



1. HEALTH, SAFETY AND SAFEGUARDING

This activity stream is about you demonstrating your understanding of your role in health and safety and in protecting individuals from harm and abuse. You will demonstrate that you competently fulfil these aspects of your role.

You will show that you know the legislation that sets out your duty of care and that you know and are able to follow safe procedures in relation to a range of specific risks (e.g. food safety, infection control, moving and handling, medication).

As well as protecting individuals, your role as a health and social care worker is to support choice and independence, so you will demonstrate that you can assess and manage risk to protect the rights of individuals as well as fulfil your duty of care.

KNOWLEDGE AND UNDERSTANDING

Task 1

This task helps you demonstrate that you know and understand the responsibilities you as a health and social care worker have for health and safety. You need to show that you know the legislation, national policies and local systems that you have to follow; that you understand why these policies and systems are in place, and that you know why certain tasks need specific training before being carried out.

Task 1a

Your task is to write an article for school leavers that will attract them to the positive nature of the health and social care worker's role for health and safety. The article should be entitled: Health and safety in social care – it's not just a jobsworth! In it, you will explain how, unlike much of the press coverage given to health and safety, in a social care setting a proper approach to health, safety and safeguarding provides the basis for individuals' welfare; how practice is based on lessons from failures and how properly trained care workers can be proud of being part of a system of protection. Your article should cover the following headings: [allow approx 300 words]

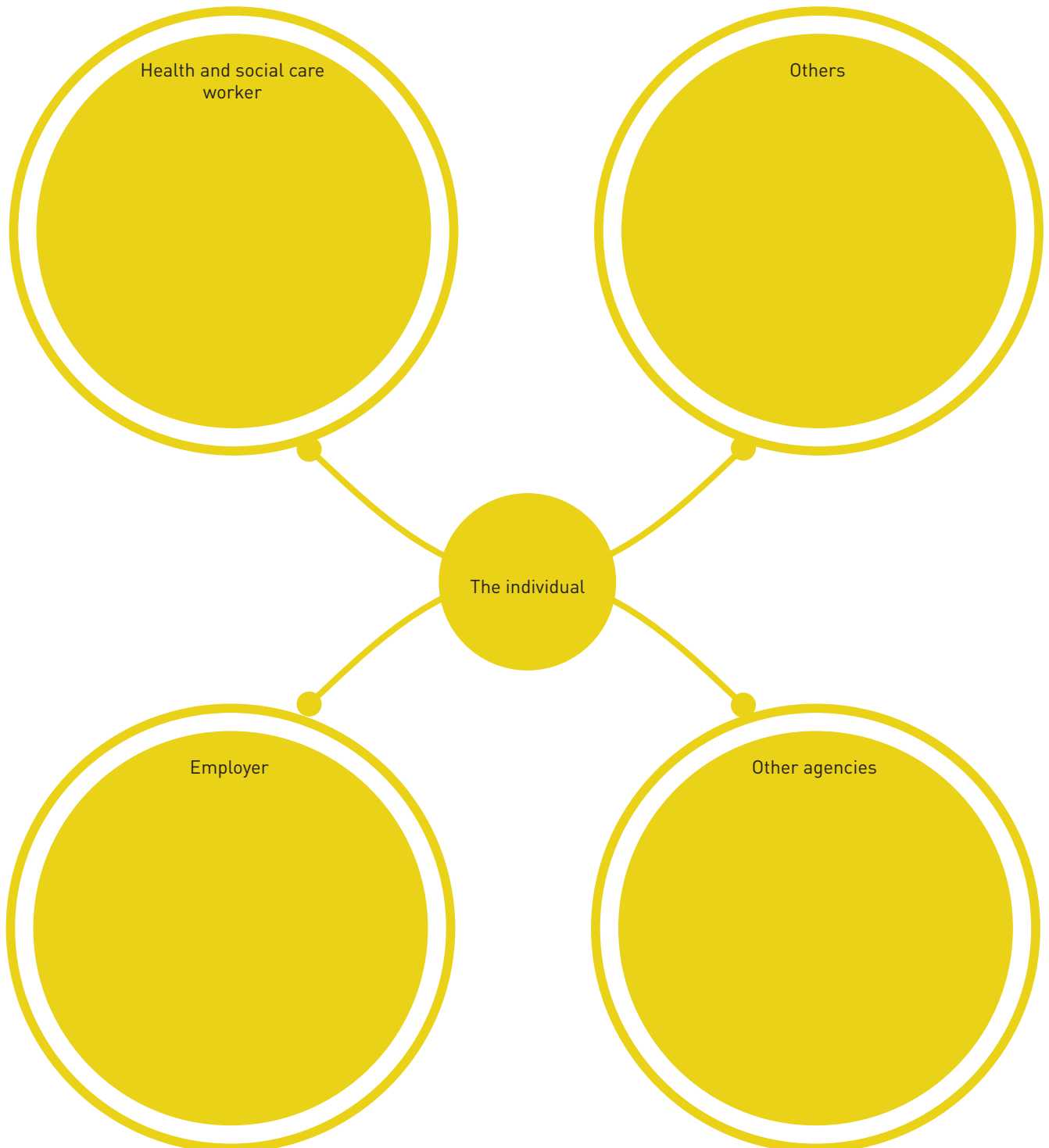
- Shocking failures – it's why we need to obey the law
Cover the reports into serious failures to protect individuals from abuse and the legislation that covers health and safety.
- Health and social care workers – protecting the vulnerable
Cover the duty of care as a health and social care worker and how this protects individuals.
- Part of a system
Cover the system that exists for reporting and dealing with issues of abuse and how you can get whatever additional help and information you may need to carry out your role. Include how health and safety is promoted within social care.

