

# Unit 15: Understand health and safety in social care settings

**Unit code:** L/602/3178  
**QCF Level 3:** BTEC Specialist  
**Credit value:** 5  
**Guided learning hours:** 49

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## Unit aim

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

## Unit introduction

This unit will provide learners with the knowledge and understanding of the various areas in social care which are covered by health and safety policy and procedures. Learners will investigate the precautions which are intended to preserve the safety of both staff and individuals who use the services. Learners will consider the key legislation, policies and procedures which outline the responsibilities of social care workers within a range of settings. An examination of risk assessments and the responsibilities of professionals with regard to overall health and safety is included in the unit.

## 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 Identify legislation relating to health and safety in a social care setting</p> <p>1.2 Explain how health and safety <b>policies and procedures</b> protect those in social care settings</p> <p>1.3 Compare differences in the main health and safety responsibilities of:</p> <ul style="list-style-type: none"> <li>a) the social care worker</li> <li>b) the employer or manager</li> <li>c) <b>others</b> in the social care setting</li> </ul> <p>1.4 Identify situations in which the responsibility for health and safety lies with the <b>individual</b></p> <p>1.5 Explain why specific <b>tasks</b> should only be carried out with special training</p> <p>1.6 Explain how to access additional support and information relating to health and safety</p>
<p>2 Understand risk assessments and their importance in relation to health and safety</p>	<p>2.1 Explain why it is important to assess health and safety risks</p> <p>2.2 Explain the steps to carrying out a risk assessment</p> <p>2.3 Explain how to address potential health and safety risks identified</p> <p>2.4 Explain how risk assessment can help address dilemmas between an individual's rights and health and safety concerns</p> <p>2.5 Explain how to promote health and safety within the social care setting</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 Explain 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
	3.4 Explain the consequences of failing to follow emergency first-aid procedures
4 Understand how to reduce the spread of infection	4.1 Describe the routes by which an infection can get into the body 4.2 Explain the following prevention methods: <ul style="list-style-type: none"> <li>• hand washing</li> <li>• own personal hygiene</li> <li>• encouraging the individual's personal hygiene</li> </ul> 4.3 Evaluate different types of <b>personal protective equipment</b> and how they can prevent the spread of infection 4.4 Explain own role in supporting others to follow practices that reduce the spread of infection
5 Understand how to move and handle equipment and other objects safely	5.1 Describe the main points of legislation that relate to moving and handling 5.2 Explain how following principles for safe moving and handling protects those in the social care setting from injury or harm 5.3 Explain situations that may require additional supports, necessary for safer moving and handling 5.4 Explain why it is important for moving and handling tasks to be carried out following specialist training
6 Understand the principles of assisting and moving an individual	6.1 Explain why it is important to have specialist training before assisting and moving an individual 6.2 Explain the potential consequences of assisting and moving an individual without specialist training 6.3 Explain the consequences of not following an individual's <b>care plan</b> or fully engaging with them when assisting and moving

Learning outcomes	Assessment criteria
<p>7 Understand how to handle hazardous substances</p>	<p>7.1 Describe types of hazardous substances that may be found in the social care setting</p> <p>7.2 Explain safe practices for:</p> <ul style="list-style-type: none"> <li>• storing hazardous substances</li> <li>• using hazardous substances</li> <li>• disposing of hazardous substances</li> </ul> <p>7.3 Explain the dangers associated with not following these safe practices</p>
<p>8 Understand how to promote environmental safety procedures in the social care setting</p>	<p>8.1 Explain procedures to be followed in the social care setting to prevent:</p> <ul style="list-style-type: none"> <li>• fire</li> <li>• gas leak</li> <li>• floods</li> <li>• intruding</li> <li>• security breach</li> </ul> <p>8.2 Explain procedures to be followed in the social care setting in the event of:</p> <ul style="list-style-type: none"> <li>• fire</li> <li>• gas leak</li> <li>• floods</li> <li>• intruding</li> <li>• security breach</li> </ul> <p>8.3 Explain how you would encourage others to adhere to environmental safety procedures</p> <p>8.4 Explain the importance of having an <b>emergency plan</b> in place to deal with unforeseen incidents</p>
<p>9 Understand how to manage <b>stress</b></p>	<p>9.1 Describe common signs and indicators of stress</p> <p>9.2 Describe factors that tend to trigger own stress</p> <p>9.3 Evaluate strategies for managing stress</p>
<p>10 Understand procedures regarding <b>handling medication</b></p>	<p>10.1 Describe the main points of agreed procedures about handling medication</p>

