

Cambridge TECHNICALS LEVEL 2



HEALTH AND SOCIAL CARE

Unit 4

Safeguarding

Model assignment

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Please note:

You can use this assignment to provide evidence for summative assessment, which is when the learner has completed their learning for this unit and is ready to be assessed against the grading criteria.

You can use this assignment as it is, or you can modify it or write your own; we give more information in this document under Guidance for tutors.

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Guidance for tutors on using this assignment

General

OCR Cambridge Technical model assignments are available to download from our website: www.ocr.org.uk.

The purpose of this assignment is to provide a scenario and model of tasks that are typical of how workers in the health, social care or child care sector would safeguard individuals, to enable you to assess your learner against the requirements specified in the grading criteria. The scenario and its tasks are intended to give a work-relevant reason for applying the skills, knowledge and understanding needed to achieve the unit.

This assignment will not instruct learners how to meet the highest grade. Whether learners achieve a pass, merit or distinction will depend on what evidence they produce.

You can modify the scenario we provide in this assignment to make it more relevant to your local or regional needs. Please refer to the information under 'Modifying the model assignment' later in this section.

You don't have to use this assignment. You can use it as a guide to help you to design your own assignment, and we provide an assignment checking service. You'll find more information on these matters in section 8 of the qualification handbook.

In the tasks, we'll refer to the format of evidence. Learners are **not** required to follow that format **unless** we tell them otherwise.

It's essential that the work every learner produces is their own. Please make sure you read through the information we give on authenticity in section 8 of the qualification handbook and make sure that your learners and any staff involved in assessment understand how important authenticity is.

We provide this assignment to be used for summative assessment. You must not use it for practice or for formative assessment.

Before using this assignment to carry out assessment

Learners will need to take part in a planned learning programme that covers the knowledge, understanding and skills of the unit.

When your learners are ready to be assessed, they must be provided with a copy of the following sections of this assignment:

- General information for learners
- Assignment for learners
- Evidence Checklist

They may carry out preparation prior to undertaking the tasks and there is no time limit for this.

When completing the assignment

You should use this assignment in conjunction with the unit specification and qualification handbook.

As part of this assignment, learners will be dealing with the sensitive subject of abuse and neglect. This has the potential to lead to upset or to disclosures of abuse and neglect that learners may themselves have experienced. Any disclosures of abuse or neglect should be dealt with sensitively and in line with your centre's policy.

Resources to complete the tasks

There are no specific resources that you need to make available to learners when they are taking this assignment. You'll need to give them a copy of the scenario and the tasks.

Time

You should plan for learners to have 8-16 hours to complete this assignment.

Learners must be allowed sufficient time to complete all the tasks. The amount of time may vary depending on the nature of the tasks and the ability of individual learners. To help with your planning, against each of the tasks we've given an indication of how long it should take.

Learners can produce evidence in several sessions.

Format of evidence

Learners have to produce evidence that demonstrates how they have met the grading criteria. At the very least they must produce evidence that meets **all** of the pass criteria.

Please make sure your learners realise that missing just one pass criterion means they will not pass the unit, even if they have successfully met the merit and distinction criteria.

- We don't have specific requirements for the format of evidence in this assignment. We've said what format the evidence could take for each task. For example, if we say 'You could include a report on ...', the evidence doesn't have to follow any specific reporting conventions. You can modify the format of the evidence, but you must make sure the format doesn't prevent the learner from accessing the grading criteria.
- It's possible that certain formats for evidence can naturally cover several grading criteria and avoid the need for excessive amounts of evidence. For example, a report can be a good way to pull together evidence to meet several grading criteria.

For more guidance on generation and collection of evidence, please refer to the section 8 'Internal Assessment', in the qualification handbook.

Group work

This assignment has not been written to include group work. If you plan to ask learners to work in a team to complete work for assessment, you need to determine at which point in an assessment task learners can work together.

You must be sure that each learner can produce evidence of their own contribution to each grading criterion. You can give constructive feedback to learners about working as a group and direct them on team working skills because evidence of team working skills is not required by the unit. See our information on authentication, including group work and feedback to learners, in section 8 of the qualification handbook.

If witness statements are used to support learners' evidence, you'll need to complete an individual statement for each learner.

After completing the assignment

Once the learner has submitted their work to you to be assessed, you must judge or 'mark' the work against the grading criteria for the unit and identify one grade for the unit. For further information about assessment, please refer to section 8 of the qualification handbook.