BTEC Unit 4: 3.3, 3.4
Unit 13: 1.1, 1.2
Unit 15: 1.1, 1.2
Diploma Unit 5: 3.1, 3.3, 3.4
Unit 4: 1.1, 1.2
Unit 8: 1.1

BTEC Unit 4: 3.2
Unit 15: 1.3, 1.4
Diploma Unit 5: 3.2
Unit 8: 1.3

Task 1b

Complete the spider diagram showing the people and agencies that have a role in protecting individuals and in providing information and advice. Write in the diagram the roles that each should play. The chart is to cover the health and social care worker, the employer, the individual, others, and other agencies.



BTEC Unit 15: 1.5
 Diploma Unit 8: 1.4

Task 1c

Complete the table below by listing those tasks that need specific training and explain why. An example has been given to help you.

Task needing specific training to protect the health and safety of individuals and others	Reason why training is needed
<i>e.g. Administration of medication</i>	<i>e.g. Need to ensure that the process of storing and dispensing drugs is controlled in a way that means drugs are accounted for and individuals receive the right dose of the correct drug as prescribed. Also need to ensure that there is clear evidence of individuals exercising their rights to take or not take drugs.</i>

BTEC Unit 13: 2.1, 2.2, 2.3
 Unit 14: 7.1, 7.2, 7.3, 7.4, 7.5
 Unit 15: 2.1, 2.2, 2.3, 2.4
 Diploma Unit 4: 2.1, 2.2, 2.3
 Unit 7: 7.1, 7.2, 7.3
 Unit 80: 6.2

Task 2

In this task you will demonstrate that you understand how to assess risk, and the role of risk assessment in managing conflicts and dilemmas between the duty of care and an individual's rights and choices.

Imagine that you are writing to a relative of an individual who is concerned about the risks to which the individual is being exposed as a result of the choices they are being supported to exercise. You should agree with your assessor the nature of the choices and risks before tackling this task. However, one of the risks must include self-medication. You can base the task on an imaginary person/situation or on an individual with whom you work, but in this case use a fictitious name.

Your task is to write a detailed explanation of how you have assessed the risks, the dilemmas you have considered, how the risks are being managed and how the risk assessment has been used to promote the individual's independence in managing medication. Your letter can be written by completing the template below. Allow for 300 to 500 words.

Health and social care worker
Social care organisation
Somewhere Street
Someplace

Dear

I am writing in response to your worries about the risks to which your brother may be exposed.

Your brother has been fully involved in a process of assessing the risks that arise from him following his preferences about

In carrying out the risk assessment we have also looked at how we can promote his independence in managing his medication. 'Risk assessment' can be a jargon term so maybe it would help if I explained what we mean by risk assessment in social care and the variety of uses to which it is applied.