Learning outcomes	Assessment criteria
	<p>10.2 Explain why medication must only be handled following specialist training</p> <p>10.3 Explain the consequences of handling medication without specialist training</p>
<p>11 Understand how to handle and store food safely</p>	<p>11.1 Describe the main points of food safety standards in a social care setting</p> <p>11.2 Explain how to:</p> <ul style="list-style-type: none"> <li>• store food</li> <li>• maximise hygiene when handling food</li> <li>• dispose of food</li> </ul> <p>11.3 Explain the potential consequences of not following food safety standards</p>

## Unit content

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### 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 (COSHH)

*Health and safety policies and procedures:* details of agreed ways of working and approved codes of practice in health and social care settings relating to health and safety; how to deal with accidents, injuries and emergency situations eg specific action to take, reporting procedures and completing relevant documentation; how to deal with first-aid situations eg understanding specific hygiene procedures, dealing with blood and other body fluids, administering basic first aid if trained to do so, reporting procedures and completing relevant documentation; policies relating to specific working conditions and the working environment eg understanding moving and handling procedures; policies relating to the use of equipment eg understanding how to use mechanical or electrical equipment, such as mechanical hoists; understanding health care procedures eg key aspects of administering personal care, procedures for individuals with specialised needs; policies relating to food handling and preparation eg understanding food hygiene regulations; policies relating to infection control and dealing with hazardous substances eg situations requiring strict infection control, the use of protective clothing like gowns, masks and gloves, understanding procedures for disposing of clinical waste; policies relating to security and personal safety eg procedures for personal security and policies relating to the safeguarding of vulnerable individuals

*Own responsibilities for health and safety:* analyse the responsibility 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; understand the advantages and disadvantages of undertaking own responsibility in health and safety issues

*Responsibilities of employers and others for health and safety:* analyse the responsibility 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 responsibility 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 responsibility of others, including team members, other colleagues, families and carers to be mindful of health and safety issues in relation to observation, practice, reporting and recording procedures; understand the advantages and disadvantages of others taking responsibility for health and safety issues

*Specific tasks:* 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

## 2 Understand risk assessments and their importance in relation to health and safety

*The importance of assessing health and safety risks:* legal requirements; duty of care; prevention of incidents and accidents; promotion of wellbeing; removal of hazards from the environment; safeguarding vulnerable individuals; reduction of staff sick time

*Risk assessment:* the five steps, identifying the hazard, deciding who may be harmed and how, evaluating the risks and deciding on precautions, recording findings and implementing them, reviewing assessments and updating if necessary

*Addressing potential health and safety risks:* identifying risks; removal of hazards; avoidance of injuries to staff

*Use of risk assessments to address dilemmas:* recognition of hazards; risks to individuals; implications of a duty of care; evidence of unacceptable risks; acceptable risks

*Promoting health and safety:* identification of hazards; identification of vulnerable individuals; preventing and reducing incidents and accidents; relevant and up-to-date training; use of health and safety notices

## 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:* understanding the importance of procedures to be followed if an accident or sudden illness should occur; knowing how to ensure and maintain safety for individuals concerned and others eg clearing the area, safely moving equipment if possible; remaining calm; knowing how to send for help; knowing how to assess individuals for injuries; understanding when to administer basic first aid if necessary and if trained to do so; understanding the importance of staying with the injured/sick individual until help arrives; knowing how to observe and note any changes in an individual's condition; understanding how to provide a full verbal report to relevant medical staff or others; understanding how to 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 Understand how to reduce the spread of infection

*Support others to follow practices that reduce the spread of infection:* understand how infection can be spread eg airborne, direct contact, indirect contact; understand measures which can minimise the spread of infection eg hand washing, food hygiene procedures, disposal of waste; the importance of communicating these procedures to others; use of communication aids like posters and notices; importance of regular staff training and updating; encouraging and ensuring that others are familiar with policies, procedures and agreed ways of working in order 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 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 **Understand how to move and handle equipment and other objects safely**

*Explain legislation relating to moving and handling:* understand the main points of key legislation eg 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 avoiding (eg the need for hazardous manual handling), assessing (eg the risk of injury from any hazardous manual handling), and reducing (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**

*Specialist training:* understanding potential risks and hazards; knowledge of correct procedures; need to fully engage; purposes of care plan; legal requirements eg Care Standards Act 2000; duty of care; reasons for full engagement eg full cooperation, emotional support; reporting and recording incidents; valid consent

*Consequences of not having specialist training;* risks to individual; legal considerations eg Care Standards Act 2000; risks to the wellbeing of the individual; use of inappropriate procedures

