



## Higher National Unit specification

### General information

**Unit title:** Additional Support Needs: Health and Safety and Care Practices (SCQF level 7)

**Unit code:** HD83 34

**Superclass:** PL

**Publication date:** April 2016

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This Unit is designed to develop the learner's knowledge and understanding of health and safety and care practices and procedures when working with individuals with additional support needs (ASN). The Unit is for learners who have responsibility for individuals with ASN either in an ASN setting or while engaged in outside activities and aims to equip them to deal with a number of emergency situations which could occur.

### Outcomes

On successful completion of the Unit the learner will be able to:

1. Outline current Health and Safety legislation and related issues for workers supporting individuals with ASN.
2. Describe the safety and care needs of individuals with ASN within an ASN setting.
3. Explain how to deal with a range of emergency situations in an ASN setting.

### Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

## **Higher National Unit Specification: General information (cont)**

**Unit title:** Additional Support Needs: Health and Safety and Care Practices (SCQF level 7)

### **Recommended entry to the Unit**

Entry is at the discretion of the centre. Learners should have good communication skills. This may be demonstrated by relevant qualifications at SCQF level 5 or above with relevant experience in an additional support needs or other relevant setting.

### **Core Skills**

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

### **Context for delivery**

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes. This is an optional Unit in the framework of the HNC: Additional Support Needs: Supporting the Individual.

### **Equality and inclusion**

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## Higher National Unit specification: Statement of standards

**Unit title:** Additional Support Needs: Health and Safety and Care Practices (SCQF level 7)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### Outcome 1

Outline current Health and Safety legislation and related issues for workers supporting individuals with ASN.

#### Knowledge and/or Skills

- ◆ How current Health and Safety legislation informs the policies and procedures in an ASN setting.
- ◆ Range of environments or settings providing learning and support services for individuals with ASN.
- ◆ The support worker's responsibility within the framework of Health and Safety policies and procedures.
- ◆ Risk assessment.

### Outcome 2

Describe the safety and care needs of individuals with ASN within an ASN setting.

#### Knowledge and/or Skills

- ◆ Care needs of individual(s) with ASN while within the setting or on organised outings/activities.
- ◆ Health and safety needs of individuals with ASN while within the setting and/or on organised outings/activities.
- ◆ Safeguarding considerations and any particular issues related to the individual's needs.
- ◆ Specific procedures and practices used in relation to health & safety and care needs of individuals with ASN.
- ◆ Recording and reporting procedures.

## **Higher National Unit specification: Statement of standards (cont)**

**Unit title:** Additional Support Needs: Health and Safety and Care Practices (SCQF level 7)

### **Outcome 3**

Explain how to deal with a range of emergency situations in an ASN setting.

#### **Knowledge and/or Skills**

- ◆ Common emergency situations.
- ◆ Basic first aid.
- ◆ Current procedures and practice within the setting in relation to emergencies.
- ◆ Recording and reporting procedures.

## Higher National Unit specification: Statement of standards (cont)

**Unit title:** Additional Support Needs: Health and Safety and Care Practices (SCQF level 7)

### Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they can:

#### Outcome 1

- ◆ outline current relevant legislation in relation to Health and Safety in ASN settings.
- ◆ explain how legislation informs the policies and procedures of an ASN setting.
- ◆ describe the support worker's responsibilities in relation to health and safety.
- ◆ outline the risk assessment process.
- ◆ carry out a risk assessment of an ASN setting or for an outing/activity.

#### Outcome 2

- ◆ identify the care needs of individuals with ASN.
- ◆ describe support worker's responsibilities in relation to care needs of individuals with ASN.
- ◆ describe the recording and reporting procedures within the setting in relation to care needs.

#### Outcome 3

- ◆ explain how to deal with a range of common injuries and medical emergencies.
- ◆ explain current procedures and practice within the setting in relation to emergencies with reference to the workplace/placement procedures and policies.
- ◆ describe the recording and reporting procedures within the setting in relation to emergencies or accidents.



## Higher National Unit Support Notes

**Unit title:** Additional Support Needs: Health and Safety and Care Practices (SCQF level 7)

Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### Guidance on the content and context for this Unit

This Unit is designed to be delivered as part of the HNC in Additional Support Needs: Supporting the Individual, it may also be delivered as continuous professional development.

This Unit is designed to develop the learner's knowledge and understanding of health and safety and care practices and procedures when working with individuals with additional support needs. The Unit is for learners who have responsibility for individuals with ASN either in an ASN setting or while engaged in outside activities and aims to equip them to deal with a number of emergency situations which could occur.

### Guidance on approaches to delivery of this Unit

It is envisaged that this Unit will be taught in the order of the Outcomes which will lend themselves to some integrative teaching. Some self-directed learning and research are also encouraged, particularly for Outcomes 1 and 2.

