

## National Unit Specification: general information

**UNIT** Health, Safety and Protection Issues in Care Settings (Higher)

**CODE** F1C8 12

**COURSE** Health and Social Care (Higher)

### SUMMARY

This Unit is a mandatory Unit of the Higher Health and Social Care Course, but can also be taken as a free-standing Unit.

The Unit is suitable for candidates who have not previously studied health and social care or had employment experience in this sector. It may also provide progression for candidates who have successfully completed the Intermediate 2 Care Course or Unit(s) or the Intermediate 2 Early Education and Childcare Course or Unit(s).

The purpose of the Unit is to familiarise candidates with health, safety and protection issues in health and social care settings. Candidates will learn about health and safety responsibilities and typical hazards and risks. They will also carry out a risk assessment. In addition, candidates will explore supportive approaches to managing aggressive behaviour and will learn how to respond appropriately to service users who may have experienced abuse.

Candidates will have the opportunity to develop their knowledge in a variety of ways by interviewing care workers, through placement experience or by visits to health and social care settings.

### OUTCOMES

- 1 Explain the health and safety responsibilities of employers and employees in health and social care settings.
- 2 Carry out a risk assessment in a health and social care setting.
- 3 Explain how to manage incidents involving aggressive behaviour in health and social care settings.
- 4 Explain how health and social care workers can help protect service users who have been abused.

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### Administrative Information

**Superclass:** PL

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## **National Unit Specification: general information (cont)**

**UNIT**      Health, Safety and Protection Issues in Care Settings (Higher)

### **RECOMMENDED ENTRY**

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ Care (Intermediate 2) Unit(s)
- ◆ Early Education and Childcare (Intermediate 2) Units

### **CREDIT VALUE**

1 credit at Higher (6 SCQF credit points at SCQF level 6\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **CORE SKILLS**

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

Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches for this Unit*.

## **National Unit Specification: statement of standards**

### **UNIT Health, Safety and Protection Issues in Care Settings (Higher)**

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 the Scottish Qualifications Authority.

#### **OUTCOME 1**

Explain the health and safety responsibilities of employers and employees in health and social care settings.

##### **Performance Criteria**

- (a) Explain the main responsibilities of employers under current health and safety legislation.
- (b) Explain the main responsibilities of employees under current health and safety legislation.

#### **OUTCOME 2**

Carry out a risk assessment in a health and social care setting.

##### **Performance Criteria**

- (a) Identify the hazards present in a given care setting.
- (b) Explain the risks associated with these hazards.
- (c) Evaluate these risks in terms of likelihood and impact.
- (d) Describe appropriate control measures that will minimise these risks.

#### **OUTCOME 3**

Explain how to manage incidents involving aggressive behaviour in health and social care settings.

##### **Performance Criteria**

- (a) Explain the reasons why a specific service user may be displaying a particular type of aggressive behaviour.
- (b) Explain how a worker should manage this aggressive behaviour in a supportive manner.
- (c) Describe appropriate reporting procedures a worker should follow after an incident involving aggressive behaviour.

#### **OUTCOME 4**

Explain how health and social care workers can help protect service users who have been abused.

##### **Performance Criteria**

- (a) Explain what is meant by the term abuse in a health and social care context.
- (b) Describe the possible indicators of specific forms of abuse.
- (c) Explain appropriate ways workers should respond to service users who disclose abuse.
- (d) Describe appropriate reporting procedures workers should follow if abuse is suspected.

## National Unit Specification: statement of standards (cont)

### UNIT Health, Safety and Protection Issues in Care Settings (Higher)

#### EVIDENCE REQUIREMENTS FOR THIS UNIT

Written and/or recorded oral evidence which covers all Outcomes and Performance Criteria is required for this Unit.

#### Outcomes 1 and 4

Candidates will produce written and/or oral evidence which may be in response to structured questions. The evidence will be produced under closed-book, supervised conditions within a time limit of one hour. The evidence should be produced towards the end of the Unit and include:

- ◆ **five** responsibilities an employer has under current Health and Safety legislation. General safety, equipment safety, information, training and risk assessments should be included
- ◆ **four** responsibilities an employee has under current Health and Safety legislation. General instructions, materials/equipment, clothing and cooperation with employers should be included
- ◆ a clear explanation of what is meant by the term abuse, including an example of each form of abuse including physical, sexual, emotional, financial, neglect and inexplicable failure to thrive
- ◆ **three** possible indicators of each of the forms of abuse
- ◆ **four** ways of appropriately responding to disclosure of abuse
- ◆ appropriate reporting procedures a worker should follow if abuse is suspected.

#### Outcome 2 — Risk Assessment

Written and/or oral evidence is required to demonstrate achievement of this Outcome. Candidates should undertake a risk assessment in **one** specific health and social care setting on **one** occasion. They will be given an appropriate risk assessment template. The risk assessment will be carried out in a real or simulated setting under supervision at an appropriate point in the Unit.

