



Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN HEALTH AND SOCIAL CARE

SAFEGUARDING ADULTS AND PROMOTING INDEPENDENCE

K/600/8963

LEVEL 3 UNIT 10

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10

Version 2: Updated to reflect current
legislation and Acts.

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LEVEL 3 UNIT 10

AIM OF THE UNIT

It is the responsibility of the health and social care worker to safeguard all individuals that come into their care.

This unit will help to broaden the learners' awareness of the different forms of harm and abuse that individuals may experience and why. Learners will gain an appreciation of the adults most at risk of abuse, the types and effects of abuse and how the rights, independence and wellbeing of adults can be supported and protected.

PURPOSE OF THE UNIT

All adults have the right to lead safe and secure lives, free from the threat of harm or abuse. However, this is not always the case. There are some adults who may find themselves amongst those most at risk of abuse and neglect. Very often, these adults are accessing health and social care services.

It is crucial therefore, that health and social care workers develop the skills needed to not only recognise the signs and symptoms of abuse, but also know the factors which may lead to harmful and abusive situations. These factors must be acknowledged and understood in order to reduce the risk of abuse and harm experienced by some vulnerable adults.

Learners will be given the opportunity to explore a range of strategies, policies and procedures applied by multi-agency organisations in order to protect individuals and gain knowledge of the relevant legislations and regulations formed to safeguard those who use health and social care services.

Multi-agency partnerships which work to reduce the occurrence and effects of abuse toward adults most at risk, is an incredibly valuable approach. It is essential that learners can appreciate the importance of this method of intervention and examine how supportive relationships are developed and maintained in a health and social care context. Learners will reflect on how the rights of individuals, their independence and general wellbeing are always respected and upheld using a supportive and person centred approach to care.

This unit covers some issues which are emotive and which some learners may find distressing. Individuals that are affected by any of the content of the unit must contact a course tutor or healthcare professional for guidance and support.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)		Pass	Merit	Distinction
The learner will:		The learner can:		
1 Know types and indicators of abuse	P1	Describe forms of abuse which may be experienced by adults	M1 describe possible effects of different forms of abuse on the health and wellbeing of adults	
	P2	Describe indicators that abuse may be happening to adults		
2 Understand factors which may lead to abusive situations	P3	Explain factors that may lead to abusive situations		D1 analyse why people residing in health and social care settings are vulnerable to abusive situations
3 Know legislation and regulations which govern the safeguarding of adults	P4	Outline key legislation and regulations which govern safeguarding adult work	M2 describe the role of legislation and regulations in safeguarding adults from abuse	
4 Know working strategies and procedures to reduce the risk of abuse of adults	P5	Outline working strategies and procedures used in health and social care to reduce the risk of abuse		
5 Understand the role of supportive relationships to promote the rights, independence and wellbeing of adults using health and social care services	P6	Explain the role of supportive relationships to reduce the risk of abuse and neglect using examples	M3 describe working practices essential in supporting and empowering adults using health and social care services	D2 analyse ways supportive practice could be used in health and social care services

TEACHING CONTENT

1 Know types and indicators of abuse

- *Types of abuse:* (eg. physical, sexual, emotional or psychological abuse; neglect, types of exploitation and institutional abuse; discrimination, bullying, domestic abuse and self-harm)
- *Indicators of abuse and self-harm:* Many individuals experiencing abuse are reluctant to say so. In some cases individuals will disclose the level of abuse they are experiencing, when they do not, practitioners must look for signs and symptoms themselves
- *Effects of abuse:* (e.g. unexplained injuries, for example fractures, breaks, burns, scalds, bruising, cuts, scars malnourishment and poor hygiene. Individuals may also display sudden or irrational changes in behaviour such as: mood swings, low self-esteem, social withdrawal, passive or compliant behaviour, fear or reluctance towards certain people, inappropriate or attention seeking behaviour or suicidal thoughts). Individuals may also begin to have difficulty with organising daily tasks, appointments or finances, for example be unable to pay bills, lack food and basic necessities. This could then lead to stress which could trigger certain health problems such as insomnia, ulcers, breathing problems and heart conditions.

