



National Unit Specification: general information

UNIT Maintaining Safety in a Care Setting (Intermediate 2)

CODE F1P2 11

COURSE Health and Safety in a Care Setting (Intermediate 2)

SUMMARY

This is a mandatory Unit in the *Health and Safety in a Care Setting (Intermediate 2)* Course but it can also be taken as a free-standing Unit.

The Unit is designed to help candidates understand the importance of maintaining the safety of service users, staff and visitors in the care setting, by gaining knowledge of relevant health and safety legislation, policy guidelines, risk assessment and the levels of responsibility of individuals.

The Unit is suitable for candidates who wish to gain employment at support worker level in the Health and Social Care sectors. It is also suitable for those who wish to progress to further study at a Further Education College or Higher Education Institution.

OUTCOMES

- 1 Explain how specific legislation is used in maintaining safety in a variety of care settings.
- 2 Describe health and safety responsibilities within specific care settings.
- 3 Carry out a risk assessment relevant to maintaining the safety of service users, staff and others in a specific care setting.

RECOMMENDED ENTRY

While entry is at the discretion of the Centre, candidates would benefit from having attained one of the following, or equivalent:

- ◆ Care (Intermediate 1) Course or Units
- ◆ Early Education and Childcare (Intermediate 1) Course or Units
- ◆ Standard Grade in a social subject at General level
- ◆ Standard Grade Social and Vocational Skills at General level
- ◆ Standard Grade in a science subject at General level

Administrative Information

Superclass: PL

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CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*)

**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 or Core Skills components in this Unit.

National Unit Specification: statement of standards

UNIT Maintaining Safety in a Care Setting (Intermediate 2)

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 how specific legislation is used to maintain safety in a variety of care settings.

Performance Criteria

- (a) Describe the risks and hazards associated with different care settings.
- (b) Describe the specific legislation which applies to these risks and hazards.
- (c) Explain the ways in which care providers maintain safety in a care setting in order to meet the legislative requirements.

OUTCOME 2

Describe health and safety responsibilities within specific care settings.

Performance Criteria

- (a) Describe the responsibilities that service users have in respect of their own safety and that of others in a care setting.
- (b) Describe factors that may affect this responsibility.
- (c) Describe the responsibilities placed on staff in maintaining the safety of themselves, service users and visitors in a care setting.
- (d) Describe the responsibility of visitors for maintaining safety in a care setting.

OUTCOME 3

Carry out a risk assessment relevant to maintaining the safety of service users, staff and others in a specific care setting.

Performance Criteria

- (a) Describe potential hazards within a specific care setting.
- (b) Describe the risks associated with these hazards.
- (c) Describe risk reduction strategies to maintain safety.

National Unit Specification: statement of standards (cont)

UNIT Maintaining Safety in a Care Setting (Intermediate 2)

EVIDENCE REQUIREMENTS FOR THIS UNIT

The mandatory content for this Unit can be found in the appendix at the end of the Unit specification

Outcomes 1 and 2

Written and/or oral evidence is required which demonstrates that the candidate has achieved Outcomes 1 and 2 to the standard specified in the Outcomes and Performance Criteria. The evidence for these Outcomes should be obtained under controlled supervised conditions. The assessment should be closed-book and should last no more than 40 minutes.

As candidates will increase their knowledge, understanding and skills throughout their study, assessment should take place towards the end of the Unit. The use of a cut-off score may be appropriate for this assessment.

Each assessment should sample across the mandatory content of the Unit and contain questions which require candidates to generate evidence in relation to:

- ◆ **four** different risks associated with each of **two** different care settings
- ◆ the specific legislation which applies to the identified risks
- ◆ **three** ways that a care provider maintains safety in a care setting
- ◆ **three** responsibilities that service users have in respect of their own safety and that of others in a specific care setting
- ◆ **two** factors that may affect the responsibility of the service user
- ◆ **three** responsibilities that staff have in respect of their own safety and that of service users and visitors in a specific care setting
- ◆ **two** responsibilities that visitors have in order to maintain safety in the care setting

The standard to be applied, the breadth of coverage and an appropriate cut-off score are illustrated in the National Assessment Bank (NAB) pack available for this Unit. If a centre wishes to design its own assessments they should be of a comparable standard.

Outcome 3

Written and/or oral evidence is required for this Outcome. Candidates will be given a risk assessment form template and complete this under supervision at an appropriate point in the Unit. Each candidate will produce **one** risk assessment from a given scenario.

The standard to be applied is illustrated in the National Assessment Bank (NAB) pack available for this Unit. If a centre wishes to design its own assessments they should be of a comparable standard.

National Unit Specification: support notes

UNIT Maintaining Safety in a Care Setting (Intermediate 2)

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 mandatory content for this Unit can be found in the appendix at the end of the Unit specification

This is a mandatory Unit in the *Health and Safety in Care Settings (Intermediate 2)* Course but can also be taken as a free-standing Unit. It is also an optional Unit in the *National Certificate in Health and Social Care (Higher)*.

Outcome 1

A range of formal and informal care settings should be identified, highlighting possible barriers to maintaining safety that care providers may experience when care is not provided in the care provider's own premises.

Relevant legislation relating to safety should be identified to include:

- ◆ The Health and Safety at Work Act 1974
- ◆ Manual Handling Operations Regulations 1992
- ◆ Management of Health and Safety at Work Regulations 1999
- ◆ Control of Substances Hazardous to Health Regulations 2002
- ◆ Fire (Scotland) Act 2005
- ◆ Electrical Safety Regulations.1989
- ◆ **R**eporting of **I**njuries, **D**iseases and **D**angerous **O**ccurrences **R**egulations (RIDOR) 1995

It should be remembered that legislation can be amended and new legislation introduced which replaces or adds to current legislation. The most updated version should be used for reference.