In order to achieve this Unit, learners are required to present sufficient evidence that they have met all the Knowledge and Skills requirements for each Outcome.

A number of approaches could be taken for the delivery of this Unit: videos and guest speakers could be used. Learners should be encouraged to share their own experience, and informal discussion should aid understanding. Where possible experience from workplace/placement should inform discussion, and case studies and scenarios should be used. Newspaper articles and articles from journals could also be used to inform learners about current developments and initiatives.

The focus in Outcome 3 is on the practical aspects of dealing with emergency situations or accidents and gives the learner the opportunity to apply their knowledge by using scenarios and case studies. As such, the use of video and case study materials as well as online tools and role play could be effective methods in the delivery of this Outcome. Learners should be able to explain the correct procedures for dealing with a range of emergencies including medical. This could be done by simulation using, for example, computer-generated materials.

## Higher National Unit Support Notes (cont)

**Unit title:** Additional Support Needs: Health and Safety and Care Practices (SCQF level 7)

### Outcome 1

Outcome 1 allows the learner to become familiar with the current Health and Safety legislation and its practical application in the workplace in relation to health and safety policies, procedures and safe working practices. The responsibilities of the support worker and the responsibilities of the employer should be stressed. This should include familiarisation with the concept of assessment of risk in relation to the worker and employer and their client/s.

The Health and Safety at Work Act 1974 (HSW Act) requires employers to ensure the health and safety of their employees and non-employees. In ASN settings this includes all individuals to ensure they are not exposed to an unacceptable level of risk, without placing any unreasonable restrictions on their rights under the Equality Act 2010. This involves using a risk management approach and providing reasonable adjustments to reduce risks as far as reasonably practicable. Involving pupils/clients and carers in the risk assessment process will help identify hazards that might otherwise have been overlooked.

Risk Assessment:

- ◆ a hazard is anything that may cause harm, such as chemicals, electricity, working from ladders, trip hazards such as an open drawer etc.
- ◆ the risk is the chance, high or low, that somebody could be harmed by these and other hazards, together with an indication of how serious the harm could be.

There are five steps in the risk assessment process:

- ◆ Identify the hazards.
- ◆ Decide who might be harmed and how.
- ◆ Evaluate the risks and decide on precautions.
- ◆ Record your significant findings.
- ◆ Review your assessment and update if necessary.

Learners should be encouraged to think broadly about the potential situations that could occur and how these would impact on individuals with additional needs. Individuals with communication difficulties may be particularly vulnerable and unable to express their needs or distress. Individuals requiring physical help with movement etc will have need of more support with general health and safety as well as in emergency situations. Health and safety law applies to work activities carried out by the school, including off-site activities such as school trips. The law applies to risks to staff, pupils and visitors created by those work activities.

## Higher National Unit Support Notes (cont)

**Unit title:** Additional Support Needs: Health and Safety and Care Practices (SCQF level 7)

Key risk factors include:

- ◆ moving and handling of pupils/clients with physical disabilities.
- ◆ working with pupils/clients unable to recognise everyday hazards, communicate distress, or move around independently.
- ◆ use of mechanical aids and equipment.
- ◆ using therapy and ball pools.
- ◆ administering medical treatment.
- ◆ minimising the risk of infection from sharps and waste.
- ◆ managing behaviour.
- ◆ lone working.
- ◆ transport issues.
- ◆ access to social activities.

ASN settings have to manage many other safeguarding, public safety and public health issues that are not regulated by occupational health and safety law.

Current and relevant legislation and guidance relating to Health and Safety could include:

- ◆ The Control of Substances Hazardous to Health Regulations (COSHH) 2002.
- ◆ The Management of Health and Safety Regulations 1999.
- ◆ The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR).
- ◆ Health and Safety (Sharp Instruments in Healthcare) Regulations 2013.

### Outcome 2

This Outcome allows learners to focus on the needs of specific individuals with additional needs within an ASN environment. Care needs should relate to the individual and his/her specific condition, eg autism and epilepsy, and learners should consider the different types of conditions and the age and degree of independence of the individual with ASN.

The following gives examples of the range of personal needs which may need to be taken into account:

- ◆ support for/with personal hygiene and toileting.
- ◆ eating requirements/arrangements.
- ◆ mobility.
- ◆ administration of medication.
- ◆ other physical and sensory needs.
- ◆ social needs.
- ◆ emotional needs.



## Higher National Unit Support Notes (cont)

**Unit title:** Additional Support Needs: Health and Safety and Care Practices (SCQF level 7)

In dealing with the care and safety needs of the individual, learners should acknowledge dignity, confidentiality and respect. Learners should examine ways of allowing the individual/client to be as independent as possible without compromising his/her safety and care.

