

Unit Reference Number	K/506/1331
Title	Unit 14 - Safeguarding awareness
Unit Level	2
Guided Learning Hours	30
Unit Credit Value	5
SSAs	

Learning Outcome - The learner will:		Assessment Criteria - The learner can:		Merit	Distinction
1	Know the responsibilities of health and social care organisations in relation to safeguarding	P1	describe responsibilities of health and social care organisations in relation to safeguarding		
2	Know about different forms of abuse.	P2	describe different forms of abuse	M1 describe common signs or symptoms associated with different forms of abuse	D1 explain ways to reduce the likelihood of abuse
3	Understand how to respond to disclosure of abuse.	P3	explain how to respond to an individual disclosing abuse	M2 explain the impact on an individual if disclosure is not responded to in an appropriate manner	
4	Understand the support available to individuals that have been abused	P4	explain the support that is available to individuals that have been abused		

Aim and purpose of the unit

This unit aims to provide the knowledge, skills and understanding of safeguarding awareness when working with children, young people or adults at risk of harm. Safeguarding is a core responsibility for all those who work (paid or unpaid) within health, education or care services. "Safeguarding is everybody's responsibility"

Staff/volunteers strive to protect those most vulnerable and at risk of harm in society, whilst also striving to protect an individual's right to live their lives as they choose. It is important to "think family" rather than separating adults from children as children can be cared for by adults at risk and abuse can affect the entire family.

Teaching Content

Learning Outcome 1: Know the responsibilities of health and social care organisations in relation to safeguarding.

P1 Describe responsibilities of health and social care organisations in relation to safeguarding.

Safe recruitment practices, all relevant background checks/references, include safeguarding in inductions for staff/volunteers/students , Safeguarding policy and procedures in places including reporting abuse and whistleblowing. Staff training in safeguard awareness.

Learning Outcome 2: Know about different forms of abuse.

P2 Describe the different forms of abuse. Physical, sexual, financial, psychological/emotional/neglect/institutional abuse. Abuse can happen in any setting including own home, care home, hospital, nursery, school, College, in the community. Abusers can be relatives, carers, staff, neighbours, strangers, volunteers, paid/unpaid staff.

Signs/Symptoms of Abuse may include unexplained bruises, inappropriate explanations, weight loss, poor hygiene, mood changes, withdrawn behaviour, unexplained loss of money, sudden changes in behaviour.

Reducing the likelihood of abuse occurring/reoccurring may include staff training, listening carefully to what individuals say, noticing possible signs /symptoms of abuse, reporting possible abuse, promoting best care practices within care settings.

Learning Outcome 3: Understand how to respond to disclosure/s or suspicion of abuse.

Explain the appropriate response to an individual disclosing abuse i.e. inform line manager/supervisor asap.

Record accurately what was said/what you say (can include showing marks on a body charts) If the safeguarding issues is with the agency/ manager whistle blow to the appropriate authority (in a registered care setting this would be the Care Quality Commission).

In the event of an emergency situation a 999 call must be made.

If appropriate steps are not taken following a disclosure or signs of abuse observed the victim could be left feeling misbelieved, fearful, angry, abandoned, self -blame, shame and be at risk of further abuse.

Leaning Outcome 4 Understand the support available to those who have suffered from or are at risk of abuse.

P4 Explain the different sources of support in relation to abuse.

Support is available from statutory eg social services as well as non-statutory/voluntary services e.g. NSPCC, age uk, advocacy services, women's aid.

Delivery guidance

Introduction

It would be beneficial for learners undertaking this unit to have access to reading materials, health and social care practitioners who have safeguarding experience, on-line learning materials, group teaching sessions (or a combination of to such their individual needs. Ideally teachers who have practitioner experience in working directly with vulnerable families

LO1 Know the responsibilities of health and social care organisations in relation to safeguarding.

Explain the importance of police checks, references and good recruitment policies. Give examples of what can happen if these are not in place/carried through effectively eg .Soham Murders which led to more stringent checks and better information sharing amongst key agencies. New staff/volunteers should know to report suspected abuse to their supervisor and how to whistle blow if the issue is with the care setting or the management itself. Can give the example of Castelbeck which followed a whistle blowers report of systemic abuse.

LO2 Know about different forms of abuse.

Explain the term abuse and adult at risk (used to use the term vulnerable adult) and explain the difference between child/adult protection and safeguarding (more preventative and a wider remit).

Explain the different types of abuse and highlight that children and adults may suffer a number of different types so it is complex. Give examples of abuse ie restraint is a type of physical abuse to help learners understand it is not just about hitting a person. Ask who can abuse and the answer should be any one but statistically it is likely to be a relative rather than a stranger.

Highlight that whilst hospitals and care homes often get a bad press (can show examples) adults and children are more likely to be abused in their own home where there is less monitoring.