#### Outcome 3

Written and/or oral evidence is required for this Outcome. The evidence may be generated in response to a series of structured questions based on scenarios set in health and social care contexts. The evidence will be produced by candidates at an appropriate point in the Unit, under supervision in open-book conditions with candidates having access to notes totalling no more than 150 words. Candidates may be given the scenarios being set in advance of the assessment, but not the questions. The structured questions will allow candidates to generate evidence covering:

- ◆ **three** reasons why a service user may be displaying specific forms of physically or verbally aggressive behaviour
- ◆ **three** ways a care worker should manage physically or verbally aggressive behaviour in a supportive way
- ◆ appropriate reporting procedures workers must follow after an incident of aggressive behaviour

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It contains appropriate structured questions, case studies accompanied by structured questions, and a risk assessment template. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

## National Unit Specification: support notes

### UNIT Health, Safety and Protection Issues in Care Settings (Higher)

This part of the Unit Specification is offered as guidance. The support notes 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

The purpose of the Unit is to familiarise candidates with health, safety and protection issues in health and social care settings.

##### Outcome 1

Teachers/lecturers should ensure candidates are informed that although the Health and Safety at Work Act 1974 generally covers care settings, this legislation has also been updated and supplemented by other important legislation for example:

- ◆ Manual Handling Regulations 1992
- ◆ The safety Representatives and safety Committees regulations 1977
- ◆ Control of Substances Hazardous to Health Regulations 2002 (COSHH)
- ◆ Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR)
- ◆ Health and Safety First Aid Regulations 1981
- ◆ Management of Health and Safety at Work Regulations 1999
- ◆ The Food Safety Act 1990

Teachers/lecturers should ensure that the main points of all relevant, current health and safety legislation are covered.

##### Outcome 2

Candidates will learn about risk assessments and how these are carried out and recorded. A common hazard in health and social care settings is moving and handling people and objects. Candidates need not complete a moving and handling course, but they need to be aware that they must not move or handle someone without prior training. This is very important for those candidates who are studying this Unit as part of the Higher Health and Social Care Course and may be attending a placement or visiting care settings.

##### Outcome 3

In relation to Outcome 3, candidates will learn about the kinds of verbal and physical aggression that people may experience. It would be useful to emphasise that in some health and social care settings this is very rare. However, in some instances this may consist of generally abusive comments or lashing out.

Concerning the reasons why people display aggressive behaviour, candidates could be taught that this can often be due to unmet needs. If candidates are studying this Unit as part of the Higher Health and Social Care Course, then this section connects to Outcome 2 of the Unit *Care Principles and Practice (Higher)*, which relates to identifying needs. Candidates could also cover at least one from Instinct Theory, Frustration Theory or Social Learning Theory as possible reasons for aggressive behaviour.

## National Unit Specification: support notes (cont)

### UNIT Health, Safety and Protection Issues in Care Settings (Higher)

A variety of case studies could help candidates understand the different situations workers come across, for example, a woman with dementia unable to control her actions or a person with communication difficulties who has become agitated. Candidates could learn about the skills of de-escalation procedures such as distraction, good listening and calming. Candidates should be made aware there are a range of models for example, The Antecedent Behaviour and Consequences Method (ABC), Therapeutic Crisis Intervention (TCI), C.A.L.M. amongst others, but candidates do not need to know these in any detail.

If candidates are studying this Unit as part of the Higher Health and Social Care Course and they have a work placement, they should be aware they need to follow placement guidelines about incidents involving aggressive behaviour.

#### Outcome 4

When studying neglect as one of the forms of abuse, it would be useful for candidates to cover not only physical neglect, but emotional neglect, where a carer omits to meet an individual's emotional needs. An example for discussion could be a care worker in a home for older people who is told not to spend time talking with residents when there is work to be done. A discussion on whether this could be described as emotional neglect may be useful.

Concerning the possible indicators of abuse, it would be helpful for candidates to be made aware that these are not prescriptive and some people may not show any of the commonly held indicators. It would be useful for candidates to learn about behavioural, emotional, social and physical indicators.

When this Unit is being delivered as part of the Higher Health and Social Care Course, candidates could be made aware of the connection with the care principles covered in the Unit *Care Principles and Practice (Higher)* and the skills and attitudes covered in the Unit *Working in Health and Social Care Settings (Higher)*. Responding to someone who discloses abuse would incorporate the correct values and attitudes as well as skills.

#### Employability Skills

In this Unit, candidates will be assessed on the following employability skills:

- ◆ willingness to carry out instructions
- ◆ health and safety awareness
- ◆ demonstrate reliability by completing tasks
- ◆ respect for others
- ◆ understanding roles and responsibilities
- ◆ awareness of care values