2 Understand factors which may lead to abusive situations

- *Adults most at risk:* These are usually vulnerable people who may not be able to stop an abuser such as people with learning disabilities, physical disabilities or poor physical or mental health. People who are elderly, aphasic, those with sensory impairment, are comatose or semi-comatose
- *Environments:* Sometimes the environment is a factor in abuse. It can take place in a person's own home or independent living facilities, in community or day care centres, hospitals or residential care. Abuse may also occur in health services such as GP surgeries, dental surgeries and physiotherapy practices. People residing in health and social care settings are particularly vulnerable (e.g. frail, defenceless, easily manipulated, restricted movement, cognitive impairment, fear of retribution)
- *Contexts:* The contexts or situations where abuse may take place are numerous. (e.g. situations where people are dependent on others for personal care or lack of mental capacity to consent to sexual relationships. It may also include adults who have communication difficulties or lack social awareness so do not realise they are being abused. Adults who do not have the social awareness

that abuse has taken place or feel shame or fear of reporting. Abuse may take place as a result of discriminatory practice; bullying within care services, invasion of privacy, social isolation or relationships involving power)

- *People who may abuse:* There is no one category of person who may abuse, abusers may include health or care professionals, those working in health or care environments or other people using services, volunteers, partners, carers, relatives, friends or individuals unknown to the victim of abuse.

3 Know legislation and regulations which govern the safeguarding of adults

- *Relevant legislation and regulations:* (eg. relevant and current sections of: Safeguarding Vulnerable Groups Act, The Rehabilitation of Offenders Act, The Police Act, Sexual Offences Act, Care Standards Act, The Care Homes (Adult Placements) (Amendment) Regulations, Mental Health Act, Mental Capacity Act, Disability Discrimination Act, The Race Relations Act, Human Rights Act, Data Protection Act, Equality Act). **Learners must be taught the legislation or its equivalent, should it be revised during the lifetime of the qualifications in which this unit is taught.**
- *Role of Legislation:* (eg. rights upheld, privacy, safety, empowerment, independence, promotes equality, provides a system of redress, clear guidelines for staff to follow, raises standards of care, gives consistency of care, supports a person-centred approach to care and provision).

4 Know working strategies and procedures to reduce the risk of abuse of adults

- *Recruitment of staff:* Having the correct procedures in place when recruiting staff is vital. (e.g. having access to information regarding individuals barred from working with people who use services; this is an effective way of vetting prospective employees. Protection of Vulnerable Adults Scheme (POVA), Vetting and Barring Scheme, Independent Safeguarding Authority (ISA) and the role of the Criminal Records Bureau (CRB)
- *Sector guidance:* (e.g. The Protection of Vulnerable Adults scheme in England and Wales for adult placement Schemes, Domiciliary Care Agencies and Care Homes 2006 (updated publication 2009), No Secrets Department of Health Guidance, Safeguarding Adults, A National Framework of Standards for good practice and outcomes in adult protection work 2005. Dignity in Care Initiative, Human Rights in Healthcare – A Framework for Local Action 2007, organisational policies, local and regional guidelines for staff and volunteers working with vulnerable adults and Codes of Practice for Nursing and Social Work)
- *Strategies:* (e.g. Strategies to reduce the risk of abuse include a multi-agency approach to provision and services, working in partnership with adults using services, families and informal carers. Decision-making processes and forums, policies, the role of staff training, induction and the Care Quality Commission)
- *Procedures for protection:* The first line of defence is to be alert; referrals in the case of suspected abuse. Decision making, assessment, reviews, recording, monitoring, the complaint procedures and 'whistleblowing'.