In your brother's case the steps that have been followed to carry out the risk assessment have been

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To ensure that your brother is helped to make his own choices and then provided with support to exercise his choices those parts of the agreed procedures that were especially important were

because

In assessing the risks and looking at how to manage things I sought advice from

The dilemmas and conflicts we considered were

The risks are being managed to protect your brother's rights by

The risk assessment will be regularly reviewed at intervals and the reason why we will review at these timescales is

BTEC Unit 15: 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 5.1,
5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 8.1, 8.2, 8.3,
8.4, 9.1, 9.2, 9.3, 11.1, 11.2, 11.3
Diploma Unit 8: 1.2, 3.1, 3.2, 4.1, 5.1, 5.2, 6.1, 7.1, 7.3,
8.3, 9.1, 9.2, 9.3, 9.4

Task 3

These activities allow you to demonstrate that you know and understand the procedures to follow in relation to a range of specific risks, e.g. accidents and sudden illness; infection; moving and handling; storing and using hazardous substances; environmental safety; food safety; and stress.

Your workplace should have procedures for each of these, either as separate documents or as sections within one handbook.

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Your task is to create a list of the documents that set out these procedures, and for each document on the list state where it is stored and how it can be accessed. You should be ready to show your assessor at their visit that they can access the documents.

Document relevant to risk management	Where stored and how accessed

2


Your task is to look at each document and write an explanation of what each procedure means in practice.

Accidents and sudden illness

1. What types of accidents and sudden illnesses are most likely in your setting?
2. Taking one of these as an example, what would you do if it occurred?
3. Why should only qualified first aiders administer first aid?
4. What could be the consequences of not following procedures?

Infection

5. How does infection get into the body?
6. How does hand washing and personal hygiene prevent infection?

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7. How do the various items of personal protective equipment that you use work to prevent infection?

 8. How do you help others to follow good practice?

Moving and handling

9. What moving and handling does your role require and what are the relevant points of legislation?

10. What are the main principles for safe moving and handling and how do these provide protection for those working in social care?

11. When is additional help needed?

12. Why is specialist training important, and what are the potential consequences of assisting an individual without training?

13. What could happen if you do not follow the care plan and/or engage with the individual when assisting with moving?

Storing and using hazardous substances

14. What are the hazardous substances in your setting?


15. How do you safely store, use and dispose of them?

16. What dangers arise if procedures are not followed?

Environmental safety

17. What do you do to prevent each of the following: a fire, a gas leak, a flood, an intruder, someone going missing, the wrong person getting information? What would you do to respond?

	Do to prevent	Do to respond
Fire		
Gas leak		
Flood		
Intruder		
Someone going missing		
Wrong person getting information		

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18. Why is it important that others are aware of your whereabouts?

 19. What is the emergency plan for unforeseen incidents, and why is it important?

 20. How do you encourage others to adhere to the environmental safety procedures?

Food safety

21. What relevance does food safety have to your role?

22. How should food be safely stored, handled and disposed of?

23. What are the potential consequences of not following procedures?

- A vast array of medications is used in care environments. Health and social care workers must understand good practice in regard to medication.



2

BTEC Unit 15: 10.1, 10.2, 10.3
Diploma Unit 80: 1.1, 1.2, 1.3, 2.3, 6.1, 6.3

Task 4a

Write a handout that covers the following issues.

- The legislation that covers medication in social care, including the classification system used.
- The main points of procedures that have to be followed and how they reflect the law.
- The meaning of the following principles, how to use risk assessments in upholding these principles and why it is important to adhere to them:
 - o consent
 - o self-medication
 - o active participation
 - o dignity
 - o privacy
 - o confidentiality.
- The ethical issues that may arise and how to resolve them.
- Why specialist training is needed to handle medication.
- What to look out for in terms of adverse reactions to medication.

Diploma Unit 80: 2.1, 2.2, 4.1, 4.2, 4.3

Task 4b

Produce a poster with sufficient detail that it will help a worker new to your setting understand:

- the most common types of medication used in your setting and for what each is used
- the different forms of medication (e.g. creams, pills, inhalers etc), the routes used (e.g. ingestion, absorption etc) and the materials and equipment used.

Diploma Unit 80: 3.1, 3.2

Task 4c

Create a checklist in the following table setting out who has what role in prescribing, dispensing and using medication, including the distinction between over-the-counter and other medications.

