Cambridge Technicals Level 3 for Health & Social Care

Name of unit	Unit 3: Health, safety and security in health and social care
Why do we study this unit?	This unit introduces you to health, safety and security in health and social care. You will acquire the necessary knowledge and skills to equip you in maintaining a safe working environment for yourself, your colleagues and individuals who require care and support. You will learn how legislation, policies and procedures work to reduce risks in health and social care and the consequences of not following them. You will also learn how to respond to different incidents and emergencies with health and social care settings.
By the end of the unit, students will be able to….	1. Understand potential hazards in health, social care and child care environments 2. Understand how legislation, policies and procedures promote health, safety and security in health, social care and child care environments 3. Understand the roles and responsibilities involved in health, safety and security in health, social care and child care environments 4. Know how to respond to incidents and emergencies in a health, social care or child care environment
Links to previous units	Unit 9 Supporting people with learning disabilities Unit 10, Nutrition for health
Key vocabulary	Liability, Legislation, environmental, biological, chemical, psychological, physical, musculoskeletal
Week and summary topic	Knowledge and skills learned
1. Understand potential hazards in health, social care and child care environments	1.1 Types of hazards, i.e. • environmental (e.g. slip and trip hazards) • biological (e.g. waste, infection) • chemical (e.g. medicines, cleaning materials) • psychological (e.g. stress, fatigue) • physical (e.g. noise, radiation) • musculoskeletal (e.g. manual handling, DSE (display screen equipment)) • working conditions (e.g. temperature, noise, travel)

	• working practices (e.g. working hours, supervision) • lack of security systems (e.g. door locks, alarm systems) 1.2 Potential impacts of hazards for individuals who require care or support, employees and employers, i.e. • injury or harm • illness • poor standards of care • financial loss (e.g. theft, high staff turnover, legal action) 1.3 Harm and abuse, i.e. • intentional abuse (e.g. financial abuse) • unintentional abuse (e.g. poor care provided) • effects of abuse (e.g. illness, injury, fear) 1.4 Types of settings, i.e. • health environment (e.g. hospital, GP surgery) • care environment (e.g. residential care home, individual's home) • child care environment (e.g. nursery, school) • public environment (e.g. shopping centre, park) • transport (e.g. minibus, ambulance)
2. Understand how legislation, policies and procedures promote health, safety and security in health, social care and child care environments	2.1 Legislation, i.e. • Health and Safety at Work Act 1974 • Management of Health and Safety at Work Regulations 1999 • Food Safety Act 1990 • Food Safety (General Food Hygiene) Regulations 1995 • Manual Handling Operations Regulations 1992 • Reporting of Injuries, Diseases and Dangerous Regulations (RIDDOR) 2013 • Data Protection Act 1998 • Control of Substances Hazardous to Health (COSHH) 2002 • Civil Contingences Act 2004 2.2 Safeguarding, i.e. • the need for safeguarding • Disclosure and Barring Service (DBS) • Disclosure and Barring Service checks 2.3 Influences of legislation on, i.e. • staff (e.g. staffing numbers, level of education) • premises (e.g. fire exits, accessibility) • practices (e.g. reporting, storage of information) 2.4 Implementation of policies and procedures, i.e. • health and safety management systems • workplace hazards and risk controls (risk assessment) • fire safety • asbestos • transport hazards • electrical safety • safeguarding • reporting of accidents • food safety • chemical and biological health hazards • disposal of hazardous wastes (e.g. needles, body waste, expired medication) • lone working • storage and dispensing of medicines

	• security of premises, possessions and individuals 2.5 Review of policies and procedures
3. Understand the roles and responsibilities involved in health, safety and security in health, social care and child care environments	3.1 Roles, i.e. • employers, i.e. o NHS o Local Authority o care manager/private care home owner o headteacher/Board of Governors o third sector (e.g. Barnardo's, Age UK, National Autistic Society) • employees • individuals who require care and support 3.2 Responsibilities, i.e. • employers' role in promoting, maintaining and enforcing health and safety policies and procedures (e.g. overall responsibility for following organisational policies and procedures, but can delegate tasks) • employees' role in using any equipment or substance in accordance with training, report serious or imminent danger, report shortcomings in employers' health and safety arrangements • individuals who require care and support, their role in understanding the health and safety policies and practices in the environment in which they are being supported (e.g. adhering to the care settings' procedures) 3.3 Consequences of not meeting responsibilities, i.e. • direct costs (e.g. claims on employers and public liability insurance, sick pay, fines) • indirect costs (e.g. recruitment costs, overtime payments, low staff morale) • disciplinary action (e.g. first written warning, final written warning, dismissal) • civil (common law) and criminal prosecution (statute law) • being removed from professional registers (e.g. medical, teaching) • causing injury or harm • being injured or harmed
4. Know how to respond to incidents and emergencies in a health, social care or child care environment	4.1 Incidents and emergencies, i.e. • accidents • exposure to infections • exposure to chemicals • spillages • intruders • aggressive and dangerous encounters (e.g. intoxicated individuals) • fire • floods • loss of water supply • other critical incidents (e.g. power cut, bomb threat, gas leak) 4.2 Responses to incidents and emergencies, i.e. • reporting of accidents • evacuation procedures

	• follow-up review of critical incidents and emergencies • report to relevant authorities (e.g. RIDDOR, HSE, calling the police, notifying social services) 4.3 Responsibilities of a first aider, i.e. • assess for danger • keeping themselves and the area safe • prevent further harm • maintain respect and dignity • get help • stay with an individual until help arrives