

SAMPLE ASSESSMENT MATERIAL

Level 3 Cambridge Technical in Health and Social Care

05830/ 05831/ 05832/ 05833

Unit 7: Safeguarding

Date – Morning/Afternoon

Time Allowed: 1 hour 30 minutes



You must have:

- None

You may use:

- None

Do not use:

- None



First Name						Last Name					
Centre Number						Candidate Number					
Date of Birth											

INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer **all** the questions.
- Write your answer to each question in the space provided.
- Do **not** write in the bar codes.

INFORMATION

- The total mark for this paper is **60**.
- The marks for each question are shown in brackets [].
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- This document consists of **10** pages.

Answer **all** questions.

1 (a) (i) Explain what is meant by the term 'safeguarding'.

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..... [2]

(ii) Identify **one** example of a safeguarding measure.

..... [1]

(b) Identify **four** types of abuse.

1
2
3
4 [4]

(c) Describe **two** different signs of abuse. Use examples to support your answers.

1
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..... [2]

2
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..... [2]

2 (a) (i) Identify **two** policies or procedures that a health and social care setting should have in place to safeguard vulnerable adults from abuse.

1
..... [1]

2
..... [1]

(ii)* Outline the purposes of policies or procedures in safeguarding vulnerable adults.

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..... [5]

(b) (i) For each of the groups below, identify a different piece of legislation that governs their safeguarding.

Vulnerable adults

Children and young people **[2]**

(ii)* Analyse how **one** of the pieces of legislation you identified in part **(b)(i)** protects individuals from abuse.

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..... **[6]**

3 Jane works in a residential care home for older people with dementia. While supporting a resident with his personal care, Jane discovers some bruising on his arm.

(a) Explain **two** appropriate courses of action that Jane should take to safeguard the resident.

1

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2

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.....[4]

(b) Give **two** situations when it would be appropriate for Jane to break a resident's confidentiality.

1

2[2]

4 Explain **three** ways an employee working in an early years setting could take actions to minimise the risk of abuse.

1

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2

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3

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[6]

5* Asif is 65 years old. His wife died three years ago. He lives on his own and he has no family or friends nearby. He has a hearing impairment.

Analyse how social isolation may make Asif more vulnerable to abusive situations.

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END OF QUESTION PAPER

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Sample Mark Scheme

LEVEL 3 CAMBRIDGE TECHNICAL IN HEALTH AND SOCIAL CARE

05830/ 05831/ 05832/ 05833 Unit 7: Safeguarding

MARK SCHEME

Duration: 1 hour 30 minutes

MAXIMUM MARK 60

Question			Answer	Marks	Guidance
1	(a)	(i)	<p>One mark for partial definition (e.g. just mentions reducing risk or proactive measures)</p> <p>Two marks for a full definition (e.g. mentions reducing risk, proactive measures and protecting those at risk):</p> <ul style="list-style-type: none"> proactive measures to reduce the risks of abuse protecting those at risk of harm (vulnerable adults, children) from suffering abuse or neglect. 	<p>2</p> <p>2x1</p>	
		(ii)	<p>One mark for relevant example</p> <p>Examples could include:</p> <ul style="list-style-type: none"> staff training, recruitment procedures multi-agency approach risk assessments, <p>Accessible complaints procedures</p>	<p>1</p> <p>1x1</p>	Accept appropriate examples relating to safeguarding.
	(b)		<p>One mark for each, FOUR required</p> <ul style="list-style-type: none"> physical sexual emotional/psychological neglect financial institutional (e.g. sexual, physical and neglect) bullying discrimination exploitation / mate crime 	<p>4</p> <p>4x1</p>	

Question	Answer	Marks	Guidance	
(c)	<p>One mark for description, two required One mark for example, two required</p> <ul style="list-style-type: none"> • unexplained injuries - burns, fractures, breaks, bruising, cuts, scars, malnourishment • inappropriate or sexualised behaviour • changing in behaviour - mood swings, low self-esteem, self-harm, social withdrawal, fear, suicidal thoughts • unexplained loss of money or possessions • fear of certain people or situations • unexplained loss of money or possessions 	<p>4 2x2</p>	Accept appropriate examples relating to effects of abuse.	
(d)	<p>One mark for each correct answer, two required:</p> <ul style="list-style-type: none"> • social isolation • lack of understanding • lack of mental capacity • communication difficulties/barriers • easy target • vulnerable 	<p>2 2x1</p>	Accept other suitable reason.	
(e)	<p>Ten marks available for analysis, two environmental factors required</p> <ul style="list-style-type: none"> • care services with institutional practices • adults and children residing in health and social care settings • health services (GP surgeries, physiotherapy practices) • independent living facilities • homelessness 	<p>10</p>	<p>Level 3 checklist <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 checklist <i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>	<p>Level 3 (8-10 marks) Answer provides a detailed analysis of two environmental factors that may make abuse more likely. Answers will be coherent and factually accurate, using appropriate terminology. There will be a few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (4-7 marks) Answer provides a sound</p>