Who	Roles played in medications not over the counter:		
	Prescribing	Dispensing	Using
GP	<i>e.g. diagnosing condition and consulting on treatment</i>	<i>Unlikely to play a role, except sometimes may carry medication and dispense at same time as first diagnosis/consultation</i>	<i>Unlikely to play a role</i>
Pharmacist			
Nurse			
Health and social care worker			
Individual			
Others			

Who	Roles played in over-the-counter medications:		
	Prescribing	Dispensing	Using
GP			
Pharmacist			
Nurse			
Health and social care worker			
Individual			
Others			

BTEC Unit 10: 4.3
 Unit 4: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 4.1, 4.2, 5.1, 5.2, 5.3,
 Unit 13: 3.1, 3.2
 Diploma Unit 1: 4.3
 Unit 4: 3.1, 3.2
 Unit 5: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 4.1, 4.2, 5.1, 5.2, 5.3

Task 5

This task is designed for you to demonstrate your understanding of safeguarding and protection from abuse and harm. You will show that you know and understand how to recognise the signs of abuse, and how to respond to suspicions, allegations or unsafe practices, and you understand how to reduce the likelihood of abuse.

Your task is to produce a slide presentation that could be used in a team meeting to confirm the team's understanding of safeguarding and ensure that they know what it means in relation to the individuals with whom they work. You should use fictitious names in your presentation, but you can base them on real cases. You should be prepared to deliver your presentation to your assessor as if you were delivering it to the team and be open to questions from your assessor. You may use the template from the Health & Social Care BTEC Apprenticeship website to create your presentation (www.btecapprnticeshipworkbooks.co.uk). Your assessor will provide you with login details [see presentation template which could be included in the electronic versions of the Assessment Workbook]. Your presentation will need to cover the following points.

- Define the seven types of abuse.
- List the signs/symptoms associated with each type of abuse and describe what it might look like in practice and the factors that could make individuals using your service vulnerable.
- How person-centred values, active participation and promoting rights and choice reduce the likelihood of abuse for individuals using the service. Illustrate your points with practical examples.
- Give examples of the sorts of unsafe practices that can affect individuals' wellbeing and create potential abuse (draw on examples reported in investigations into serious failures) and explain what action must be taken where such practices are discovered. What should you do if suspicions have been reported and there has been no response?
- What to do if there are suspicions of abuse or allegations made. What must be done to preserve evidence?
- What are the features of a good complaints procedure and how does it reduce the likelihood of abuse? How should workers respond to complaints?
- How should the tension between confidentiality and disclosing concerns be handled?

EVIDENCE GATHERING

In this activity you will identify an area of your work that will capture evidence of how you operate in relation to health and safety and medication. *Your assessor will help you to identify suitable items of evidence.*

Your assessor will want to see the evidence, but may not need you to copy it as long as the evidence and its location are identified.

You need to gather evidence of activity within areas of your work to demonstrate:

- a. That you carry out your responsibilities for health and safety by following procedures, carrying out health and safety risk assessments, monitoring, reporting and minimising risks and hazards. You need to show how you access support and information and that you support others to follow safe practice.

Diploma Unit 8: 2.1, 2.2, 2.4, 2.6

Suggested evidence may include:

- audit and monitoring documentation completed by you
 - documentation setting out your risk assessment and solution to a potential hazard, including evidence of information sought from an expert
 - team notes or supervision record where you have helped team member(s) to follow safe practice.
- b. That you record and report on the administration of medication. You need to choose an individual whom you have supported over time and where the evidence shows you addressing problems and changes and accessing information or support.

Diploma Unit 80: 7.5, 8.1, 8.2

Suggested evidence may include:

- relevant section of care plan that sets out a record of agreement about administration of medication for the individual where problems have been experienced and where outside help has been accessed for support or information
- MARR charts completed by you.

PUTTING IT INTO PRACTICE

These activities will enable your assessor to examine your competence by observing you carrying out workplace activities. This will include asking related questions to test your underpinning knowledge. Your assessor will agree when they can visit you at your workplace to observe these activities.

a. Tour of the place where you deliver service

This observational opportunity is designed to allow you to show how you take responsibility for your personal hygiene and the hygiene and security of the place where you deliver service. You should plan a tour of the building during which you can demonstrate the following:

- How to wash your hands
- How you protect yourself and others from hygiene and infection risks
- How you move and handle equipment and objects

- How you store, use and dispose of hazardous substances and materials
- Fire prevention measures
- Evacuation routes
- Procedures for checking identity of people requesting access to the premises or information
- How you protect your own and others' security

b. Support an individual using medication

This observational opportunity is designed for you to show how you work with an individual in supporting them to use medication.

Your assessor will want to see you:

- accessing information about an individual's medication
- supporting the individual to use medication in ways that promote hygiene, safety, dignity and active participation
- making sure that the medication is used/administered correctly
- dealing with any practical difficulties.

In preparation for and after the observation your assessor will want you to explain:

- the sorts of difficulties that can arise and how you deal with them.