Legislation relating to the rights of children with medical conditions at school:

- ◆ Children and Young Person (Scotland) Bill (2014).
- ◆ Education (Scotland) Bill 2015.
- ◆ NHS (Scotland) Act 1978; The Functions of Health Boards (Scotland) Order 1991.
- ◆ Education (Disability Strategies and Pupils' Educational Records (Scotland) Act (2003).
- ◆ Standards in Scotland's Schools, etc Act 2000.
- ◆ Education (Scotland) Act 1980.
- ◆ Education (Additional Support for Learning) (Scotland) Act 2004.
- ◆ Education (Additional Support for Learning) (Scotland) Act 2009.

Current and relevant legislation and guidance relating to care needs of individuals with ASN:

- ◆ The Children (Scotland) Act 1995 requires Local Authorities to provide services designed to minimise the impact of disabilities on children and allow them to lead their lives as normally as possible.
- ◆ The National Care Standards Early Education and Childcare.
- ◆ National Care Standards Support Services.
- ◆ National Care Standards Care homes for People with Learning Disabilities.
- ◆ SSSC Codes of practice for social care workers and employers.

### Outcome 3

The focus for this Outcome should be on the practical aspects of dealing effectively with emergency situations, knowing the organisational procedures to be followed, including any legal requirements for reporting incidents/accidents and infection control measures where appropriate. Learners should be aware of the correct procedures for dealing with a range of medical emergencies. The range of potential emergency situations is very large and learners would not be expected to be able to cover every eventuality in this Unit. However, a range of common medical emergencies should be covered, eg:

- ◆ falls, slips and trips.
- ◆ cuts bleeding and sharps injuries.
- ◆ fainting.
- ◆ seizure.
- ◆ choking.
- ◆ heart attack.

## Higher National Unit Support Notes (cont)

**Unit title:** Additional Support Needs: Health and Safety and Care Practices (SCQF level 7)

Current and relevant legislation and guidance includes:

- ◆ Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR).
- ◆ Health and Safety (Sharp Instruments in Healthcare) Regulations 2013.

Useful websites include:

[www.redcross.org.uk](http://www.redcross.org.uk) for interactive first aid quizzes

### Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Outcome 1 may be assessed by restricted response questions and a risk assessment which could be based on a case study scenario

Outcome 2 may be assessed by a report which should cover a description of safety and care needs and related procedures and practices within the setting. Where possible learners should draw on experience on procedures and practices in their own workplace/placement and should give examples. Alternatively, where this is not possible, the report could be based around a case study scenario.

Outcome 3 may be assessed by restricted response questions which again can be based on simulated realistic working environments or case studies.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

### Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

## Higher National Unit Support Notes (cont)

**Unit title:** Additional Support Needs: Health and Safety and Care Practices (SCQF level 7)

### Opportunities for developing Core and other essential skills

*Communication:* Written communication will be developed through learners producing evidence in a variety of formats: oral communication will be developed through discussion, debate and evidence of engagement with other learners, professionals and key people.

*Working with Others:* Will be developed as learners will be required to work collaboratively with colleagues from their own and other service areas in the preparation and research for their assignments.

*Information and Communication Technology (ICT):* Learners will develop their ICT skills through research and the presentation of assignments.

*Problem Solving* will be developed as the learner will be exploring risk assessment and handling accidents and emergencies.

## History of changes to Unit

Version	Description of change	Date

© Scottish Qualifications Authority 2016

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Business Development and Customer Support team, telephone 0303 333 0330.

## General information for learners

### **Unit title:** Additional Support Needs: Health and Safety and Care Practices (SCQF level 7)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit is designed to develop your knowledge and understanding of health and safety and care practices and procedures when working with individuals with additional support needs (ASN). The Unit is for you if you have responsibility for individuals with ASN either in an ASN setting or while engaged in outside activities and aims to equip you to deal with a number of emergency situations which could occur.

There are three Learning Outcomes for this Unit:

1. outline current Health and Safety legislation and related issues for workers supporting individuals with ASN.
2. describe the safety and care needs of individuals with ASN within an ASN setting.
3. explain how to deal with a range of emergency situations.

There are three assessments for this Unit comprising a report, set questions and a completed risk assessment.

You will have the opportunity to develop the following Core Skills:

*Communication:* Written communications will be developed through learners producing written work in a variety of formats: oral communication will be developed through discussion, debate and evidence of engagement with other learners, professionals and key people.

*Working with Others:* Will be developed as learners will be required to work collaboratively with colleagues from their own and other service areas in the preparation and research for their assignments.

*Information and Communication Technology (ICT):* Learners will develop their ICT skills through research and the presentation of written assignments.

*Problem Solving* will be developed as you will be exploring risk assessment and handling accidents and emergencies.