Question			Answer	Marks	Guidance
					<p>Level 1 checklist <i>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</i></p> <p>analysis of two environmental factors or detailed analysis of one that may make abuse more likely. Answers will be factually accurate, using appropriate terminology. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1 (1-3 marks) Answers provide a limited attempt at analysis of two environmental factors or sound analysis of one that may make abuse more likely. Answers are likely to be descriptive or at the bottom end list like. Answers are likely to be muddled demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p>0 – response not worthy of credit.</p>
2	(a)	(i)	<p>One mark for each correct answer, two required</p> <ul style="list-style-type: none"> • safeguarding policy, • confidentiality policy, • risk assessment- for outings • staff recruitment 	<p>2 2x1</p>	

Question			Answer	Marks	Guidance
		(ii)	Purpose: <ul style="list-style-type: none"> helps to prevent harassment/ bullying/discrimination ensures that service users are treated fairly/with equality/needs are met promotes opportunity develops self-esteem/self-confidence/feels respected increases safety and security system of redress/know how to complain helps staff do their job effectively guides staff about good practice/legal requirements helps to protect staff from accusations/feel safe 	5	<p>Level 2 checklist <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 1 checklist <i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p> <p>Level 2 (4–5 marks) There will be a detailed outline of at least two purposes of policies that would safeguard adults, children and young people. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 1 (1–3 marks) There will be a basic outline of at least one purpose of policies that would safeguard adults, children and young people. List like answers should be placed in this band. Answers are likely to be jumbled and lack technical detail. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>0 – response not worthy of credit</p>
2	(b)	(i)	One mark for each correct answer, two required <ul style="list-style-type: none"> Equality Act PoVA/Disclosure and Barring Service (DBS) 	2 (2x1)	<u>Two different pieces of legislation required. ‘Act’ must be included where relevant, to achieve credit. Accept “Human Rights Act” only once</u>

Question	Answer	Marks	Guidance	
	<ul style="list-style-type: none"> • Mental Capacity Act • Human Rights Act 2000 • Public Interest Disclosure Act 1998 (the “whistleblowing” Act) • Health and Social Care Act 2008 (Care Quality Commission) • Children Act 2004 - Every child matters • Working together to safeguard children (2006) • Data Protection Act 1998 			
(ii)	<p>Equality Act</p> <ul style="list-style-type: none"> • prohibit sex discrimination in education, employment, access to goods and services, management of premises, housing • covers direct and indirect discrimination • covers victimisation/harassment • changed the definition of gender re-assignment • discrimination on the basis of a protected characteristic. • perception/association/third party is now an offence • pay secrecy clauses have been made illegal • adjustments for disabled persons <p>PoVA/Disclosure and Barring Service</p> <ul style="list-style-type: none"> • set out as part of Care Standards Act 2000 • applies to care workers – both paid and unpaid • protects as it places a duty on employers to refer a care worker to PoVA if, by their misconduct, they harmed or placed at risk of harm a vulnerable adult • DBS formed from the merger of the Criminal Records Bureau and Independent Safeguarding Authority • defines what is meant by ‘vulnerable adult’ • checks suitability of applicants before employment • provides a list of unsuitable staff 	6	<p>Level 3 checklist <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 checklist <i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p> <p>Level 1 checklist <i>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</i></p>	<p>Level 3 (5-6 marks) Answer provides a detailed analysis of at least two ways this piece of legislation protects individuals from abuse. Answers will be coherent and factually accurate, using appropriate terminology. There will be a few, if any, errors of grammar, punctuation and spelling <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 (3-4 marks) Answer will make an attempt to analyse (more descriptive) at least two ways this piece of legislation protects individuals from abuse. Answers will be factually accurate, using appropriate</p>

Question	Answer	Marks	Guidance
	<p>Mental Capacity Act</p> <ul style="list-style-type: none"> • gives adults rights to make their own decisions • a person is given all practicable help before anyone treats them as not being able to make their own decisions • an unwise decision does not presume incapacity • anything done or a decision made on behalf of a person who lacks capacity must be done in their best interest. <p>Human Rights Act 2000</p> <ul style="list-style-type: none"> • gives people constitutional rights, including vulnerable adults • positive duty on ‘public bodies’ to act compatibly with the 1950 European Convention on Human Rights; to intervene proportionately to protect the rights of citizens • gives redress <p>Public Interest Disclosure Act 1998 (the ‘whistleblowing’ Act)</p> <ul style="list-style-type: none"> • protected disclosures • right not to suffer detriment • complaints to employment tribunal • limit on amount of compensation • unfair dismissal • redundancy • exclusion of restrictions on right not to be unfairly dismissed. <p>Health and Social Care Act 2008 (Care Quality Commission) gives people</p> <ul style="list-style-type: none"> • respect and involves people who use services • Consent to care and treatment • personalised care, treatment and support 		<p>terminology. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p><i>There is a line of reasoning presented with some structure. The information presented is, in the most-part, relevant and supported by some evidence.</i></p> <p>Level 1 (1-2 marks)</p> <p>Answers provide a basic outline/description of how this piece of legislation protects individuals from abuse . Answers are likely to be descriptive or at the bottom end list like. Answers are likely to be muddled demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.</p> <p><i>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</i></p> <p>0 – response not worthy of credit.</p>