5 Understand the role of supportive relationships to promote the rights, independence and wellbeing of adults using health and social care services

- *Core principles of care:* The core principles of care are dignity, equality, respect, fairness and privacy
- *Build effective relationships:* (e.g. adults using health and social care services should be at the centre of all planning, Care providers should listen to their needs and always use effective methods of communication for example, verbal and non-verbal. Have a respect for culture and beliefs, respect confidentiality, the lifestyle and choices of individuals whilst recognising their needs and preferences)
- *Working practices:* (e.g. Effective working practices should include needs assessment, the care planning cycle, person-centred practices, active methods of communications, anti-oppressive practice, anti-discriminatory practice, inclusive practice and protocols for sharing and accessing information. Providing safe and secure environment, a duty of care, advocacy and maintaining confidentiality)
- *Supportive practice:* (e.g. Supportive practice can include the humanistic approach, empowering individuals and promoting rights, giving choice and using preferred method of communication. Meeting needs for example, health, social care, mental health and special needs. Being responsive to peoples' needs, concerns and complaints. Remaining flexible and working effectively with the individual, family and carers).

DELIVERY GUIDANCE

This unit should be delivered by subject specialists due to the sensitive nature of its content.

LO1 Know types and indicators of abuse

Learners should be supported in exploring the different forms of abuse that may be experienced by adults. Journals and news items could be resourced and used to illustrate the ways in which people have been treated that causes distress and harm. Learners will have to read and discuss very sensitive material, so tutor guidance in the discussion and supervision throughout is vital in supporting the group. Community Care journals, newspaper reports, and websites may be used, for example www.direct.gov and www.nhs.uk

LO2 Understand factors which may lead to abusive situations

Learners must gain an understanding of the factors which may lead to abusive situations taking place. Learners could be guided in producing mind maps in order to identify the adults that they feel may be most at risk from abuse. Material can then be explored and clarified through tutor-led discussion.

Case studies could also be provided for small groups of learners to discuss and explore. These may highlight some of the adults most at risk, for example people with learning or physical disabilities, the elderly or individuals with mental health needs. The cases studied need to focus on the environmental aspects and the particular contexts in which adults may be vulnerable to abuse.

News reports and documentaries could be introduced to convey some of the authentic cases of abuse that have been witnessed in health and social care settings. Put into this context, learners will have the opportunity to begin to appreciate some of the factors which contribute and lead to adult abuse taking place.

LO3 Know legislation and regulations which govern the safeguarding of adults

Learners should be made familiar with the key legislation and regulations that govern the work of effectively safeguarding adults. The most up-to-date and relevant legal documents should be studied and discussed by the group; tutors should make sure the main sections are highlighted. Learners could also be given opportunities to research the relevant information themselves in small groups. The findings should

be fed back to the whole group for discussion and note taking. Tutors will need to highlight the ways that legislation can safeguard adults by promoting rights and equality, providing a system of redress, giving clear guidelines for practitioners and so raising the standards of care.

LO4 Know working strategies and procedures to reduce the risk of abuse of adults

Learners would benefit from the expertise and experience of visiting speakers with regard to the different approaches to practice and the measures taken to reduce the risk of abuse in health and social care. Guest speakers may include the manager of a care home or day care centre, who would be willing to discuss the sector guidance strategies and procedures that are followed as effective practice in safeguarding adults from abuse. Learners could also be given a number of scenarios to work through in pairs or small groups; this would provide them with the opportunity to identify the strategies and procedures that work well in preventing harm.

LO5 Understand the role of supportive relationships to promote the rights, independence and wellbeing of adults using health and social care services

Learners could be provided with role-play exercises in order to explore the ways that supportive relationships work to reduce the risk of abuse and neglect. The role play would involve health and social care professionals and various approaches to practice and the care of vulnerable adults. The scenarios could be discussed by the group, led by the tutor, in order to clarify how a carer's role can be supportive and in what ways it exists to reduce abuse.

SUGGESTED ASSESSMENT SCENARIOS AND TASK PLUS GUIDANCE ON ASSESSING THE SUGGESTED TASKS

P1, P2 and M1 – Learners could be asked to produce a booklet to be used as guidance for working practice in health and social care settings. The booklet should include information regarding the different forms of abuse that may be experienced by adults and the indicators that show that the abuse may be taking place. The booklet should also outline the likely effects that the experience of abuse may have on the health and wellbeing of the individual.

