



Higher National Unit specification

General information

Unit title: Safe Working Practice for Care (SCQF level 7)

Unit code: HF25 34

Superclass: PL

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Version: 01

Unit purpose

This Unit has been designed to introduce the learner to the care environment and an appropriate range of foundation skills prior to undertaking a work placement. It will enable the learner to develop a knowledge of safe working practice and it will ensure that the learner has the necessary skills to create and maintain a safe environment through appropriate training and a knowledge and understanding of risk management strategies.

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

- 1 Describe the role of Health and Safety legislation in maintaining a safe care environment.
- 2 Explain the management of potentially aggressive incidents in a care context.
- 3 Recognise and carry out appropriate treatment for first aid emergencies in accordance with latest guidelines.

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: Safe Working Practice for Care (SCQF level 7)

Recommended entry to the Unit

Learners should have good communication skills, both written and oral. These can be evidenced either by the achievement of nationally recognised qualification, for example Higher English, or a qualification equivalent to SCQF level 6 or by the completion of a pre-course interview part of which could take the form of a written assignment. The skills to undertake this Unit could also be demonstrated through an employer's reference or the process of application and interview. In addition to this, learners should preferably have undertaken some work experience, paid or voluntary, in a care 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 Unit is included in the framework of the HNC/HND Care and Administrative Practice. It is further recommended that this Unit is taught at the beginning of the course prior to the students commencing placement.

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.

Higher National Unit specification: Statement of standards

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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

Describe the role of Health and Safety legislation in maintaining a safe care environment.

Knowledge and/or Skills

- ◆ Different types of care environments, client groups and care professionals
- ◆ Health and safety legislation relevant to care
- ◆ Situations which are potentially unsafe for clients, self and others
- ◆ Hazards in a care setting and risk assessment procedures
- ◆ The purpose and importance of Infection Control procedures

Outcome 2

Explain the management of potentially aggressive incidents in a care context.

Knowledge and/or Skills

- ◆ Aggressive behaviour
- ◆ Patterns of behaviour in an escalating aggressive situation
- ◆ The principles of de-escalation
- ◆ Effective interventions
- ◆ The effect that aggression has on others

Outcome 3

Recognise and carry out appropriate treatment for emergency first aid situations in accordance with latest guidelines.

Knowledge and/or Skills

- ◆ Emergency services in Scotland
- ◆ The procedures used for summoning help
- ◆ Common emergency first aid situations
- ◆ Effective first aid treatment
- ◆ The limitations of one's role and knowledge

Higher National Unit specification: Statement of standards (cont)

Unit title: Safe Working Practice for Care (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

- ◆ describe a variety of care settings and client groups.
- ◆ understand how the care professional promotes a safe care environment.
- ◆ identify and explain current health and safety legislation relevant to care.
- ◆ recognise when situations are unsafe and know what action to take to ensure the safety of clients, self and others.
- ◆ explain the process of hazard identification and risk assessment
- ◆ understand Healthcare Associated Infections and the importance of infection control procedures:
 - hand washing
 - food hygiene
 - safe disposal of clinical and non-clinical waste
 - personal protective equipment
 - specimen handling
- ◆ when exposed to blood borne infections and other work related hazards: carry out basic moving and assisting procedures safely and effectively, carry out hand washing safely and effectively.

Outcome 2

- ◆ recognise care situations that are potentially aggressive.
- ◆ recognise the causes of aggression.
- ◆ understand the ethical and legal implications for the care worker.
- ◆ explain the principles of de-escalation.
- ◆ describe effective interventions.
- ◆ recognise unsafe interventions.
- ◆ offer care and support to those affected by aggression.

Outcome 3

- ◆ The learner should understand the role of the first aider and its limitations. The learner should be able to describe the procedure for assessing casualties and for calling for help. This should include the emergency services in Scotland, the emergency numbers and the information to pass on to the emergency operator. The learner should be familiar with the procedure for managing a first aid incident.
- ◆ The learner should be able to assess and respond to a casualty in a variety of care settings and recognise and report patient specific findings with an appropriate degree of urgency.

