

Title:	Working Safely and Following Health, Care and Education Procedures
Level:	1
Credit value:	3
GLH:	27
Unique Reference Number:	M/652/0235
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 introduce learners to safe working practices, basic risk awareness, and following procedures in health, care, and education 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 understand safe working practices.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise common hazards and how to avoid them.

The learner must:

- 1.1 Identify **common hazards** in health, care and education settings.
- 1.2 Describe basic **health and safety rules** in these settings.
- 1.3 Identify who **health and safety concerns** should be reported to.

2. Be able to understand basic safeguarding procedures.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise what safeguarding means and when to report concerns.

The learner must:

- 2.1 Define **safeguarding** in a health, care or education context.
- 2.2 Identify signs that may indicate **abuse or neglect**.
- 2.3 State why it is important to follow **safeguarding procedures**.

3. Be able to understand how to respond to incidents and concerns.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to understand appropriate actions when something goes wrong or a concern arises.

The learner must:

- 3.1 Describe actions to take if an **accident or incident** occurs.
- 3.2 Describe actions to take if a **safeguarding concern** is disclosed.
- 3.3 Explain why it is important not to deal with **concerns** alone.

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

Common Hazards

Definition:

A hazard is something that could cause harm, injury, or illness. In health, care, and education settings, hazards can affect staff, service users, patients, or learners.

Teaching must include:

Learners should be able to identify common hazards in each setting.

Physical hazards:

- Wet or slippery floors
- Trailing wires or clutter
- Broken equipment

	<ul style="list-style-type: none"> • Poor lighting • Unsafe furniture <p>Health-related hazards:</p> <ul style="list-style-type: none"> • Spread of infection • Poor hygiene • Incorrect use of chemicals (cleaning products) • Unsafe manual handling <p>Environmental hazards:</p> <ul style="list-style-type: none"> • Fire risks (blocked fire exits, faulty electrical items) • Unsafe outdoor areas • Extreme temperatures <p>Behaviour-related hazards:</p> <ul style="list-style-type: none"> • Aggressive behaviour • Bullying • Not following safety procedures <p>Emphasise that hazards can cause:</p> <ul style="list-style-type: none"> • Accidents • Injury • Illness • Stress <p>Learners must be able to identify examples of hazards across health, care, and education settings.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Hazard spotting activities using pictures of rooms or workplaces • Scenario discussions (“What is the hazard here?”) • Matching activity (hazard>possible risk) • Simple risk assessment introduction • Group activity: learners identify hazards in a classroom or training room • Short video clips showing unsafe practice
<p>Health and Safety Rules</p>	<p>Definition:</p>

	<p>Health and safety rules are guidelines and procedures that help keep people safe from harm in the workplace. These rules are followed in health, care, and education settings to protect staff, patients, service users, and learners.</p> <p>Teaching must include:</p> <p>Learners should be able to describe basic health and safety rules, including:</p> <p>General safety rules</p> <ul style="list-style-type: none">• Follow workplace policies and procedures• Report hazards or accidents to a supervisor• Use equipment safely and correctly• Keep work areas tidy and free from hazards• Do not run or behave unsafely <p>Infection control rules</p> <ul style="list-style-type: none">• Wash hands regularly• Use personal protective equipment (PPE) when required (e.g. gloves, aprons)• Dispose of waste safely <p>Fire safety rules</p> <ul style="list-style-type: none">• Know where fire exits are located• Do not block fire exits• Follow evacuation procedures <p>Manual handling rules</p> <ul style="list-style-type: none">• Use safe lifting techniques• Ask for help when moving heavy objects• Safeguarding and wellbeing• Report concerns about safety or welfare <p>Follow confidentiality rules</p> <p>Learners must be able to describe at least two basic health and safety rules and explain their purpose in simple terms.</p> <p>Teaching could include:</p> <ul style="list-style-type: none">• Poster creation activity on workplace safety rules• Hazard spotting with linked safety rules• Short role play scenarios (e.g. fire drill, reporting a hazard)
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	<ul style="list-style-type: none"> • Discussion of consequences of not following safety rules • Simple introduction to risk assessment
Health and Safety Concerns	<p>Definition:</p> <p>A health and safety concern is something that could cause harm, injury, or illness in the workplace. Reporting a concern means telling the correct person so action can be taken to keep people safe.</p> <p>Teaching must include:</p> <p>Learners should be able to identify appropriate people to report health and safety concerns to, such as:</p> <ul style="list-style-type: none"> • Line manager • Supervisor or team leader • Health and safety officer • Teacher (in education settings) • Senior member of staff • Designated safeguarding lead (if relevant to the concern) <p>Teaching could include:</p> <ul style="list-style-type: none"> • Concerns should be reported as soon as possible • Workers should follow workplace reporting procedures • Staff are not expected to fix serious hazards themselves • Reporting concerns helps prevent accidents and injuries • Examples of concerns that should be reported: <ul style="list-style-type: none"> ○ Slippery floors ○ Faulty equipment ○ Fire risks ○ Unsafe behaviour ○ Broken furniture
Safeguarding	<p>Definition:</p> <p>Safeguarding means protecting people's health, wellbeing, and human rights, and making sure they are safe from harm, abuse, or neglect. In health, care, and education settings, safeguarding means taking action to protect children, young people, and adults who may be vulnerable.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Basic difference between: <ul style="list-style-type: none"> ○ Safeguarding (preventing harm) ○ Protection (responding when harm has happened)

