

Unit Title:	Principles of safeguarding and protection in health and social care
Unit sector reference:	HSC 024
Level:	2
Credit value:	3
Guided learning hours:	26
Unit expiry date:	31/05/2015
Unit accreditation number:	A/601/8574

Unit purpose and aim

This unit is aimed at those working in a wide range of settings. This unit introduces the important area of safeguarding individuals from abuse. It identifies different types of abuse and the signs and symptoms that might indicate abuse is occurring. It considers when individuals might be particularly vulnerable to abuse and what a learner must do if abuse is suspected or alleged.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Know how to recognise signs of abuse	1.1 Define the following types of abuse: <ul style="list-style-type: none"> • Physical abuse • Sexual abuse • Emotional/psychological abuse • Financial abuse • Institutional abuse • Self neglect • Neglect by others 1.1 Identify the signs and/or symptoms associated with each type of abuse 1.2 Describe factors that may contribute to an individual being more vulnerable to abuse	An individual will usually mean the person supported by the learner but may include those for whom there is no formal duty of care Factors may include: <ul style="list-style-type: none"> • a setting or situation • the individual Types of abuse Physical abuse involving contact intended to cause feelings of intimidation, injury, or other physical suffering or bodily harm Sexual abuse is the forcing of undesired sexual behaviour by one person upon another Emotional/psychological abuse may involve threats or actions to cause mental or physical harm; humiliation;

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		<p>isolation.</p> <p>Financial abuse is the illegal or unauthorised use of a person's property, money, pension book or other valuables.</p> <p>Institutional abuse involves failure of an organisation to provide appropriate and professional individual services to vulnerable people. It can be seen or detected in processes, attitudes and behaviour that amount to discrimination through unwitting prejudice, ignorance, thoughtlessness, stereotyping and rigid systems.</p> <p>Self-neglect is a behavioural condition in which an individual neglects to attend to their basic needs, such as personal hygiene, appropriate clothing, feeding, or tending appropriately to any medical conditions they have.</p> <p>Neglect is a passive form of abuse in which the perpetrator is responsible to provide care, for someone, who is unable to care for oneself, but fails to provide adequate care to meet their needs. Neglect may include failing to provide sufficient supervision, nourishment, medical care or other needs.</p> <p>Signs and symptoms may include: Bruises, pressure marks, broken bones, abrasions, and burns may indicate physical abuse or neglect.</p> <p>Bruises around the breasts or genital area, as well as unexplained bleeding around the genital area,</p>

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		<p>pregnancy, STI's may be signs of sexual abuse.</p> <p>Unexplained withdrawal from normal activities, changes in behaviour and unusual depression may be indicators of emotional abuse.</p> <p>No money, food, clothes. Large withdrawals of money from the bank account, sudden changes in a will, and the sudden disappearance of valuable items may be indications of financial exploitation.</p> <p>Institutional abuse can include poor care standards; lack of positive responses to complex needs; rigid routines; inadequate staffing and an insufficient knowledge base within the service; lack of choice, individuality.</p> <p>Bedsore, poor hygiene, unsanitary living conditions, and unattended medical needs may be signs of neglect.</p> <p>Failure to take necessary medicines, leaving a burning stove unattended, poor hygiene, confusion, unexplained weight loss, and dehydration may all be signs of self-neglect.</p> <p>Factors: setting - lack of trained staff, not enough staff, work pressure, stress</p> <p>Individual – dementia, disability, isolation, vulnerability</p> <p>Abuser - ignorance, lack of training, abused person becomes the abuser, abuse of power, greed, frustration, stress</p>

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
2 Know how to respond to suspected or alleged abuse	2.1 Explain the actions to take if there are suspicions that an individual is being abused 2.2 Explain the actions to take if an individual alleges that they are being abused 2.3 Identify ways to ensure that evidence of abuse is preserved	<p>The actions to take constitute the learner's responsibilities in responding to allegations or suspicions of abuse. They include actions to take if the allegation or suspicion implicates:</p> <ul style="list-style-type: none"> • A colleague • Someone in the individual's personal network • The learner • The learner's line manager • Others <p>Report to the appropriate person(s); record the facts on appropriate paperwork; listen and do not judge. Listening, manner. Action appropriate to roles</p> <p>Record the facts immediately Report immediately Do not tamper with evidence.</p>
3 Understand the national and local context of safeguarding and protection from abuse	3.1 Identify national policies and local systems that relate to safeguarding and protection from abuse 3.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse 3.3 Identify reports into serious failures to protect individuals from abuse 3.4 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse	<p>Local systems may include:</p> <ul style="list-style-type: none"> • employer/organisational policies and procedures • multi-agency adult protection arrangements for a locality <p>National Policies – safeguarding, safeguarding training Organisational – employer policy on protection/safeguarding. Systems – Local authority Adult Services Dept (Social Services) – Safeguarding Team investigate and ensure safety Care Quality Commission – Inspect care providers Police to investigate/prosecute Carers Direct Helpline</p>

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
		<p>Failures Harold Shipman inquiry Look in newspaper archives – national and local for examples</p> <p>Sources of Information Local authority Adult Services Dept (Social Services) Manager Policies and Procedures Internet Books Care Quality Commission Independent Safeguarding Authority</p>
4 Understand ways to reduce the likelihood of abuse	4.1 Explain how the likelihood of abuse may be reduced by: <ul style="list-style-type: none"> • working with person-centred values • encouraging active participation • promoting choice and rights 4.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse	<p>Person-centred values include:</p> <ul style="list-style-type: none"> • Individuality • Rights • Choice • Privacy • Independence • Dignity • Respect • Partnership <p>Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient</p> <p>Complaints Procedure gives people the right to be heard. Easy to access, understand and use.</p>
5 Know how to recognise and report unsafe practices	5.1 Describe unsafe practices that may affect the well-being of individuals 5.2 Explain the actions to take if unsafe practices have been identified	<p>Unsafe practices may include:</p> <ul style="list-style-type: none"> • poor working practices • resource difficulties • operational difficulties

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	5.3 Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response	<p>When moving and handling, living in isolation, lack of staff, rushing, poor hygiene,</p> <p>Whistle-blowing, report to appropriate person(s)</p> <p>Report to the next level or management – supervisor-manager-owner-social worker/safe guarding team-care quality commission-police</p>

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

This unit is knowledge based. OCR will provide an assignment which must be used with learners who are completing this unit as part of the Certificates in Preparing to Work in Adult Social Care. The assignment can be downloaded from the web page for this qualification on OCR's website: www.ocr.org.uk

Learners undertaking this unit as part of the competence based qualifications, the Diplomas in Health and Social Care Level 2 may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

National occupational standards (NOS) mapping/signposting

This unit has been developed by Skills for Care and Development in partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in health and social care developed by Skills for Care and Development:

HSC 24
HSC 240

Content recurs throughout HSC NOS knowledge requirements.

NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk.

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional skills standards can be viewed at <http://www.qcda.gov.uk/15565.aspx>

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

Resources

Websites

- www.en.wikipedia.org
- www.salford.gov.uk
- www.elderabuse.org.uk
- www.direct.gov.uk
- www.bbc.co.uk/news
- www.isa-gov.org.uk
- www.publicguardian.gov.uk
- www.nhs.uk
- www.dh.gov.uk

Books

- Elder Abuse Concepts, Theories and Interventions (Therapy in Practice) G. Bennett and P. Kingston, Chapman & Hall, London (1993).

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care.