Higher National Unit specification: Statement of standards (cont)

Unit title: Safe Working Practice for Care (SCQF level 7)

- ◆ The learner should be able to recognise, assess and treat a minimum of five emergency first aid conditions:
 - Anaphylaxis
 - Shock
 - Heart attack
 - Cardiac Arrest
 - Choking
 - Unconsciousness
 - Bleeding
 - Epileptic seizures
 - Diabetes
 - Fractures
 - Burns and Scalds
 - Wounds
 - Respiratory conditions.

The learner must be assessed in the following first aid treatments according to current protocols:

- ◆ Assessment of conscious levels
- ◆ Cardio Pulmonary Resuscitation (adult, child and infant)
- ◆ Recovery Position



Higher National Unit Support Notes

Unit title: Safe Working Practice for Care (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 is a mandatory clinical Unit in the HNC/HND Care and Administrative Practice but it can be taken as a free-standing Unit.

Outcome 1

The learner should be introduced to the variety of care environments they may be involved with, this includes introducing them to the different service users and care professionals they may work with. The learner should understand the different safety requirements of the different client groups and the impact this has on the care professional.

The learner should understand the importance of **current** health and safety legislation and Scottish Patient Safety Programme as it applies to the care setting and be familiar with the key features and the implications for practice of the relevant pieces of legislation for example:

Health and Safety at Work Act 1974

Manual Handling Operations Regulations 1992

Control of Substances Hazardous to Health Regulations 2002

Fire (Scotland) Act 2005

Electrical Safety Regulations.1989

Reporting of Injuries, Diseases and Dangerous Occurrence Regulations 1995

It is important that if learners are going to be able to identify safe practice they should also be able to identify risks or hazards in a care setting. They should be familiar with the process of risk assessment and the identification of strategies to reduce the risks. The learners should know how to deal with accidents in the workplace and the requirement of reporting of accidents or injuries at work.

They should have an understanding of Hospital Associated Infections and the importance of infection control in reducing such infections. Infection control measures should be examined including universal precautions, barrier care and source isolation, hand washing, food hygiene, appropriate clinical and non-clinical waste disposal (according to local policies and procedures), the procedures for dealing with blood borne infections and spilled body fluids, needle stick injuries, single use and multiple use equipment and sterilisation procedures. The learner should be familiar with the use of different types of personal protective equipment.

Higher National Unit Support Notes (cont)

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The learner should understand the principles of safe moving and assisting procedures, including risk assessment. It is strongly recommended that learners undertake a 2 day introductory course of moving and handling of people prior to placement. They should demonstrate an understanding of the principles of safe moving and handling and be able to demonstrate safe moving and handling techniques.

Outcome 2

The learner should be adequately prepared to deal with potentially aggressive situations in the care setting. This entails introducing the learner to the triggers that produce aggressive behaviour such as substance abuse or withdrawal from substances, anxiety, fear, distress, misunderstanding, discrimination or poor communication. The learner should be able to define and describe aggressive behaviour and recognise deteriorating situations as well as understanding the difference between anger and aggression. The learner should be able to assess the risk associated with such a situation and recognise the limitations of his/her own abilities to cope with and diffuse the situation. The role communication plays in exacerbating or calming an aggressive situation should be understood and the learner should have a knowledge of both verbal and non-verbal interventions. He/she should know when to call for help or withdraw from the situation. Learners should be aware of effective de-escalation techniques and should be able to select and apply these techniques appropriately, in addition the learner should recognise both verbal and non-verbal interventions that may aggravate the situation.

The learner should understand their role in managing this situation according to current legislation, ethical considerations and their professional code of conduct.

As other service users are likely to be affected by the aggression the carer should be able to adopt strategies that will help and support them and know when to refer on to other care professionals.

Outcome 3

The learner should be aware of the current procedures for dealing with a first aid situation and understand the role of the first aider when dealing with such an incident. The learner should be aware of how to summon help and what information to give when calling for help. The learner should be able to assess and respond to casualties in a variety of care settings, this means being familiar with the processes for summoning help within a care setting.