Safeguarding is everyone's business (not just health and social care practitioners) and we all have a "duty of care" notice any possible signs or symptoms of abuse (give examples) and to report these to the appropriate authorities). Give examples e.g. visiting a hospital and seeing a patient unable to reach their water. Ask what action they should take?

LO3 Understand how to respond to disclosure or suspicion of abuse.

Explain that if a child/adult discloses abuse directly to you it is important **not** to make promises of confidentiality as you have a duty to report to your supervisor. Do not ask leading questions which may contravene any subsequent investigation. Support the child/adult by listening carefully – do not appear shocked by what they have said and explain you will need to speak to your supervisor to ensure they receive all the support they need.

LO4 Understand the support available to those who have suffered from or are at risk of abuse.

Explain that depending on the type/s of abuse and the age of the 'victim' there are many excellent statutory and voluntary agencies available to support the child/adult/family. These can include social services, police, women's aid, NSPCC, age uk, Scope. Organisations offer emotional support as well as practical help. Highlight that abuse can impact on the whole family so carers and relatives may also be in need of help and advice.

Generic Assessment Guidance

Assessment evidence is likely to be Learning Outcome based and be written in the form of assignments, essays or where appropriate reflective accounts. The use of tables is acceptable, for example when responding to command verbs such as identify or list. Tables can be useful for recording data. However, tables are best supplemented with continuous prose. Where role play or case studies are used as the mode of assessment, supporting evidence should be included, with the learner clearly identified. Where group work/activities contribute to assessment evidence the individual contribution of each learner must be identified.

Display work or posters may be used as evidence, as can photographic or video evidence. All evidence must be available for the visiting moderator to review. Where learners are able to use real situations or observations from work placement, care should be taken to ensure that the record of observation accurately reflects the learner's performance, this should be signed and dated and included in the evidence. It is best practice to record another individual's perspective of how a practical activity was carried out. Centres may wish to use a witness statement as a record of observation, this should be signed and dated and included in the evidence.

Assessment guidance

Introduction

Learners should produce a written piece of work which demonstrates their knowledge of the learning outcomes. If they have experience within a health and social care work setting already they could relate the outcomes to that setting e.g. care home/nursery and use a case study which demonstrates how appropriate steps were made following a safeguarding incident/referral. An observation of practice within the care setting can be included – must be signed and dated.

If the learner has no experience of a care setting yet their evidence support their knowledge of the assessment criteria. They could provide a presentation to demonstrate their understanding

P1 Describe responsibilities of health and social care organisations in relation to safeguarding.

Learners should be able to describe the responsibilities of a care worker within a care setting. They should understand the importance of agencies undertaking police checks for staff and volunteers. This might be done in a written piece of work or as a presentation. If a presentation is provided it should be accompanied by written note

P2 Describe the different forms of abuse.

Learners should be able to define abuse, safeguarding, adult at risk, the different types of abuse and give examples of some possible signs and symptoms. This might be done in a written piece of work or as a presentation. If a presentation is provided it should be accompanied by written notes.

P3 Explain the appropriate response to an individual disclosing abuse.

Learners should be able to explain what actions staff/volunteers should take if they suspect abuse or a disclosure is made to them. They should know how to report to their supervisor, record as soon as possible what they have seen/heard and be aware of an agency's whistle blowing policy.

This might be done in a written piece of work or as a presentation. If a presentation is provided it should be accompanied by written notes.

P4 Explain the different sources of support in relation to abuse.

Learners should be aware that a number of excellent statutory and voluntary organisations exist to support victims of abuse and their carers/families depending on the age and circumstances of the victim.

This might be done in a written piece of work or as a presentation. If a presentation is provided it should be accompanied by written notes.

Resources

Textbooks

Day, Malcolm. (2009) Safeguarding Vulnerable Adults The Skills for Care Knowledge set for adult social care OLM – Pavilion
Walsh, Mark. (2012) OCR Health and Social Care Hodder: Educational
Walsh, Mark. (2013) BTEC First Health and Social Care First Teaching
Walsh, Mark. (2012) OCR Health and Social Care Double Award Workbook teachers notes
BTEC Health and Social Care 3/1 published by Pearson 2012

Journals

Nursing Times
Community Care
Care Talk
Nursing Standard

Websites

www.skillsforcare.org.uk
www.getsafeonline.org
www.ageuk.com

Action on elder abuse : http://www.elderabuse.org.uk/Mainpages/Services/services_dloads.html

NSPCC : http://www.nspcc.org.uk/help-and-advice/help_and_advice_hub_wdh71748.html

Skills for Care : www.skillsforcare.org.uk/NMDS-SC-intelligence-research-and-innovation/Research/Research-reports/Adult-safeguarding.aspx

Scie : <http://www.scie.org.uk/adults/safeguarding/resources/>