



## Higher National Unit Specification

### General information

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

**Unit code:** J5RA 34

**Superclass:** PL

**Publication date:** August 2021

**Source:** Scottish Qualifications Authority

**Version:** 02 (January 2022)

### Unit purpose

This unit has been designed to introduce the learner to the care environment. It will enable the learner to develop a knowledge of safe working practice and it will ensure that the learner has the necessary knowledge and understanding to create and maintain a safe care environment through recognising challenging situations and supporting individuals in receipt of care services. Finally, the unit takes the learner through the recognition and management of medical emergencies.

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 Investigate the causes and management of challenging behaviour in care settings.
- 3 Recognise and carry out appropriate treatment for medical 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

Achievement of this unit gives automatic certification of the following Core Skills component:

Core Skill component            Critical Thinking at SCQF level 5

There are also opportunities to develop aspects of Core Skills which are highlighted in the support notes of this unit specification.

### 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 Healthcare 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](http://www.sqa.org.uk/assessmentarrangements).

# Higher National Unit Specification: Statement of standards

## Unit title: Safe Working Practice for Care (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

Describe the role of health and safety legislation in maintaining a safe care environment.

#### Knowledge and/or skills

- ◆ Health and safety legislation relevant to the care setting
- ◆ Risk assessment
- ◆ Appropriate personal protective equipment
- ◆ The principles of infection control in the care setting

### Outcome 2

Investigate the causes and management of challenging behaviour in care settings.

#### Knowledge and/or skills

- ◆ Factors that can trigger challenging behaviour in care settings
- ◆ Non-physical intervention approaches when responding to behaviour that challenges
- ◆ The importance of post incident support

### Outcome 3

Recognise and carry out appropriate treatment for medical emergencies in accordance with latest guidelines.

#### Knowledge and/or skills

- ◆ Emergency services in Scotland
- ◆ The procedures used for summoning help
- ◆ Common emergency medical emergencies
- ◆ 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 and apply one piece of health and safety legislation to a care setting
- ◆ Describe the risk assessment process
- ◆ Describe the aim and use of three appropriate pieces of personal protective equipment
- ◆ Describe the principles of infection control in the care setting

#### Outcome 2

- ◆ Explore factors that can trigger challenging behaviour in care settings
- ◆ Evaluate non-physical intervention approaches when responding to behaviour that challenges
- ◆ Examine the importance of post incident support

#### 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 recognise, assess and treat a minimum of five medical emergency conditions:

- ◆ Anaphylaxis
- ◆ Shock
- ◆ Cardiac conditions
- ◆ Choking
- ◆ Unconsciousness
- ◆ Bleeding
- ◆ Seizures
- ◆ Diabetes
- ◆ Burns and scalds

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

- ◆ Assessment of conscious levels
- ◆ Cardiopulmonary 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 Healthcare Practice but it can be taken as a free-standing unit.

#### Outcome 1

Demonstrate the application of relevant health and safety legislation in the care setting:

- ◆ Health and Safety at Work Act
- ◆ Moving and Handling Regulations
- ◆ COSHH
- ◆ RIDDOR
- ◆ Fire Safety
- ◆ Electrical Safety

In addition, the learner needs to understand the stages of the risk assessment process and be able to apply it in the care setting, recognising and being familiar with the reporting procedures for potentially unsafe situations. The learner should be able to explain the use of personal protective equipment and the part it plays in infection control.

The learner should understand the need for infection control and the procedures to reduce the spread of infection; effective hand washing, safe disposal of clinical and non-clinical waste. The learner should be familiar with the Scottish Infection Prevention and Control Education Pathway.

#### Outcome 2

The learner should understand that challenging behaviour has been described as 'Behaviour can be described as challenging when it is of such an intensity, frequency, or duration as to threaten the quality of life and/or the physical safety of the individual or others and it is likely to lead to responses that are restrictive, aversive or result in exclusion.' (Emerson 1995). This is different to challenging behaviour that identifies with the individual as being a difficult person. The term was introduced to highlight that the behaviour was challenging in terms of service provider challenges, as in how the care worker or care provider supports this individual. It is often however used as a label that leads to stigmatisation and exclusion ("this person has challenging behaviour") and the learner needs to understand the consequences of the term used in this derogatory way, on the life and opportunities available to the individual.

## Higher National Unit Support Notes (cont)

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

Instead, individuals who present with 'challenging behaviour' should encourage carers and professionals to find effective ways of understanding the individual's behaviour and its underlying causes and to put in place strategies that support the needs of the individual.

In order to be able to do this the learner needs to investigate possible of challenging behaviours in care settings such as lack of recognition or understanding of individual needs, poor communication, anxiety, fear, distress, mental health issues, misunderstanding, discrimination or poor communication, or substance abuse or withdrawal from substances.

The learner should be able to recognise deteriorating situations that can result in anger and aggression. The learner should be able to assess the risk associated with such a situation and recognise the limitations of their 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. They should know when to call for help or withdraw from the situation. Learners should be aware of effective non-physical 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 and staff members are likely to be affected by the aggression, the carer should be aware of 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 medical emergency and understand the role of the first responder 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.

The learner should be able to recognise, assess and treat five emergency medical conditions:

- ◆ Anaphylaxis
- ◆ Shock
- ◆ Cardiac conditions
- ◆ Choking
- ◆ Unconsciousness
- ◆ Bleeding
- ◆ Seizures
- ◆ Diabetes
- ◆ Burns and scalds

## Higher National Unit Support Notes (cont)

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

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

### References

Emerson, E (1995), cited in Emerson, E (2001), 2nd Ed, *Challenging Behaviour: Analysis And Intervention In People With Learning Disabilities*, Cambridge: Cambridge University Press

### Guidance on approaches to delivery of this unit

*Safe Working Practice for Care* is a mandatory unit within the HNC Healthcare 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 classroom. The assessments must cover all the necessary skills and knowledge and provide appropriate evidence to support this.

If this unit is delivered as part of the HNC Healthcare Practice the learner's ability to apply theory to practice could be assessed through the placement achievement document during clinical placement.

### 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.

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. In addition, a practical assessment is required for elements of Outcome 3.

## Higher National Unit Support Notes (cont)

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

### 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 or closed-book assessment to demonstrate knowledge and understanding by the learner. The practical medical emergency procedures should 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](http://www.sqa.org.uk/e-assessment).

### Opportunities for developing Core and other essential skills

The Critical Thinking component of *Problem Solving* at SCQF level 5 is embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include this component.

There are also opportunities to develop Core Skills as detailed below:

*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 teamwork involved in moving and handling techniques, first aid incidents and the management of aggression as well as through the competences in the placement achievement document.

*Information and Communication Technology (ICT)* could be evidenced by the requirement to record data electronically within the competences of the Placement achievement document.



## History of changes to unit

Version	Description of change	Date
02	Embedded Core Skills Info added: Critical Thinking at Level 5	10/01/2022

© Scottish Qualifications Authority 2021, 2022.

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: Safe Working Practice for Care (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.

In order to work effectively to promote a safe environment you must understand 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 infection control processes.

To prepare for working in a care setting you will be introduced to challenging behaviour and the care situations that can trigger this response. This will involve recognising the triggers that result in challenging 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 medical emergencies, 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.

The Critical Thinking component of *Problem Solving* at SCQF level 5 is embedded in this unit. When you achieve the unit, your Core Skills profile will also be updated to include this component.