

## **Unit 8: Contribute to Health and Safety in Health and Social Care**

<b>Unit code:</b>	HSC 027
<b>Unit reference number:</b>	R/601/8922
<b>QCF level:</b>	2
<b>Credit value:</b>	4
<b>Guided learning hours:</b>	33

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### **Unit summary**

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to carry out their work safely.

**This is a mandatory unit in both the Edexcel Level 2 Diploma in Health and Social Care (Adults) for England (QCF) and the Edexcel Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland (QCF).**

### **Assessment requirements**

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Learning outcomes 4, 5, and 8 must be assessed in a real work environment.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Content

### 1 **Understand own responsibilities, and the responsibilities of others, relating to health and safety in the work setting**

*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 and 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 1995 (RIDDOR), Control of Substances Hazardous to Health Regulations 2002 (COSHH)

*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 cooperating 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; responsibilities of others eg team members, other colleagues, those who use or commission their own health or social-care services, families, carers or advocates.

Tasks that should not be carried out without special training: use of equipment, first aid, medication, health-care procedures, food handling and preparation.

## 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 motorcycle 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; administering basic first aid if necessary and if trained to do so; staying with the injured/sick individual until help arrives; observing and noting any changes in condition; providing a full verbal report to relevant medical staff or others; completing 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 Be able to reduce the spread of infection**

*Recommended method for hand washing:* follow the Department of Health's five-step recommended procedure for washing hands (wet hands, apply soap thoroughly, lather and scrub including between the fingers, thumbs and backs of the hands, rinse thoroughly, 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 hand washing 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 Be able 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 coordinated 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 Know how to handle hazardous substances and materials**

*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 following agreed ways of working, policies and procedures; avoiding exposure to hazardous substances eg inhaling, contact with the skin or eyes, swallowing or skin puncture; using control measures eg universal precautions for dealing with blood and other body fluids; using 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 following 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

## **7 Understand how to promote fire safety in the work setting**

*Prevent fires from starting and spreading:* identifying potential fire hazards in the health and social care workplace; understanding how fires start and spread, (the fire triangle of ignition, fuel and oxygen); preventing fires from starting eg the danger from lit cigarettes, naked flames, hot surfaces, faulty electrical equipment; the importance of regular checks on electrical equipment eg PAT testing; the importance of staff training and vigilance in the workplace; risk-assessment procedures; preventing the spread of fires through safe practices eg storage of flammable materials (waste materials, paper, wood, furnishings, flammable liquids), keeping fire doors shut; the importance of checking smoke detectors regularly

*Emergency procedures to be followed:* understanding how to raise the alarm if a fire is discovered, eg operating a fire alarm system; agreed procedures for alerting all personnel in the work setting; knowledge of basic fire-fighting procedures eg use of different fire extinguishers, fire blankets or other fire-safety equipment; procedures for evacuation eg using designated routes, not using lifts, closing all doors; special evacuation procedures for very young children and individuals with mobility or other difficulties eg use of an evac-chair; knowledge of evacuation routes and assembly points; agreed procedures for checking on the presence of all personnel in the work setting; the importance of staff training and regular evacuation drills; the importance of maintaining clear evacuation routes at all times eg keeping fire exits and doorways clear, not storing furniture or other equipment in the way of evacuation routes, keeping stairwells or designated special evacuation areas clear at all times

## 8 Be able to implement security measures in the work setting

*Procedures for checking identity:* understanding the agreed ways of working for checking the identity of anyone requesting access to work setting premises eg checking official ID, signing in procedures, allocating visitor badges, the use of biometric security systems such as fingerprint scanners; understanding the agreed ways of working for checking the identity of anyone requesting access to information in the work setting eg checking official ID, secure password systems for electronic information; understanding the importance of confidentiality relating to information; procedures for dealing with electronic requests for information

*Protecting security:* understanding the agreed ways of working for protecting own security and the security of others in the work setting eg knowledge of security systems, alarms, CCTV, gaining access to buildings; understanding special procedures for shift or night-time working; importance of procedures for lone working and ensuring that others are aware of own whereabouts eg signing in and out, agreed procedures for communicating whereabouts, use of special codes or mobile phones; importance of staff training on security and vigilance in the workplace

## 9 Know how to manage own 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 such as 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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand own responsibilities, and the responsibilities of others, relating to health and safety in the work setting</p>	<p>1.1 identify legislation relating to general health and safety in a health or social care work setting</p> <p>1.2 describe the main points of the health and safety policies and procedures agreed with the employer</p> <p>1.3 outline the main health and safety responsibilities of:</p> <ul style="list-style-type: none"> <li>- self</li> <li>- the employer or manager</li> <li>- others in the work setting</li> </ul> <p>1.4 identify tasks relating to health and safety that should not be carried out without special training</p> <p>1.5 explain how to access additional support and information relating to health and safety</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the use of risk-assessments in relation to health and safety	2.1 explain why it is important to assess health and safety hazards posed by the work setting or by particular activities 2.2 explain how and when to report potential health and safety risks that have been identified 2.3 explain how risk-assessment can help address dilemmas between rights and health and safety concerns			
3 Understand procedures for responding to accidents and sudden illness	3.1 describe different types of accidents and sudden illness that may occur in own work setting 3.2 outline the procedures to be followed if an accident or sudden illness should occur			
4 Be able to reduce the spread of infection	4.1 demonstrate the recommended method for hand washing 4.2 demonstrate ways to ensure that own health and hygiene do not pose a risk to others at work			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to move and handle equipment and other objects safely	5.1 identify legislation that relates to moving and handling 5.2 explain principles for moving and handling equipment and other objects safely 5.3 move and handle equipment or other objects safely			
6 Know how to handle hazardous substances and materials	6.1 identify hazardous substances and materials that may be found in the work setting 6.2 describe safe practices for: <ul style="list-style-type: none"> <li>- storing hazardous substances</li> <li>- using hazardous substances</li> <li>- disposing of hazardous substances and materials</li> </ul>			
7 Understand how to promote fire safety in the work setting	7.1 describe practices that prevent fires from: <ul style="list-style-type: none"> <li>- starting</li> <li>- spreading</li> </ul> 7.2 outline emergency procedures to be followed in the event of a fire in the work setting 7.3 explain the importance of maintaining clear evacuation routes at all times			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Be able to implement security measures in the work setting	8.1 use agreed ways of working for checking the identity of anyone requesting access to: <ul style="list-style-type: none"> <li>- premises</li> <li>- information</li> </ul> 8.2 implement measures to protect own security and the security of others in the work setting           8.3 explain the importance of ensuring that others are aware of own whereabouts			
9 Know how to manage own stress	9.1 identify common signs and indicators of stress           9.2 identify circumstances that tend to trigger own stress           9.3 describe ways to manage own stress			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*(if sampled)*