p>d) Explains how to maximise hygiene when handling food</p> <p>e) Identifies common hazards when handling and storing food.</p>
<p>Review of unit and programme of assignments.</p>

Assessment

Assessments for this unit may be in a variety of formats, and the suggested programme may be adapted to meet local needs or the needs of particular groups of learners. Tutors should ensure that learners apply key legislation, standards, policies and agreed procedures to relevant examples where appropriate. It is essential that all aspects of named procedures, for example with regard to managing emergencies and the handling of hazardous substances and medication are accurate in order to meet the requirements of the unit. Tutors should ensure that the correct operative verbs are included in all assessments, for example identify, describe and explain.

Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 1.3	Responsibilities in health and social care setting	Your manager at the residence for older adults with dementia has asked you to produce a booklet for new staff on the various responsibilities that exist in health and social care.	Booklet
2.1, 2.2, 2.3, 2.4	Using risk assessments in health and safety	Your manager has now asked that you produce a guide to the use of risk assessments within the setting.	Guide
3.1, 3.2, 3.3	Managing accidents and sudden illness in social care	You are a senior care worker and you have just completed your first-aid course delivered in your setting. You have been asked by the manager to provide an information pack on aspects of managing accidents and sudden illness in the setting for staff to read.	Information pack
4.1, 4.2, 4.3, 4.4	Preventing infection	Your manager has now asked you to produce a leaflet for new staff on aspects of preventing and controlling infection in the setting.	Leaflet
5.1, 5.2, 5.3	Safety in moving and handling	Following your completion of a moving and handling course, you have been asked to produce an information pack to act as a reminder to staff who have also completed the course.	Information pack

Criteria covered	Assignment title	Scenario	Assessment method
6.1, 6.2	An engaging approach	You have decided to produce an information sheet about assisting and moving individuals as you are concerned about the techniques currently used in your setting.	Information sheet
7.1, 7.2	Hazardous substances in the setting	You have discovered that the setting information is out of date and you need to produce an updated version of the current information pack.	Information pack
8.1, 8.2	Managing environmental emergencies	The information pack for environmental emergencies in your setting is also out of date and you must now renew this.	Leaflet
9.1	So this is stress?	As part of your appraisal you have been asked to identify common symptoms and indicators of stress in your setting.	Spider diagram
9.2	How much stress	Also as part of your appraisal, you have been asked to produce a summary of the circumstances which tend to trigger stress in you.	Summary
9.3	Managing stress	To conclude your self-analysis, you must write a description of ways in which you could manage stress.	Written description
10.1, 10.2, 10.3	Medication	Your manager has asked you to produce a fact sheet on various aspects of handling medication, for the use of new staff.	Fact sheet
11.1, 11.2, 11.3	Managing food safety	Your manager is impressed with the document you have produced and has now asked you to produce a leaflet on aspects of managing food safety in social care settings.	Leaflet

Essential resources

Learners will need access to library facilities, including relevant texts, professional magazines and journals, ICT and CDROMs. Learners will also benefit from input from professionals in the various disciplines covered in this unit, for example environmental emergencies, infection prevention and control and safe moving and handling of individuals.

Indicative resource materials

Textbooks

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

Railton D — *Knowledge Set for Medication*, (Harcourt Education Ltd, 2007)
ISBN 9780435402310

Journals

Community Care magazine

The Nursing Times

Websites

www.careuk.com Care UK

www.food.gov.uk Food Standards Agency