*Not following care plan or being fully engaged with the individual:* reduction of self-esteem; risk of harm to the individual; legal implications eg negligence; effects on duty of care; effects on relationships



## 7 Understand how to handle hazardous substances

*Describe 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 practices with hazardous substances and materials:* understand the importance of training; understanding of COSHH regulations; understand and be able to follow instructions for agreed ways of working; safe storage of hazardous substances and materials; understand and be able to 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; understand and be able to 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), understand and be able to use control measures (eg universal precautions for dealing with blood and other body fluids); know how and when to use protective clothing where necessary (eg latex gloves, masks, aprons); understand the importance of checking with colleagues and completing appropriate records and documentation; safe disposal of hazardous substances and materials: understand and be able to follow agreed ways of working, policies and procedures (eg use of clinical waste bags); understand the importance of protecting others (eg using a sharps box for used needles), understand the importance of protecting the environment (eg disposal of dangerous chemicals); be able to minimise the spread of infection (eg disposal of used dressings)

## 8 Understand how to promote 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 exit, extinguishers and fire blankets; calling for emergency help; 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, and 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

*Intrusion, prevention:* use of security codes to enter buildings; use of identification badges; use of signing in and out books; checking inhabitants and 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 Understand 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 judgment, 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

*Factors that trigger own stress:* work factors eg changes in routine, dealing with difficult situations, pressure to meet targets, difficult interpersonal relationships with 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; understanding how these factors can trigger own stress, singly or in combination; analyse factors in own lifestyle and identify key stressors

*Strategies for managing stress:* understanding theories on coping strategies (eg internally or externally focused, emotional or solution-focused); 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; comparing and contrast different strategies and their effectiveness

## 10 Understand procedures regarding handling medication

*Guidelines:* Handling Medicines in Social Care Settings Guidance 2007, Royal Pharmaceutical Society

*Obtaining consent for administration of medication:* informed consent; use of independent advocate, family member, professionals to assist in achieving informed consent

*Preparation prior to administration:* risk assessment in relation to self-administration; secondary administration; basic hygiene procedures; correct equipment; correct recording documents

*Administration of medicines:* ensuring the correct medication; correct dose; correct person; correct time; correct route or method

*Recording:* reporting and seeking advice; audit and storage of stock

## 11 Understand how to handle and store food safely

*Legislation and guidelines:* Food Safety Act 1990; Food Safety (General Food Hygiene) Regulations, 1995

*Storing:* use of covered containers; correct temperature; cooling hot food before refrigeration; avoidance of storing raw and cooked meats together; checking expiry dates; separation of meat, poultry and fish; maintenance of refrigerators eg checking rubber seals, defrosting regularly, not overloading, checking temperature of refrigerators regularly

*Preparation of food:* use of gloves, aprons, covering hair, personal protective equipment (PPE); covering cuts, use of blue plasters; accurate washing of hands; disinfection of surfaces; use of separate chopping boards and utensils for different types of food; washing chopping boards with hot soapy water between uses; sterilisation of cooking and preparatory equipment; not allowing pets to sit on surfaces where food is prepared

*Disposal of food:* use of closed containers; use of closed bags; cleaning spillages; regular emptying of waste and rubbish bins; regular cleaning of bins; separation of food from other waste

## Essential guidance for tutors

### Delivery

This unit should be delivered by a well-qualified and experienced tutor. Learners will benefit from professionals who have knowledge of the various areas of health and safety, for example environmental safety, infection prevention and control, and food safety. Practical demonstrations, for example with regard to handwashing and other similar procedures should be included in class sessions where possible.

### 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.
<b>Learning outcome 1: Understand the different responsibilities relating to health and safety in social care settings</b>
Taught session; key legislation. Learners to take notes.
Taught session; policies and procedures. Learners to take notes.
Taught session; own responsibilities for health and safety. Class discussion.
Guest speaker; the responsibilities of employers and others for health and safety.
<b>Assignment 1: Responsibilities in health and social care</b> Produce an information pack that identifies key health and safety legislation, policies and procedures and identifies and explains the responsibilities of all relevant personnel.
<b>Learning outcome 2: Understand risk assessments and their importance in relation to health and safety</b>
Groupwork; learners identifying risks and hazards in a health and safety environment. Plenary. Taught session; risk assessments, the purpose and importance.
Taught session; risk assessments; the five steps. Learners using scenarios to implement the five steps. Groups feeding back to the class.
Taught session; addressing health and safety risks in social care settings.
Taught session; use of risk assessments and promoting health and safety.
<b>Assignment 2: Risk assessments</b> Produce a booklet for staff who are returning to work in the sector after maternity leave. This should give all the relevant information about risk assessments, their importance and the steps to be taken. It should also explain the use of risk assessments to address dilemmas that might arise and their use in promoting health and safety in the setting.