It is expected that candidates will be familiar with the Health and Safety at Work Act (1974). This will include responsibilities of employer, employees and others and will be used in Outcomes 1 and 2. Candidates should have general knowledge of what is covered in the remaining acts and how they are used to meet safety issues. At this level it is expected that candidates will be able to find their way through the regulations to enable them to use them if required at their future workplace. Identification of the responsibilities of the care provider should be clear in relation to compliance with health and safety legislation and in maintaining registration with the Scottish Commission for the Regulation of Care (SCRC).

Outcome 2

The candidate should be able to demonstrate knowledge of the varying levels of responsibility expected of the service user which would take into consideration a number of factors such as age, comprehension, physical or learning disability.

National Unit Specification: support notes (cont)

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A child in a nursery would not be expected to have the same degree of responsibility for the safety of themselves and visitors as would be expected of a healthy adult in, for example, sheltered housing.

It is important for candidates to understand that all staff have a legal responsibility and a duty of care to maintain the safety of service users, colleagues and visitors. Policy guidelines should state the degree of responsibility and accountability within the care setting for staff working in care posts.

Visitors could include volunteers, parent helpers, relatives and tradespersons. Although not directly employed within the care setting, visitors should be made aware of the policy guidelines and have a responsibility to comply in order to maintain safety.

Outcome 3

The description of potential hazards will vary to some extent depending on the type of care setting being considered. Hazards could include spillages, faulty equipment, obstacles, fire doors wedged open, scald and burn risk from water, cookers and heaters, lack of moving and handling equipment and intruders in premises.

When a clear understanding of the potential hazard has been established the candidate should then describe the risks associated with the hazard and describe an appropriate strategy to reduce or eliminate the risk. An example of a hazard could be an open front door in a nursery. An example of a risk associated with the hazard could be that an intruder could gain access to young vulnerable children. The risk reduction strategy could be to have a self closing security door with restricted access.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

It is important that a supportive learning environment is created and that in delivering this Unit, there should be a balance between teacher/lecturer presentation and candidate centred learning. It is important that candidates not only understand the concepts which are identified in this Unit but that they can apply them to given situations as well.

The content of this Unit can be taught using a variety of methods such as:

- ◆ Small group exercises
- ◆ Group discussion
- ◆ Case studies
- ◆ Simulated exercises
- ◆ Worksheets
- ◆ Individual or group research
- ◆ Videos
- ◆ Lectures
- ◆ Use of information and communication technology (ICT) such as appropriate and relevant websites

The Unit can be delivered using a variety of methods and where appropriate candidates can be encouraged to draw on their own experience and observations within the care setting.

National Unit Specification: support notes (cont)

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Candidates could carry out an internet search for relevant health and safety information.

Use could be made of thought showers, group discussion, simulation exercises and visits to care settings.

To facilitate an understanding of risk assessment, hazards could be identified within the teaching establishment. Candidates could then work in groups to discuss the associated risks and devise a risk reduction strategy.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The Evidence Requirements and the appendix both provide specific requirements for Unit assessment. They set out clearly what must be addressed by candidates and what evidence assessors should look for.

An appropriate instrument of assessment for **Outcome 1 and 2** would be a single closed-book test which contains a range of structured short answer, and restricted response-type questions. The test should make use of stimulus case study type material as a tool to help candidates focus on the question(s) posed. The test should last no longer than 40 minutes.

Sampling of content is acceptable and should be adopted as good practice. Evidence Requirements detail the extent of sampling involved and the NABs illustrate this.

Evidence should be gathered by means of a single holistic event towards the end of the Unit. Care should be taken to ensure that sufficient time is allowed for remediation and reassessment, if required.

If re-assessment is required, it should sample across a different range of mandatory content.

An appropriate instrument of assessment for **Outcome 3** will be a risk assessment on a case study. This will be a supervised open-book assessment using a supplied risk assessment form and a case study. The case study will be supplied at the time of the supervised assessment.

If reassessment is required another case study should be used.

The NABs illustrate the national standard requirements for the Unit. NAB materials provide assessment instruments and guidance on implementation. The questions in the NAB are short answer, and restricted response.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

National Unit Specification: appendix to the statement of standards

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NB This appendix forms part of the statement of standards, ie requirements that are mandatory

Outcome 1

A range of formal and informal care settings.

Relevant legislation relating to safety in care settings should be identified to include outline knowledge in order to use the information covered in the acts in dealing with safety issues. More detailed knowledge of the Health and Safety at Work Act (1974) is required for both Outcomes 1 and 2.

The Acts that must be covered are:

- ◆ The Health and Safety at Work Act 1974
- ◆ Manual Handling Operations Regulations 1992
- ◆ Management of Health and Safety at Work Regulations 1999
- ◆ Control of Substances Hazardous to Health Regulations 2002
- ◆ Fire (Scotland) Act 2005
- ◆ Electrical Safety Regulations.1989
- ◆ Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDOR) 1995

It should be remembered that legislation can be amended and/or replaced by new or have supplementary legislation appended. Versions that are current should always be used.

Candidates will cover:

- ◆ Risks and hazards appropriate to specified care setting.
- ◆ Ways in which care providers maintain safety in their care environments.

Outcome 2

Candidates will cover:

- ◆ Individuals' responsibilities as defined in legislation (Health and Safety Act 1974).
- ◆ Individuals' responsibilities as service users, staff and visitors in care settings.

Outcome 3

Candidates will cover:

- ◆ How to perform a risk assessment.
- ◆ Hazard and risk spotting.
- ◆ How to relate risks to hazards.
- ◆ How to relate risks and hazards to care settings and types of service users.
- ◆ Risk reduction strategies related to care settings.