Your assessment decisions must be quality assured across the cohort of learners in your centre who are being entered for the same unit. This must be done through an internal standardisation process. We give information on internal assessment and standardisation in the qualification handbook.

Reworking the assignment

If you and the learner feel they have not performed at their best during the assessment, the learner can, at your discretion, improve their work and resubmit it to you for assessment. If a learner is working on improving their work before it is resubmitted, you and the learner must continue to make sure the work is the learner's own.

Any feedback you give to the learner must not direct them on how to improve their work. You can identify what area of the work could be improved but you cannot give the learner any details about how they could improve it. You must follow the guidelines given in section 8 of the qualification handbook under 'Authenticity of learner work'.

Modifying the model assignment

The tasks in this assignment allow learners access to the full range of grades detailed in the grading criteria of this unit.

If you modify this assignment you must **not** change the grading criteria provided in the tasks for the learner or in the evidence checklist. These grading criteria are taken from the unit.

You can modify the scenario to suit your local or regional needs and the tasks may be contextualised to match any changes you have made to the scenario. If you supply your own drawings to support a different scenario, these must be sufficiently detailed for learners to complete the tasks.

You can modify the type of evidence and the format it takes, unless we expressly state that evidence must take a specific format.

You must also make sure that you avoid discrimination, bias and stereotyping and support equality and diversity. For more information, please see the section 'Designing your own assignments for internally assessed units' in section 8 of the qualification handbook.

If modifications are made to the model assignment, whether to the scenario alone, or to both the scenario and individual tasks, it's your responsibility to make sure that all grading criteria can still be met and that learners can access the full range of grades.

If you're using this assignment and delivering the Certificate or Diploma you have an opportunity to secure meaningful employer involvement by working with an employer to modify it.

General information for learners

Q *What do I need to do to pass this assignment?*

A You need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to. If you miss just one pass criterion, you will not achieve this unit and will receive an unclassified result.

Q *What do I need to do if I want to get a merit or distinction for this assignment?*

A For a merit, you need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to **and** you need to produce evidence to meet **all** the merit criteria.

For a distinction, in addition to the above, you also need to meet **all** the distinction criteria for this unit.

Q *What help will I get?*

A Your tutor will support you when completing this assignment and will make sure that you know what resources or facilities you need and are allowed to use. We've given your tutor information about how much support they can give you.

Q *What if I don't understand something?*

A It's your responsibility to read the assignment carefully and make sure you understand what you need to do and what you should hand in. If you are not sure, check with your tutor.

Q *I've been told I must not plagiarise. What does this mean?*

A Plagiarism is when you take someone else's work and pass this off as your own, or if you fail to acknowledge sources properly. This includes information taken from the internet.

It's not just about presenting a whole copied assignment as your own; you will also be plagiarising if you use the ideas or words of others without acknowledgement, and this is why it's important to reference your work correctly (see Q&A below for more information on referencing).

Plagiarism has serious consequences; you could lose the grade for this unit or you may not be allowed to achieve the whole qualification.

Always remember that the work you produce must be your own work. You will be asked to sign a declaration to say that it is.

Q *What is referencing and where can I find out more information about it?*

A Referencing is the process of acknowledging the work of others. If you use someone else's words and ideas in your assignment, you must acknowledge it, and this is done through referencing.

You should think about why you want to use and reference other people's work. If you need to show your own knowledge or understanding about an aspect of subject content in your assignment, then just quoting and referencing someone else's work will not show that **you** know or understand it. Make sure it's clear in your work how you are using the material you have referenced **to inform** your thoughts, ideas or conclusions.

You can find more information about how to reference in the [The OCR Guide to Referencing](http://www.ocr.org.uk/i-want-to/skills-guides/) available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

Q ***Can I work in a group?***

A Yes. However, if you work in a group at any stage, you must still produce work that shows your individual contribution. Your tutor can advise you how to do this.

Q ***Does my work for each task need to be in a particular format?***

A You can present your work in a variety of ways – it can be handwritten, word-processed, on video or in digital media. What you choose should be appropriate to the task(s) and your tutor can advise you about this. There may be times when you need proof that you have completed the work yourself: for example, if you do something during work placement that you want to use as evidence, the tutor might ask the employer to provide a witness statement.

Make sure you check the wording in each task carefully. For each task, we'll tell you if your evidence has to be in a specific format:

- If we use the word '**must**', for example 'You must produce a report' or 'Your evidence/work must include a diagram', then you must produce the work in the stated format.
- If we use the word '**could**', for example 'You could include sketches of your ideas' or 'You could do this by annotating your diagram', this means that you are not required to follow the format we have given, but you must make sure that the work you do produce allows you to demonstrate the requirements of the grading criteria.