The learner should be familiar with **Do Not Resuscitate** (DNR) instructions.

Higher National Unit Support Notes (cont)

Unit title: Safe Working Practice for Care (SCQF level 7)

The learner should be able to recognise, assess and treat a minimum of 5 emergency first aid conditions:

- ◆ Anaphylaxis
- ◆ Shock
- ◆ Heart attack
- ◆ Choking
- ◆ Unconsciousness
- ◆ Bleeding
- ◆ Epileptic seizures
- ◆ Diabetes — hypoglycaemic episode
- ◆ Burns and scalds
- ◆ Fractures
- ◆ Respiratory conditions
- ◆ Wounds

The learner should be assessed in the practical skills of CPR and recovery position
Furthermore the learner should be competent in the treatment of:

- ◆ Choking
- ◆ Recovery position
- ◆ CPR for adults, children and infants

Guidance on approaches to delivery of this Unit

Safe Working Practice for Care is a mandatory core Unit within the HNC/HND Care and Administrative Practice.

It is recommended that this Unit is delivered early in the course as it introduces the learner to care, the creation and maintenance of a safe care environment as well as legislation that impact on the delivery of care.

This Unit will be assessed through a variety of assessment strategies that reflect the varied content of the Unit. The practical aspects of the Unit could be assessed through simulated situations in the class room. The assessments must cover all of the necessary skills and knowledge and provide appropriate evidence to support this.

If this Unit is delivered as part of the HNC/HND Care and Administrative Practice the learner's ability to apply theory to practice will be assessed through the Record of Achievement during clinical placement.

Higher National Unit Support Notes (cont)

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Guidance on the 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.

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.

The assessment for this Unit could comprise of short answer questions to demonstrate knowledge and understanding by the learner.

The assessment should take place towards the end of the Unit.

Assessment Guidelines

Outcome 1 and Outcome 2

The assessment for Outcomes 1, 2 could comprise of short answer questions to demonstrate knowledge and understanding by the learner.

The assessment should take place towards the end of the Unit.

Outcome 3

The assessment for Outcome 3 could comprise of an online assessment to demonstrate knowledge and understanding by the learner. Where a work placement is used the practical element could be assessed in the Record of Achievement if the opportunity arises. The practical first aid procedures can be assessed in class under simulated conditions.

The assessment should take place towards the end of Unit.

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.

Higher National Unit Support Notes (cont)

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Opportunities for developing Core and other essential skills

This Unit has the *Problem Solving* component of Critical Thinking embedded in it. This means that when learners achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 6.

There are opportunities to develop:

Communication could be evidenced through written and oral reporting and use of effective communications with individual patient/clients and colleagues.

Working with Others could be evidenced through the written component of the Unit and by the team work involved in moving and handling techniques, first aid incidents and the management of aggression as well as through the competences in the Record of Achievement.

Information and Communication Technology (ICT) could be evidenced by the requirement to record data electronically within the competences of the Record of Achievement.

History of changes to Unit

Version	Description of change	Date

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General information for learners

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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.

In order to work effectively to promote a safe environment you must have an understanding of the legislation that will have an impact on how you work in care. This will introduce you to the process of hazard and risk assessment as well as Moving and Assisting and Infection Control: you will be trained to carry out a variety of procedures in a safe and effective manner.

To prepare for working in a care setting you will be introduced to how to recognise and diffuse aggressive situations, this will involve recognising the triggers that result in aggressive behaviours and learning how to diffuse these situations. You will also look at ways of offering care and support to individuals who are affected by aggression.

Finally, the Unit will introduce you to emergency first aid, how to deal with first aid incidents both within and out with the clinical area, how to call for help and recognise the limitations of the first aider role. A variety of common first aid conditions will be examined and you will become competent in carrying out CPR and Recovery position.

There are a variety of assessments with this Unit; short answer questions which could be done online and practical assessments which could be done under simulated conditions or in the workplace if the opportunity arises.