

**Unit Title:** Provide support to adults who have experienced harm or abuse

Sector unit number: HSC 3069

Level: 4

Credit value: 5

Guided learning hours: 39

Unit reference number: J/504/2205

## Unit purpose and aim

The purpose of this unit is to develop the knowledge, understanding and skills of the learner to support individuals who have experienced harm or abuse.

Learning Outcomes	Assessment Criteria	Teaching Content
<p><b>The Learner will:</b></p> <p>1 Understand the role of self and <b>others</b> when supporting <b>individuals</b> who have experienced <b>harm or abuse</b></p>	<p><b>The Learner can:</b></p> <p>1.1 Explain own role and responsibilities to individuals who have experienced harm or abuse</p> <p>1.2. Explain the role and responsibilities of others to individuals who have experienced harm or abuse</p> <p>1.3 Explain the importance of establishing trusting relationships with individuals who have experienced harm or abuse</p>	<p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• Colleagues</li> <li>• Families or carers</li> <li>• Other professionals</li> <li>• Advocates</li> </ul> <p><b>Individuals</b> would include a person who is accessing a social care service</p> <p><b>Harm or abuse</b> may include neglect; physical; emotional; sexual; financial abuse; bullying; self harm</p>
<p>2 Be able to support individuals to disclose harm or abuse</p>	<p>2.1 Support an individual to understand who information about harm or abuse will be shared with and the reasons for this</p> <p>2.2 Support an individual to disclose any harm or abuse they have experienced at their own pace</p> <p>2.3 Explain why it is important to respond calmly to disclosures of harm or abuse</p> <p>2.4 Communicate with an individual according to</p>	

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	<p>their level of understanding when they are disclosing harm or abuse</p> <p>2.5 Seek <b>only sufficient information</b> to confirm that there is an allegation</p> <p>2.6 Explain how to avoid actions or statements that could adversely affect the use of evidence in future investigations or in court</p> <p>2.7 Keep detailed, accurate, timed, dated and signed records about any disclosures of harm or abuse</p> <p>2.8 Access further support in situations that are outside your expertise, experience, role and responsibility</p>	<p><b>Only sufficient information</b> – this would involve avoiding leading questions or putting pressure on the individual to divulge information</p>
<p>3 Be able to support individuals who have experienced harm or abuse</p>	<p>3.1 Access information about how to support an individual who has experienced harm or abuse</p> <p>3.2 Work with an individual, agreed <b>key people</b> and others to establish what outcomes they want from safeguarding interventions</p> <p>3.3 Work with an individual, agreed key people and others to understand implications from harm and abuse</p> <p>3.4 Work with agreed key people and others to support an individual to deal with distress, fear and anxieties that may have been caused by harm or abuse</p> <p>3.5 Work with agreed key people and others to support an individual to develop positive coping strategies</p>	<p><b>Key people</b> 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</p>

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	<p>3.6 Seek support where the individual's behaviour gives cause for concern</p> <p>3.7 Use supervision to reflect on own support to an individual and any feelings about the harm or abuse they have experienced</p> <p>3.8 Explain when additional support might be needed for dealing with own thoughts and feelings about harm or abuse</p>	

## Assessment

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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

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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

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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 the children and young people's workforce developed by Skills for Care.

**SCDHSC0335**

## Additional information

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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.