

**Unit Title:** Understand Health and Safety in Social Care Settings  
**Unit Level:** Level 3  
**Unit Credit Value:** 5  
**GLH:** 49  
**LASER Unit Code:** WJA165  
**Ofqual Unit Code:** L/602/3178

This unit has 11 learning outcomes.

| LEARNING OUTCOMES |  | ASSESSMENT CRITERIA |  |
|-------------------|--|---------------------|--|
| The learner will: |  | The learner can:    |  |
| 1.                | Understand the different responsibilities relating to health and safety in social care settings. | 1.1                 | Identify legislation relating to health and safety in a social care setting.   |
|                   |  | 1.2                 | Explain how health and safety policies and procedures protect those in social care settings.   |
|                   |  | 1.3                 | Compare the differences in the main health and safety responsibilities of:<br>a) the social care worker<br>b) the employer or manager<br>c) others in the social care setting. |
|                   |  | 1.4                 | Identify situations in which the responsibility for health and safety lies with the individual.  |
|                   |  | 1.5                 | Explain why specific tasks should only be carried out with special training.   |
|                   |  | 1.6                 | Explain how to access additional support and information relating to health and safety.  |
| 2.                | Understand risk assessments and their importance in relation to health and safety.               | 2.1                 | Explain why it is important to assess health and safety risks.   |
|                   |  | 2.2                 | Explain the steps to carrying out a risk assessment.   |
|                   |  | 2.3                 | Explain how to address potential health and safety risks identified.   |
|                   |  | 2.4                 | Explain how risk assessment can help address dilemmas between an individual's rights and health and safety concerns.   |
|                   |  | 2.5                 | Explain how to promote health and safety within the social care setting.   |
| 3.                | Understand procedures for responding to accidents and sudden illness.                            | 3.1                 | Describe different types of accidents and sudden illness that may occur in a social care setting.  |
|                   |  | 3.2                 | Explain procedures to be followed if an accident or sudden illness should occur.   |
|                   |  | 3.3                 | Explain why it is important for emergency first aid tasks only to be   |

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|    |   |     |  |
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|    |   |     | carried out by qualified first aiders.   |
|    |   | 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 personal protective equipment 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 relates 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 care plan or fully engaging with them when assisting and moving.   |
| 7. | Understand how to handle hazardous substances.                        | 7.1 | Describe types of hazardous substances that may be found in the social care setting.   |
|    |   | 7.2 | Explain safe practices for: <ul style="list-style-type: none"> <li>• storing hazardous substances</li> </ul>   |

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|     |   |      | <ul style="list-style-type: none"> <li>• using hazardous substances</li> <li>• disposing of hazardous substances.</li> </ul>  |
|     |   | 7.3  | Explain the dangers associated with not following these safe practices.   |
| 8.  | Understand how to promote environmental safety procedures in the social care setting. | 8.1  | Explain procedures to be followed in the social care setting to prevent: <ul style="list-style-type: none"> <li>• fire</li> <li>• gas leak</li> <li>• floods</li> <li>• intruding</li> <li>• security breach.</li> </ul>      |
|     |   | 8.2  | Explain procedures to be followed in the social care setting in the event of: <ul style="list-style-type: none"> <li>• fire</li> <li>• gas leak</li> <li>• floods</li> <li>• intruding</li> <li>• security breach.</li> </ul> |
|     |   | 8.3  | Explain how you would encourage others to adhere to environmental safety procedures.  |
|     |   | 8.4  | Explain the importance of having an emergency plan in place to deal with unforeseen incidents.  |
| 9.  | Understand how to manage stress.  | 9.1  | Describe common signs and indicators of stress.   |
|     |   | 9.2  | Describe factors that tend to trigger own stress.   |
|     |   | 9.3  | Evaluate strategies for managing stress.  |
| 10. | Understand procedures regarding handling medication.                                  | 10.1 | Describe the main points of agreed procedures about handling medication.  |
|     |   | 10.2 | Explain why medication must only be handled following specialist training.  |
|     |   | 10.3 | Explain the consequences of handling medication without specialist training.  |
| 11. | Understand how to handle and store food safely.                                       | 11.1 | Describe the main points of food safety standards in a social care setting.   |
|     |   | 11.2 | Explain how to: <ul style="list-style-type: none"> <li>• store food</li> <li>• maximize hygiene when handling food</li> <li>• dispose of food.</li> </ul>   |
|     |   | 11.3 | Explain the potential consequences of not following food safety standards.  |

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**Assessment requirements:**

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.

**Additional information:**

Policies and procedures may include agreed ways of working as well as formal policies and procedures

Others may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates
- External third parties such as IT specialists

An individual is someone requiring care or support

Tasks that the learner should not carry out without special training may include those relating to:

- Use of equipment
- First aid
- Medication
- Assisting and moving
- Emergency procedures
- Food handling and preparation

Personal protective equipment – refers to any protective equipment or clothing that an employer must provide where risks have been identified. This may include:

- Gloves
- Aprons
- Masks
- Hair nets

Care Plan – may be known by other names (eg: support plan, individual plan). It is the document where day-to-day requirements and preferences for care and support are detailed.

Emergency plan – refers to a plan developed to deal with unforeseen circumstances. Such as flooding, and would be developed in collaboration with other agencies such as the local authority, fire and rescue etc.

Stress can have positive as well as negative effects, but in this unit the word is used to refer to negative stress

Handling medication - may include:

- Ordering
- Receiving
- Storage
- Administration
- Recording
- Disposal