Unit Title:	**Support individuals to stay safe from harm or abuse**
Sector unit number:	HSC 3067
Level:	3
Credit value:	4
Guided learning hours:	27
Unit reference number:	T/504/2202

Unit purpose and aim

The purpose of this unit is to develop the knowledge, understanding and skills of the learner to support individuals to stay safe from harm or abuse.

Learning Outcomes	Assessment Criteria	Teaching Content
The Learner will: 1 Understand how legislative frameworks support the **safeguarding** of **individuals**	**The Learner can:** 1.1 Outline legislation and national policies that relate to the safeguarding of individuals 1.2 Explain the relationship between local procedures and guidelines for safeguarding and legislative frameworks	**Safeguarding** is working with individuals and their families to take all reasonable measures to ensure that the risks of harm are minimised, and where there are concerns about the welfare of individuals, appropriate action is taken to address those concerns, working to national policies and guidance and to agreed local policies and procedures in full partnership with local agencies **Individuals** refers to an adult, child or young person who is accessing a social care service
2 Be able to support individuals to gain understanding of behaviours and situations that may make them vulnerable to **harm or abuse**	2.1 Identify the **factors** that make an individual vulnerable to harm or abuse 2.2 Work with an individual and **key people** to identify actions, behaviours and situations that may lead to harm or abuse to the individual 2.3 Describe the common features of perpetrator behaviour 2.4 Support an individual to gain understanding of when the behaviour of others may be	**Harm or abuse** may include neglect; physical; emotional; sexual; financial abuse; bullying; self harm **Factors** would include factors that make someone more vulnerable, these may relate to the individual, to their personal circumstances, to the work setting or to their environment **Key people** are those who are important to an individual and who can make a difference to his or her well-being. Key people include family, friends, carers and others with whom the individual has an important relationship

Learning Outcomes	Assessment Criteria	Teaching Content
	unacceptable	
	2.5 Support an individual to gain understanding of the risks associated with the use of **electronic communications**	**Electronic communications** may include the use of mobile phones and the internet, including social networking sites.
3 Be able to support individuals to gain understanding about how to stay safe	3.1 Support an individual to gain understanding about their right to stay safe	
	3.2 Support an individual to gain understanding about their responsibility to contribute to keeping themselves safe	
	3.3 Work with an individual to balance their rights, responsibilities and risks	
	3.4 Explain how to challenge behaviours or actions that may lead to harm or abuse	
4 Be able to work in ways that support individuals to stay safe	4.1 Engage with an individual in a way that supports trust and rapport	
	4.2 Support an individual to express fears, anxieties or concerns they may have about their safety	
	4.3 Explain what actions to take where there are concerns that an individual might have been harmed or abused	
	4.4 Take action to deal with risks that may lead to harm or abuse	
	4.5 Support an individual to understand workers' responsibility to share information about potential or actual harm or abuse	
	4.6 Explain how to avoid actions or statements that could adversely affect the use of evidence in future investigations or in court	

Learning Outcomes	Assessment Criteria	Teaching Content
	4.7 Keep records about any changes, events or occurrences that cause concern that are detailed, accurate, timed, dated and signed	
	4.8 Explain the actions that should be taken if reported concerns are not acted upon	
	4.9 Access support in situations that are outside your expertise, experience, role and responsibility	
	4.10 Use supervision and support to consider the impact on self and others of suspected or disclosed harm or abuse	

Assessment

Units need to be assessed in accordance with Skills for Care's QCF Assessment Principles.

Assessment decisions for competence based learning outcomes (e.g. those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

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.

Details of relationship between the unit and national occupational standards

This unit has been developed by Skills for Care 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.

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

SCDHSC0024 SCDHSC0335 SCDHSC0395

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.