	<ul style="list-style-type: none"> • Applies to children, young people, and vulnerable adults • Is everyone’s responsibility in the workplace • Involves reporting concerns to the correct person <p>Teaching could include:</p> <p>Includes protecting people from:</p> <ul style="list-style-type: none"> • Physical abuse • Emotional abuse • Sexual abuse • Neglect • Bullying
<p>Abuse or Neglect</p>	<p>Definition:</p> <p>Abuse is when someone intentionally harms another person, physically, emotionally, or sexually.</p> <p>Neglect is when someone’s basic needs are not met, such as food, safety, or care.</p> <p>Signs are indicators or warning signals that abuse or neglect may be happening.</p> <p>Teaching must include:</p> <p>Learners should be able to identify common signs of abuse or neglect in children, young people, and vulnerable adults, for example:</p> <ul style="list-style-type: none"> • Physical abuse <ul style="list-style-type: none"> ○ Unexplained bruises, cuts, or burns ○ Frequent injuries or repeated accidents • Emotional abuse <ul style="list-style-type: none"> ○ Low self-esteem or withdrawn behaviour ○ Fearfulness or anxiety around certain people • Neglect <ul style="list-style-type: none"> ○ Poor hygiene or unkempt appearance ○ Being consistently hungry or not fed properly ○ Unsafe or unsuitable clothing • Sexual abuse <ul style="list-style-type: none"> ○ Difficulty walking or sitting

	<ul style="list-style-type: none"> ○ Inappropriate sexual behaviour or knowledge for age ● Other signs <ul style="list-style-type: none"> ○ Sudden changes in behaviour or personality ○ Reluctance to go home or spend time with certain individuals ○ Avoiding physical contact or social situations ○ Emphasise that: <ul style="list-style-type: none"> ○ These signs do not prove abuse but indicate a concern ○ Staff must report concerns immediately to a safeguarding lead or appropriate supervisor <p>Learners must be able to identify at least two signs of abuse or neglect.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> ● The concept of record keeping and observations ● How/what to record
<p>Safeguarding Procedures</p>	<p>Definition:</p> <p>Safeguarding procedures are the steps and rules that staff must follow to protect children, young people, and vulnerable adults from harm, abuse, or neglect. Following these procedures ensures everyone stays safe and receives the care and support they need.</p> <p>Teaching must include:</p> <p>Learners should be able to state why following safeguarding procedures is important, for example:</p> <ul style="list-style-type: none"> ● Protects people from harm or abuse ● Keeps vulnerable individuals safe ● Ensures concerns are reported and acted upon quickly ● Helps staff take the correct action rather than guessing ● Maintains legal and organisational requirements ● Promotes trust and confidence in the service <p>Learners must state at least one reason why safeguarding procedures must be followed.</p> <p>Teaching could include:</p>

	<ul style="list-style-type: none"> • Visual charts of safeguarding procedures • Procedures from health, care and education settings to compare/contrast • What could happen if safeguarding procedures are not followed.
<p>Accident or Incident</p>	<p>Definition: An accident is an unplanned event that causes harm or injury. An incident is an event that could have caused harm, even if no one was hurt. Knowing what actions to take ensures people are kept safe and the situation is managed correctly.</p> <p>Teaching must include: Learners should be able to describe the basic actions to take when an accident or incident happens, including:</p> <p>Ensure safety</p> <ul style="list-style-type: none"> • Remove immediate danger if possible • Protect themselves and others <p>Check for injuries</p> <ul style="list-style-type: none"> • Provide basic first aid if trained and able • Call emergency services if needed (ambulance, fire, police) <p>Report the accident or incident</p> <ul style="list-style-type: none"> • Tell a supervisor, line manager, or teacher • Record details in an incident/accident report <p>Follow organisational procedures</p> <ul style="list-style-type: none"> • Use forms or logs as required • Follow guidance on what to do next <p>Support others involved</p> <ul style="list-style-type: none"> • Comfort injured or upset individuals • Stay calm and clear <p>Learners must be able to describe at least three actions that should be taken.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Basic first aid skills • First aid for mental health

	<ul style="list-style-type: none"> • Basic reporting forms or logs
<p>Safeguarding Concern</p>	<p>Definition: A safeguarding concern is when someone shares information that suggests they, or another person, may be at risk of harm, abuse, or neglect. Knowing how to respond correctly ensures the person is protected and the concern is handled safely.</p> <p>Teaching must include: Learners should be able to describe the key actions to take if a safeguarding concern is disclosed, including:</p> <ul style="list-style-type: none"> • Staying calm • Listening • The role of confidentiality • Recording • Reporting <p>Learners must be able to describe at least three appropriate actions.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • The use of open/closed questioning • Providing reassurance
<p>Concerns</p>	<p>Definition: Concerns in health, care, or education settings may involve safeguarding, safety, or wellbeing. It is important that staff do not try to handle these concerns by themselves, to ensure the right action is taken and everyone stays safe.</p> <p>Teaching must include: Learners should be able to explain why concerns must not be dealt with alone, for example:</p> <ul style="list-style-type: none"> • Ensures others are protected • Reduces the risk of errors • Follows organisational policies • Allows the correct authorities or trained staff to act <p>Learners must be able to explain at least two reasons why they should not deal with concerns alone.</p> <p>Teaching could include:</p>

	<ul style="list-style-type: none">• Following specific legal requirements• Chains of reporting in health, care and education• Teamwork
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