Topic and suggested assignments/activities and/assessment
<b>Learning outcome 3: Understand procedures for responding to accidents and sudden illness</b>
Taught session; types of accidents and sudden illness. Learners to make notes.
Taught session; procedures to follow. Groups working with scenarios to apply learning from this week and the previous week. Groups feed back to the class.
Taught session; agreed ways of working in the setting and the role of the emergency first-aider. Learners to take notes.
<b>Assignment 3: Managing accidents and illness</b> Produce an information pack describing the types of accidents and sudden illness which could occur in a social care setting and explaining the relevant procedures. You should also include an explanation of the reasons why emergency first aid should only be carried out by a qualified emergency first-aider, and the consequences of tasks being carried out by someone else.
<b>Learning outcome 4: Understand how to reduce the spread of infection</b>
Taught session; potential infection routes/ways of supporting others to follow prescribed procedures. Learners to take notes (session 1).
Taught session; ways of supporting others (session 2).
Demonstration; handwashing techniques. Class to practice and discuss.
Taught session; considering own health and hygiene. Class discussion.
Taught session/demonstration; personal and protective equipment. Learners to take notes; and practice use of equipment.
Taught session; own role in controlling and preventing the spread of infection.
<b>Assignment 4: Infection prevention and control</b> Write an essay describing infection routes in the body and explaining and evaluating practices and procedures that contribute to the control and prevention of the spread of infection.
<b>Learning outcome 5: Understand how to move and handle equipment and other objects safely</b>
Taught session; key legislation and regulations. Learners to take notes.
Taught session; key principles of moving and handling. Use of training DVD to demonstrate techniques.
Taught session; use of mechanical aids to moving and handling. Internet search to find further examples of mechanical aids in current use.
Taught session; identifying and reporting potentially hazardous activities. Class discussion on reasons for hazards.
<b>Assignment 5: Safe moving and handling</b> Produce a leaflet which describes the main points of key legislation and explains the principles of safe moving and handling and how these should be applied to relevant situations in social care.

Topic and suggested assignments/activities and/assessment
<b>Learning outcome 6: Understand the principles of assisting and moving an individual</b>
Taught session; potential risks and hazards, reasons for specialist training. Class discussion.
Taught session; use of the care plan to ensure continuity of care, preservation of dignity, obtaining a valid consent. Class plenary.
Class plenary; full engagement of the individual throughout the process, reasons and benefits to individual.
Tutor-led discussion; consequences of carrying out the procedure without specialist training.
<b>Assignment 6: Assisting and moving</b> Produce an information sheet that explains the reasons for undertaking specialist training before assisting and moving an individual, and the consequences of undertaking this without training. Also give the reasons for using the individual's care plan and fully engaging with the individual, and the consequences of not doing so.
<b>Learning outcome 7: Understand how to handle hazardous substances</b>
Taught session; hazardous substances and materials, COSHH Regulations (2002). Class discussion (session 1).
Taught session; hazardous substances and materials, COSHH Regulations, (2002). Class discussion (session 2).
Taught session; safe practices with hazardous substances and materials. Groups working together to apply learning to scenarios and feeding back to the class.
Taught session; storing and recording. Internet research session and reporting back on findings.
<b>Assignment 7: Safe practices</b> Produce an information sheet describing the types of hazardous substances to be found in social care settings and explaining the safe practices for storing, using and disposing of these. You should also add an explanation of the dangers of not following these safe practices.
<b>Learning Outcome 8: Understand how to promote environmental safety procedures in the social care setting</b>
Taught session; preventing environmental emergencies in social care. Precautions to take. The emergency plan. Class discussion.
Taught session; dealing with emergencies in the social care setting and implementing the emergency plan.

