

<b>Title:</b>	Safety and Protection in Adult Social Care
<b>Level:</b>	Entry Level 3
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Unique Reference Number:</b>	L/652/0162
<b>Sector Subject Area:</b>	14.1 Foundations for Learning and Life
<b>Aim:</b>	The aim of this unit is to provide learners with the skills and knowledge to be able to understand safety, hazards and basic safeguarding when supporting adults in care settings.
<b>Assessment Type:</b>	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
<b>Assessment Guidance:</b>	Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

## Learning outcomes

*The learner will:*

1. Be able to recognise hazards in adult social care settings.

### **Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to identify common hazards that could cause harm.

The learner must:

- 1.1 Identify **hazards** that may occur in care environments.
- 1.2 State simple ways hazards can be **reduced**.

2. Be able to understand basic health and safety responsibilities.

### **Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise the importance of following health and safety procedures.

The learner must:

<p>2.1 Identify basic <b>health and safety rules</b> in care settings.</p> <p>2.2 State why health and safety rules are <b>important</b>.</p>
<p>3. Be able to understand safeguarding in adult social care.</p>
<p><b>Delivery content:</b></p> <p>The aim of this learning outcome is to provide learners with the knowledge and skills to recognise how adults can be protected from harm.</p> <p>The learner must:</p> <p>3.1 Identify signs that an adult may need <b>protection</b>.</p> <p>3.2 Identify who concerns should be <b>reported</b> to.</p> <p>3.3 State <b>why</b> reporting concerns is important.</p>

<p><b>Scope of Training</b></p> <p>The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.</p>
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<p><b>Requirements</b></p>	
<p><b>Hazards</b></p>	<p><b>Definition:</b></p> <p>A hazard is something that could cause harm or injury to people in a care setting.</p> <p><b>Teaching must include:</b></p> <p>Learners should identify hazards such as:</p> <ul style="list-style-type: none"> <li>• Wet or slippery floors</li> <li>• Clutter or objects on the floor (trip hazards)</li> <li>• Faulty equipment</li> <li>• Spillages or unsafe substances</li> <li>• Poor lighting</li> </ul> <p>Learners must identify at least three hazards that may occur in care environments.</p> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Picture-based hazard spotting activities</li> </ul>

	<ul style="list-style-type: none"> <li>• Scenario examples of unsafe environments</li> <li>• Walkthrough of a simulated care setting to identify hazards</li> </ul>
<b>Reduced</b>	<p><b>Definition:</b> Reducing hazards means taking simple actions to make the environment safer.</p> <p><b>Teaching must include:</b> Learners should state ways hazards can be reduced, such as:</p> <ul style="list-style-type: none"> <li>• Cleaning up spills quickly</li> <li>• Keeping walkways clear</li> <li>• Reporting broken equipment</li> <li>• Using warning signs</li> <li>• Following safety procedures</li> </ul> <p>Learners must state at least two ways hazards can be reduced.</p> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Matching hazards with solutions</li> <li>• Group discussion about keeping environments safe</li> </ul>
<b>Health and Safety Rules</b>	<p><b>Definition:</b> Health and safety rules are guidelines that help protect people from harm in care environments.</p> <p><b>Teaching must include:</b> Learners should identify rules such as:</p> <ul style="list-style-type: none"> <li>• Following hygiene and handwashing procedures</li> <li>• Using equipment safely</li> <li>• Following moving and handling guidance</li> <li>• Reporting hazards or accidents</li> <li>• Following workplace policies and instructions</li> </ul> <p>Learners must identify at least three basic health and safety rules.</p> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Safety rule posters</li> <li>• Scenario questions about correct behaviour in care settings</li> </ul>
<b>Important</b>	<p><b>Definition:</b> Health and safety rules are important because they help prevent accidents and keep people safe.</p>

	<p><b>Teaching must include:</b></p> <p>Learners should state reasons such as:</p> <ul style="list-style-type: none"> <li>• Helps prevent injuries or accidents</li> <li>• Protects people receiving care and staff</li> <li>• Keeps the environment safe and organised</li> <li>• Ensures safe working practices</li> </ul> <p>Learners must state at least two reasons why health and safety rules are important.</p> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Discussion about what might happen if safety rules are not followed</li> <li>• Simple case studies of accidents caused by unsafe practice</li> </ul>
<p><b>Protection</b></p>	<p><b>Definition:</b></p> <p>Adults may need protection if they are at risk of harm, abuse, or neglect.</p> <p><b>Teaching must include:</b></p> <p>Learners should identify signs such as:</p> <ul style="list-style-type: none"> <li>• Unexplained injuries or bruises</li> <li>• Changes in behaviour or mood</li> <li>• Poor hygiene or neglect</li> <li>• Fear or anxiety around certain people</li> <li>• Lack of food, medication, or care</li> </ul> <p>Learners must identify at least two signs that an adult may need protection.</p> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Scenario discussions recognising warning signs</li> <li>• Simple safeguarding examples</li> </ul>
<p><b>Reported</b></p>	<p><b>Definition:</b></p> <p>Reporting concerns means telling the correct person if someone may be unsafe or at risk.</p> <p><b>Teaching must include:</b></p> <p>Learners should identify people such as:</p> <ul style="list-style-type: none"> <li>• A supervisor or manager</li> </ul>

	<ul style="list-style-type: none"> <li>• A safeguarding lead or senior staff member</li> <li>• A nurse or responsible professional in the setting</li> </ul> <p>Learners must identify at least two people concerns can be reported to.</p> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Flowcharts showing reporting routes</li> <li>• Scenario discussions about who to tell</li> </ul>
<p><b>Why</b></p>	<p><b>Definition:</b></p> <p>Reporting concerns is important because it helps protect people and ensure they receive support and care.</p> <p><b>Teaching must include:</b></p> <p>Learners should state reasons such as:</p> <ul style="list-style-type: none"> <li>• Helps keep adults safe from harm</li> <li>• Allows concerns to be investigated</li> <li>• Ensures people receive the support they need</li> <li>• Helps prevent further harm</li> </ul> <p>Learners must state at least two reasons why reporting concerns is important.</p> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Case studies showing the importance of reporting concerns</li> <li>• Group discussion on protecting vulnerable adults</li> </ul>