P3 and D1 – Learners could be asked to write a newspaper article or news item based on a case of abuse experienced by an adult or adults in a health or social care setting. Learners may wish to use a genuine report in order to use the appropriate terms and context. They should then provide an analysis of why residents in health or social care settings are particularly vulnerable to abusive situations.

P4 and M2 – Learners may be asked to produce a report outlining key pieces of legislation and regulations, describing their role and effectiveness in reducing the risk of abuse in health and social care and safeguarding vulnerable adults.

P5 – Learners could be asked to write their own working strategy and procedure based on the information studied and discussed. The strategy and procedure should be suitable for implementation in a health or social care setting and provide an outline of the general approach and practice effective in reducing the risk of abuse to adults. They should also include information in respect to the ways that staff are recruited, a multi-agency approach to delivering services and procedures for protection.

P6, M3 and D2 – This learning outcome relates to the role of supportive relationships in promoting the rights and wellbeing of individuals; the evidence could ideally be based on learner's own experiences in a placement or could be a case study based on a setting they have researched. Written reflections may be submitted by learners, maintaining the confidentiality of settings and any individuals when the reflections are based on work based observation. The reflections should illustrate and analyse the significant role of supportive relationships in reducing the risk of abuse of adults as well as describe the particular working practices that support and empower adults using health and social care services.

RESOURCES

Text books

Collins S, *Safeguarding Adults: A Workbook for Social Care Workers* (Jessica Kingsley Publishers 2009) ISBN 9781843109280

Fisher A, et al – *Applied AS Health & Social Care for OCR* (Folens, 2006) ISBN : 1843038404

Fisher A, et al – *Applied A2 Health & Social Care for OCR* (Folens, 2006) ISBN : 9781850082484

Morris C, – *Knowledge Sets for Safe Practice: Safeguarding Vulnerable People* (Heinemann, 2008) ISBN 9780435402372

Stretch B and Whitehouse M – *BTEC Level 3 Nationals in Health and Social Care Student Book 2* (Pearson, 2010) ISBN 9781846907470

DVD/CD-ROM

Dakin M – *Whose Secret? Protecting Vulnerable Adults from Abuse* (Pavilion Publishing, 2007)

e-Presentations for Health and Social Care Level 3 (Heinemann, 2007) ISBN 9780435401177

Publications/Journals

Local and national newspapers for current safeguarding cases and issues

A National Framework of Standards for good practice and outcomes in adult protection work (Department of Health, 2005)

No Secrets: guidance on developing and implementing multi-agency policies and procedures to protect vulnerable adults from abuse (Department of Health, 2000)

Rights at Risk (Help the Aged, 2005)

Websites

www.elderabuse.org.uk Action on Elder Abuse

www.agecuk.org.uk Age Concern & Help the Aged

www.alzheimers.org.uk Alzheimer's Society

www.cqc.org.uk Care Quality Commission

www.community-care.co.uk Community Care

www.dh.org.uk Department of Health

www.dlf.org.uk Disabled Living Foundation

www.learningdisabilities.org.uk Foundation for people with learning disabilities

www.asa.org.uk Independent Safeguarding Authority

www.mind.org.uk Charity for people with learning disabilities

www.skillsforcare.org.uk Sector Skills Council for Care and Development

www.skillsforhealth.org.uk Sector Skills Council for the UK Health Sector

MAPPING WITHIN THE QUALIFICATION TO THE OTHER UNITS

Unit 2: Equality, diversity and rights in health and social care

Unit 3: Health, safety and security in health and social care

Unit 4: Development through the life stages

Unit 9: Caring for children and young people

LINKS TO NOS

HSC335 Contribute to the protection of individuals from harm and abuse

a – recognise and report on factors that may cause danger, harm and abuse



CONTACT US

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