Question	Answer	Marks	Guidance	
	<ul style="list-style-type: none"> • care and welfare of people who use services • cooperating with other providers • safeguarding and safety • safeguarding people who use services from abuse. <p>Children Act 2004 - Every Child Matters</p> <ul style="list-style-type: none"> • allowing children to be healthy • allowing children to remain safe in their environments • helping children to enjoy life • assisting children in their quest to succeed • helping make a contribution – a positive contribution – to the lives of children • helping achieve economic stability for our children's futures. <p>Working together to Safeguard Children (2006) Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:</p> <ul style="list-style-type: none"> • protecting children from maltreatment • preventing impairment of children's health or development • ensuring that children grow up in circumstances consistent with the provision of safe and effective care • taking action to enable all children to have the best outcomes <p>Data Protection Act 1998 Data must be:</p> <ul style="list-style-type: none"> • processed fairly and lawfully (with informed consent of the subject) • obtained only for legal purposes • adequate and relevant for the purpose • accurate and up to date • not kept longer than is necessary 			

Question		Answer	Marks	Guidance
		<ul style="list-style-type: none"> subject to appropriate security measures not transferred to any country outside the European Economic Area, unless in the opinion of the information commissioner's office, that country has adequate systems for its protection. <p>The Act requires particular care to be taken with sensitive personal information. This would include, for example, data about a person's ethnicity, religious beliefs, physical and mental health, sexual matters.</p>		
3	(a)	<p>One mark for action, TWO required One mark for explanation, TWO required</p> <ul style="list-style-type: none"> speak/report to her supervisor to log and get advice/report what's happening/protect speak to the resident – find out why record details of the incident so that it is all recorded and abides by the law refer to policies/procedures so she can see what to do check the resident's health as a result of the bruising check the other resident's health to ensure they are not injured 	<p>4 2x1 2x1</p>	
3	(b)	<p>One mark for each correct answer, two required</p> <ul style="list-style-type: none"> when a person who uses services is at risk of harm when others may be at risk of harm when the person who uses services is at risk of harming others when the person who uses services is intending to or breaking the law staff training to ensure they are aware of policy/legislation/safeguarding procedures provide policies/procedures/guidelines/values of 	<p>2 2x1</p>	No other answers are acceptable

Question	Answer	Marks	Guidance	
	<p>care handbooks to ensure staff work within the law/give guidance</p> <ul style="list-style-type: none"> • multi-agency approach • risk assessments • accessible complaints procedures • roles and responsibilities of social care workers if abuse is suspected or disclosed. 			
4	<p>One mark for action, THREE required One mark for explanation, THREE required</p> <p>Examples could include:</p> <ul style="list-style-type: none"> • social isolation • social withdrawal • sensory impairment • culturally insensitive services • inadequate /inaccessible physical environment • lack of advocacy services • attitudinal barriers, stereotypes, low expectations • discrimination • marginalisation. 	<p>6 1x3 1x3</p>	Candidates must explain how the early years setting could take actions to address and minimise the risk of abuse from the examples given	
5	<p>How social isolation may make Asif more vulnerable. Examples could include:</p> <ul style="list-style-type: none"> • hearing impairment • communication difficulties • no family / friends • reliance on strangers • loneliness • management of money • easy target • vulnerable 	10	<p>Level 3 checklist <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 checklist <i>There is a line of reasoning presented with some structure. The information</i></p>	<p>Level 3 (8-10 marks) Answer provides a detailed analysis of how social isolation may make Asif more vulnerable to abusive situations. Answers will be coherent, using appropriate terminology. There will be a few, if any, errors of grammar, punctuation and spelling.</p>

Question	Answer	Marks	Guidance
			<p><i>presented is in the most-part relevant and supported by some evidence.</i></p> <p>Level 1 checklist <i>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</i></p> <p>Level 2 (4-7 marks) Answer will make an attempt to analyse (more descriptive) how social isolation may make Asif more vulnerable to abusive situations. Answers will use appropriate terminology. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1 (1-3 marks) Answers provide a limited attempt at analysis of how social isolation may make Asif more vulnerable to abusive situations. Answers are likely to be descriptive or at the bottom end list like. Answers are likely to be muddled demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive. 0 – response not worthy of credit.</p>