If you are unsure about what evidence you need, please ask your tutor.

Q ***Can I ask my tutor for feedback on my work?***

A Yes, but they can't give you detailed feedback.

We have given your tutor instructions on what kind of feedback they can give you. For example, they are **not** allowed to tell you exactly what to do to make your work better, but they **can** remind you about what they've taught you and you can use this additional learning to try and improve your work independently. They can say what they've noticed might be wrong with your work, for example if your work is descriptive where an evaluation is required, but your tutor can't tell you specifically what you need to do to change it from a description to an evaluation – you will need to work out what you need to do and then do it for yourself.

Q ***When I have finished, what do I need to do?***

A If you have included the personal details (such as name, address or date of birth) of someone other than yourself in your work, this must be blanked out (anonymised) – your tutor will tell you how to do this. You don't need to do this for information contained in references.

You can complete the evidence checklist to show your tutor where they can find the evidence for each grading criterion in your work.

You should make sure your work is labelled, titled and in the correct order for assessing.

Hand in the work that you've completed for each task to your tutor. They might ask to see your draft work, so please keep your draft work in a safe place.

Q ***How will my work be assessed?***

A Your work will be marked by someone in your centre who has been authorised to do so. They will use the information in the grading criteria to decide which grade your work meets. The grading criteria are detailed in each unit and are also given in the tasks within this assignment. Please ask your tutor if you are unsure what the grading criteria are for this assignment.

Assignment for learners

Unit 4: Safeguarding

Scenario

CareDirect

CareDirect is a voluntary group that provides support in a range of health, social care and child care settings, including providing support for looked-after children, older adults, people with disabilities and people with drug and alcohol abuse problems.

CareDirect are currently recruiting for volunteers in your area. They have approached your school/college as they are aware that your school/college offers Health and Social Care qualifications. One of the important factors that CareDirect are looking for in their volunteers is an understanding of safeguarding. They want volunteers who already know how to minimise the risks of harm and abuse in the work they do and the ability to identify and report abuse appropriately. This is to ensure that the service that CareDirect offers prioritises the safeguarding of all individuals.

CareDirect will be holding a recruitment event in your school/college and have asked that prospective volunteers come prepared with evidence to demonstrate that they have appropriate knowledge and skills in safeguarding.

The tasks

Task 1: Abuse and neglect

(This task should take between 2 and 4 hours.)

Learning Outcome 1: Understand how to identify different signs of abuse and neglect

Having succeeded in gaining a voluntary position with CareDirect, they have asked you to help produce some materials to support other volunteers and the people they work with. They have asked you to produce **two** information leaflets that can be added to a volunteer pack.

Leaflet one is to be used by the individuals that the volunteers support. This leaflet should describe at least two **types** of abuse and neglect that they may be vulnerable to

and

Leaflet two is to be used by volunteers to help them to identify signs of abuse and neglect. This must relate to the two types of abuse presented in Leaflet one. The leaflet must also describe how these signs can be misinterpreted, as they may **not** relate to only one form of abuse or neglect. Use two examples of how a sign of abuse may be linked to more than one type of abuse.

Your task is to:

Produce two information leaflets to be used by CareDirect.

Pass	Merit	Distinction
P1: Describe the different types of abuse and neglect	M1: Describe how signs of abuse and neglect might be misinterpreted	
P2: Identify signs of abuse and neglect		
Evidence		
Your information leaflets must include:		
<ul style="list-style-type: none">• A description of at least two different types of abuse and neglect• An identification of the signs of abuse and neglect, linked to the two types of abuse and neglect described in P1.• A description of how the signs of abuse and neglect might be misinterpreted, using two examples of how a sign of abuse may be linked to more than one type of abuse.		

Task 2: Responding to abuse and neglect

(This task should take between 3 and 6 hours.)

Learning Outcome 2: Understand how to respond to disclosures or suspicion of abuse or neglect

Previous volunteers have fed back to CareDirect that they were unsure of how to deal with disclosures or suspicions of abuse or neglect taking place. In order to support volunteers, CareDirect would like to include information in their volunteer pack that shows the process for dealing with disclosures or suspicions of abuse or neglect. They would like this in the form of easy-to-follow flowcharts or process maps for each of the following scenarios:

- An individual discloses abuse to you within a health, social care or childcare environment
- You suspect an individual within a health, social care or childcare environment is being abused, but they have not disclosed this to anyone.

