Title:	Understanding Safe and Respectful Behaviour in Adult Healthcare
Level:	Entry Level 3
Credit value:	3
GLH:	30
Unique Reference Number:	D/652/0168
Sector Subject Area:	14.1 Foundations for Learning and Life
Aim:	The aim of this unit is to provide learners with the skills and knowledge to be able to develop learners' awareness of safe practice, respectful behaviours, and basic responsibilities in adult healthcare environments.
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	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 know why safety is important in adult healthcare.
Delivery content: The aim of this learning outcome is to provide learners with the knowledge and skills to understand basic hazards and rules. The learner must: 1.1 Identify common **hazards** in adult healthcare. 1.2 Identify basic **health and safety rules**. 1.3 State why **safety rules** must be followed.
2. Be able to know respectful behaviours.
Delivery content: The aim of this learning outcome is to provide learners with the knowledge and skills to recognise positive and inappropriate behaviour in healthcare.

The learner must:

2.1 Identify **behaviours that show respect** in adult healthcare.

2.2 Identify **behaviours that are unsafe or disrespectful** in adult healthcare.

2.3 Describe why **respectful behaviour** is important.

3. Be able to know basic responsibilities in adult healthcare.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise simple responsibilities expected of workers in adult healthcare.

The learner must:

3.1 Identify basic **worker responsibilities**.

3.2 Identify who to **report concerns** to.

3.3 State why **reporting concerns is important**.

Scope of Training

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.

Requirements	
Hazards	**Definition:** Hazards are things or situations that could cause harm or injury to staff, adults receiving care, or visitors in healthcare settings. **Teaching must include:** Learners should be able to identify common hazards such as: • Slips, trips, and falls – wet floors, cluttered spaces • Manual handling risks – lifting or moving adults incorrectly • Sharps or medical equipment – needles, scissors, hot equipment • Infection risks – bodily fluids, poor hygiene, contaminated surfaces

	• Chemical hazards – cleaning agents or medications • Environmental hazards – poor lighting, uneven flooring, obstructed exits Learners must identify at least three common hazards in adult healthcare settings. **Teaching could include:** • Picture cards or real examples of hazards in healthcare settings • Group discussion: "What hazards might you see in a care home or hospital?" • Simple hazard spotting exercises in classroom or simulated settings
Health and Safety Rules	**Definition:** Health and safety rules are the basic steps staff follow to prevent accidents, injury, and illness in the workplace. **Teaching must include:** Learners should be able to identify rules such as: • Following infection control procedures – handwashing, gloves, masks • Using equipment correctly – mobility aids, hoists, medical devices • Keeping areas tidy and free from hazards – clear floors, secure cables • Reporting hazards or incidents – telling supervisors or managers • Using personal protective equipment (PPE) where required • Moving and lifting safely – correct posture and technique Learners must identify at least three basic health and safety rules. **Teaching could include:** • Demonstration of PPE usage or safe lifting • Worksheets linking hazards to the rules that prevent them • Group activity: "What rules would you follow in each scenario?"
Safety Rules	**Definition:**

	Following safety rules helps protect staff, adults, and visitors from harm and ensures the workplace is safe and compliant with law and policy. **Teaching must include:** Learners should be able to state reasons such as: • Prevents accidents and injuries • Protects adults receiving care • Keeps staff safe • Ensures the workplace meets legal and organisational requirements • Promotes a safe and professional environment Learners must state at least two reasons why following safety rules is important. **Teaching could include:** • Scenario discussions: "What could happen if rules are ignored?" • Reflection: learners recall times when following rules kept someone safe • Matching exercises: safety rule > reason it is important
Behaviours that Show Respect	**Definition:** Respectful behaviours are actions that show care, consideration, and professionalism towards adults, colleagues, and visitors in healthcare settings. **Teaching must include:** Learners should be able to identify behaviours such as: • Listening and responding politely to adults and colleagues • Using people's preferred names and titles • Maintaining privacy and dignity during personal care • Following care plans and instructions • Being patient, calm, and supportive Learners must identify at least three behaviours that show respect in adult healthcare. **Teaching could include:** • Role-play demonstrating respectful interactions

	• Picture cards showing examples of respectful behaviour • Group discussion: “Why does this behaviour matter to the adult receiving care?”
Behaviours that are Unsafe or Disrespectful	**Definition:** Unsafe or disrespectful behaviours are actions that put adults at risk, cause harm, or fail to treat them with dignity and care. **Teaching must include:** Learners should be able to identify behaviours such as: • Ignoring instructions or care plans • Being rude, shouting, or using inappropriate language • Failing to maintain privacy or dignity • Not following hygiene or safety procedures • Taking shortcuts that risk safety Learners must identify at least three unsafe or disrespectful behaviours. **Teaching could include:** • Case studies showing unsafe or disrespectful actions • Group discussion: “What could happen if this behaviour occurs?” • Sorting activity: safe/respectful vs unsafe/disrespectful behaviours
Respectful Behaviour	**Definition:** Respectful behaviour is important because it supports adults’ wellbeing, safety, and dignity, and helps maintain professional standards in healthcare settings. **Teaching must include:** Learners should be able to explain reasons such as: • Promotes trust between adults and staff • Ensures adults feel safe and valued • Reduces risk of complaints or conflict • Supports teamwork and a positive workplace environment • Maintains professional and legal standards Learners must describe at least two reasons why respectful behaviour is important.

	Teaching could include: • Scenario discussion: “How does showing respect help the adult?” • Reflection on real-life examples or workplace observations • Group activity: match behaviours to outcomes for adults and staff
Worker Responsibilities	**Definition:** Worker responsibilities are the tasks and duties staff are expected to carry out to ensure the safety, wellbeing, and care of adults in healthcare settings. **Teaching must include:** Learners should be able to identify responsibilities such as: • Following care plans for adults • Maintaining hygiene and infection control • Providing support safely during daily tasks • Communicating with colleagues and supervisors • Maintaining privacy and dignity of adults • Observing and reporting changes in health or behaviour Learners must identify at least three basic worker responsibilities. **Teaching could include:** • Matching activity: worker role > responsibility • Discussion of typical day-to-day tasks in adult healthcare • Case studies showing responsibilities in practice
Report Concerns	**Definition:** Reporting concerns means informing the right person or authority when an adult may be at risk, unwell, or when unsafe practice occurs. **Teaching must include:** Learners should be able to identify people such as: • Supervisor or line manager • Designated safeguarding lead • Senior healthcare staff – nurse, ward manager, or team leader • Emergency services (if immediate danger)

	• Relevant internal or external safeguarding services Learners must identify at least two people to report concerns to. **Teaching could include:** • Scenario discussion: "Who would you tell if you saw unsafe practice?" • Role-play reporting a concern to a manager or safeguarding lead • Simple chart showing reporting lines in a healthcare setting
Reporting Concerns is Important	**Definition:** Reporting concerns is important because it protects adults, prevents harm, and ensures safe and professional practice. **Teaching must include:** Learners should be able to state reasons such as: • Keeps adults safe from harm or neglect • Ensures timely action is taken to address issues • Protects staff and the organisation by following procedures • Maintains professional standards and legal compliance • Helps improve the quality of care Learners must state at least two reasons why reporting concerns is important. **Teaching could include:** • Case studies showing consequences of not reporting concerns • Discussion: "How does reporting concerns help adults and staff?"

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