Topic and suggested assignments/activities and/assessment
<p><b>Assignment 8: Promoting safety in the setting</b></p> <p>Produce an environmental safety plan for a social care setting explaining:</p> <ul style="list-style-type: none"> <li>a) The procedures for preventing and managing environmental emergencies</li> <li>b) The benefits of having an emergency plan</li> <li>c) How you would encourage others in the setting to adhere to environmental safety procedures.</li> </ul>
<p><b>Learning outcome 9: Understand how to manage stress</b></p>
<p>Taught session; common signs and symptoms of stress. Class discussion.</p>
<p>Tutor-led discussion; signs which indicate own stress. Accessing online stress assessment inventories.</p>
<p>Taught session; strategies for managing stress. Groups to evaluate strategies and feed back to the class.</p>
<p><b>Assignment 9: Managing stress</b></p> <p>Write a letter to a counsellor describing the common signs and symptoms of stress which you have identified, describing the signs which indicate your own stress, and evaluating the strategies for managing stress.</p>
<p><b>Learning outcome 10: Understand procedures regarding handling medication</b></p>
<p>Taught session; guidelines for handling and administering medication in social care settings.</p>
<p>Taught session; obtaining valid consent and dealing with situations where this cannot be readily obtained, use of advocates and other professionals.</p>
<p>Taught session; preparation prior to administration; administration.</p>
<p>Taught session; recording, reporting and seeking advice where necessary.</p>
<p><b>Assignment 10: Handling medication</b></p> <p>Produce a report which describes and explains the procedures regarding the handling of medication in social care settings and the consequences of not adhering to these.</p>
<p><b>Learning outcome 11: Understand how to handle and store food safely</b></p>
<p>Taught session; legislation and guidance. Class discussion.</p>
<p>Taught session; storing food safely. Class discussion.</p>
<p>Taught session; preparing food safely. Class discussion.</p>
<p>Taught session; disposing of food safely. Class discussion.</p>
<p><b>Assignment 11: Food safety</b></p> <p>Produce an information sheet which describes and explains the main points for ensuring food safety, and the consequences of not adhering to these.</p>
<p>Review of unit and programme of assignments.</p>

## Assessment

Assessment can be designed in a variety of forms and the suggested programme can be adapted to meet local needs or the needs of particular groups of learners.

This is a large unit and tutors may wish to divide assessment into sections rather than presenting learners with an assignment which covers all 11 learning outcomes. Tutors should ensure that all of the assessment criteria are fully met for each learning outcome and that learners demonstrate full understanding of each topic at a standard acceptable for level 3.

Tutors should ensure, when writing assignments, that the correct operative verbs are included, for example “describe”, “explain” and “evaluate”.

## 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, 1.4, 1.5, 1.6	Responsibilities in health and social care	As a senior care worker it is part of your role to provide new staff with relevant information. You will be producing an information pack on the roles and responsibilities in health and social care for the latest members of your staff team.	Information pack
2.1, 2.2, 2.3, 2.4, 2.5	Risk assessments	You have been asked by the owner of your workplace to provide an up-to-date booklet on risk assessments for staff returning to work after maternity leave.	Booklet
3.1, 3.2, 3.3, 3.4	Managing accidents and illness	Following your successful completion of a first-aid course, you have been asked to produce an information pack as a reminder for all staff.	Information pack
4.1, 4.2, 4.3, 4.4	Infection prevention and control	You have applied to become the named person responsible for infection and control in your setting. You have been asked to write an essay that demonstrates your understanding of the subject.	Essay
5.1, 5.2, 5.3, 5.5	Safe moving and handling	The leaflets in your setting have become worn and you have decided to produce new ones.	Leaflet
6.1, 6.2, 6.3	Assisting and moving	The setting's information is out of date and you have been asked to produce a new sheet to advise staff.	Information sheet



Criteria covered	Assignment title	Scenario	Assessment method
7.1, 7.2, 7.3	Safe practices	Your setting's information is very out-of-date and you have decided to produce a new version which will be useful to all levels of staff.	Information Sheet
8.1, 8.2, 8.3, 8.4	Promoting safety in the setting	You have been appointed as the health and safety officer in your setting and are now required to produce an environmental safety plan to provide guidance for the staff.	Environmental safety plan
9.1, 9.2, 9.3	Managing stress	Your new role is stressful and you have decided to write to the setting's counsellor about this.	Letter
10.1, 10.2, 10.3	Handling medication	Your manager has asked you to produce a short report on the procedures for handling medication in social care settings.	Report
11.1, 11.2, 11.3	Food safety	As the health and safety officer for your setting, you are required to produce an information sheet on food safety as it affects the setting.	Information sheet

**Essential resources**

Learners will require full access to library facilities including relevant text, professional journals and magazines, ICT and CDROM.

**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.food.gov.uk/safereating](http://www.food.gov.uk/safereating) Food Standards Agency: Safer Food, Better Business

[www.hse.gov.uk](http://www.hse.gov.uk) The Health and Safety Executive

[www.nhs.uk/conditions/food-safety](http://www.nhs.uk/conditions/food-safety) NHS: Food Safety

[www.nursingresidentialcare.com](http://www.nursingresidentialcare.com) Nursing and Residential Care