They would also like a report explaining the potential impacts if disclosures of abuse are not responded to or reported correctly. The report should consider the impact upon both the individual reporting the abuse, the individual to whom the abuse was reported and the organisation and wider impacts.

Your task is to:

Produce two flowcharts/process maps.

Produce a report.

Pass	Merit	Distinction
P3: Describe the steps that should be taken when an individual discloses abuse or neglect within a health, social care or childcare organisation		D1: Explain the potential impacts if a disclosure of abuse or neglect is not responded to or reported appropriately
P4: Describe the steps that should be taken if you suspect abuse or neglect within a health, social care or childcare organisation.		
Evidence		
Your flowcharts/process maps must include: <ul style="list-style-type: none">• A description of the steps that should be taken when an individual discloses abuse or neglect within a health, social care or childcare organisation• A description of the steps that should be taken if you suspect abuse or neglect within a health, social care or childcare organisation. Your report must: <ul style="list-style-type: none">• Explain the potential impacts if a disclosure of abuse or neglect is not responded to or reported correctly and should consider the impact upon both the individual reporting the abuse, the individual to whom the abuse was reported and the organisation and wider impacts. Your report can be written or verbal.		

Task 3: Minimising the risk of abuse and neglect

(This task should take between 2 and 4 hours.)

Learning Outcome 3: Understand how to minimise the risk of abuse and neglect

You have stopped volunteering with CareDirect and your school/college has asked you to talk to your classmates about your experiences. They are interested in what you have learnt about how health, social care and childcare organisations minimise the risk of abuse or neglect occurring in the first place. They have asked you to write a report on this topic and present it to the rest of the group.

Your task is to:

Prepare a report and present it to your classmates.

Pass	Merit	Distinction
P5: Summarise methods used to minimise the risk of abuse or neglect within a health, social care or childcare setting		
Evidence		
Your report must include: <ul style="list-style-type: none">• A summary of methods used to minimise the risk of abuse or neglect within a health, social care or childcare setting.		

Task 4: The responsibilities of health, social care and child care organisations

(This task should take between 1 and 2 hours.)

Learning Outcome 4: Know the responsibilities of health, social care and childcare organisations in relation to safeguarding.

Following your time volunteering with CareDirect you have decided to apply for an Apprenticeship in the health, social care or childcare sector.

In the application, they have asked you to demonstrate your knowledge of the responsibilities of health and social care organisations in relation to safeguarding. They want you to:

- Identify organisations that are responsible for safeguarding and the people that they are required to safeguard
- Describe the responsibilities of health, social care and childcare organisations in relation to safeguarding
- Describe the services offered by organisations that support safeguarding.

Your task is to:

Provide a written statement as part of an application for an Apprenticeship.

Pass	Merit	Distinction
P6: Identify organisations that are responsible for safeguarding and the people that they are required to safeguard	M2: Describe the services offered by organisations that support safeguarding	
P9: Describe the responsibilities of health, social care and childcare organisations in relation to safeguarding		
Evidence		
<p>Your written statement must include:</p> <ul style="list-style-type: none">• Identification of organisations that are responsible for safeguarding and the people that they are required to safeguard• Description of the services offered by organisations that support safeguarding• Description of the responsibilities of health, social care and childcare organisations in relation to safeguarding		

Evidence Checklist

OCR Level 2 Cambridge Technicals in Health and Social Care

Unit 4: Safeguarding

LEARNER NAME:

For PASS have you: (as a minimum you have to show you can meet every pass criterion to complete the unit)	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
described different types of abuse and neglect (P1)	
identified signs of abuse and neglect (P2)	
described the steps that should be taken when an individual discloses abuse or neglect within a health, social care or childcare organisation (P3)	
described the steps that should be taken if you suspect abuse or neglect within a health, social care or childcare organisation (P4)	
summarised methods used to minimise the risk of abuse or neglect within a health, social care or childcare setting (P5)	
identified organisations that are responsible for safeguarding and the people that they are required to safeguard (P6)	
described the responsibilities of health, social care and childcare organisations in relation to safeguarding (P7)	

For Merit have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
described how signs of abuse and neglect might be misinterpreted (M1)	
described the services offered by organisations that support safeguarding (M2)	

For Distinction have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
explained the potential impacts if a disclosure of abuse or neglect is not responded to or reported appropriately (D1)	

To find out more
ocr.org.uk/healthandsocialcare
or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**



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