

Cambridge TECHNICALS LEVEL 2



# HEALTH AND SOCIAL CARE

Unit 4

Safeguarding

L/615/1467

Guided learning hours: 60

Version 2 September 2017



## LEVEL 2

### UNIT 4: Safeguarding

L/615/1467

Guided learning hours: 60

Essential resources required for this unit: none

This unit is internally assessed and externally moderated by OCR.

#### UNIT AIM

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Everyone has the right to be treated fairly and to live free from abuse and neglect. Safeguarding involves protecting people's health, wellbeing and human rights and is fundamental to delivering high-quality health, social care or childcare.

By completing this unit you will gain skills in identifying abuse and neglect as well as the knowledge of how to deal with disclosures or suspicions of abuse or neglect appropriately. You will also learn how to minimise the risk of harm or abuse happening within a health, social care or childcare setting. Finally, you will learn where safeguarding takes place within the sector and what the responsibilities are of health, social care and childcare organisations in relation to safeguarding, as well as other organisations that support safeguarding in the sector.



## TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

Anything which follows an i.e. details what must be taught as part of that area of content. Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Understand how to identify different signs of abuse and neglect	<p>1.1 Types of abuse and neglect, i.e.</p> <ul style="list-style-type: none"> <li>• physical abuse (e.g. hitting, slapping, pushing, incorrect use of restrictive interventions)</li> <li>• modern slavery (e.g. human trafficking, forced labour)</li> <li>• sexual abuse (e.g. rape, sexual harassment, subject to witnessing sexual act against will)</li> <li>• financial abuse (e.g. theft, fraud, internet scams)</li> <li>• emotional/psychological abuse (e.g. threats of physical abuse, bullying, verbal insults, humiliation, intimidation)</li> <li>• organisational abuse (e.g. where services provided are focused on the needs of the organisation not the individual)</li> <li>• self-neglect (e.g. neglecting own personal hygiene, diet)</li> <li>• discrimination (e.g. treating people unfairly based on age, race, religion, sexual orientation, etc.)</li> <li>• hate crime (e.g. crimes committed against someone because of their race, religion, sexuality, disability or gender)</li> <li>• exploitation/mate crime (e.g. a fake friendship which results in exploitative behaviour)</li> </ul> <p>1.2 Signs of abuse and neglect, i.e.</p> <ul style="list-style-type: none"> <li>• unexplained injuries (e.g. broken bones, bruises, cuts, burns)</li> <li>• malnourishment (e.g. underweight, weak, tired)</li> <li>• withdrawn/behaviour changes/mood swings</li> <li>• poor personal hygiene</li> <li>• low self-esteem/lack of confidence</li> <li>• self-harm</li> <li>• unexplained loss of money or possessions</li> <li>• sexually inappropriate behaviour</li> <li>• fear of certain people or situations</li> </ul> <p>1.3 Misinterpreting signs of abuse and neglect to types of abuse and neglect (e.g. a sign is not always linked to only one type of abuse).</p>

Learning outcomes	Teaching content
2. Understand how to respond to disclosures or suspicion of abuse or neglect	<p>2.1 Who might be told about abuse or neglect, i.e.</p> <ul style="list-style-type: none"> <li>• parents</li> <li>• teachers</li> <li>• doctor/nurse</li> <li>• social worker</li> <li>• care assistant</li> <li>• friends and peers</li> </ul> <p>2.2 Who might tell you about abuse or neglect, i.e.</p> <ul style="list-style-type: none"> <li>• victim</li> <li>• parent/advocate</li> <li>• sibling</li> <li>• other family member</li> <li>• other member of the public (e.g. neighbour)</li> </ul> <p>2.3 Responding to disclosures, i.e.</p> <ul style="list-style-type: none"> <li>• stay calm</li> <li>• don't promise not to tell anyone</li> <li>• listen carefully and make detailed notes</li> <li>• be sympathetic</li> <li>• explain that you will need to report to manager</li> <li>• Explain next steps (e.g. report to relevant authorities, possible need for medical evidence, don't press for more information)</li> <li>• don't tell anyone who doesn't need to know</li> </ul> <p>2.4 Reporting suspected abuse or neglect, i.e.</p> <ul style="list-style-type: none"> <li>• within a health and social care organisation (e.g. report to line manager, follow policies and procedures)</li> </ul> <p>2.5 Implications of not reporting appropriately, i.e.</p> <ul style="list-style-type: none"> <li>• to the victim (e.g. loss of trust between you and individual, abuse continues, victim left fearful/angry/misbelieved)</li> <li>• to you (e.g. feelings of guilt, loss of job)</li> <li>• to an organisation (e.g. loss of licence to practice, media interest)</li> <li>• other implications (e.g. offender continues to abuse, stress/distress for families/carers)</li> </ul>
3. Understand how to minimise the risk of abuse and neglect	<p>3.1 Minimising risk, i.e.</p> <ul style="list-style-type: none"> <li>• effective record keeping</li> <li>• work in a person-centred way</li> <li>• following policies and procedures</li> <li>• developing effective communication skills</li> <li>• promote choice and rights</li> </ul>

Learning outcomes	Teaching content
4. Know the responsibilities of health, social care and childcare organisations in relation to safeguarding	<p>4.1 Health, social care and childcare organisations responsible for safeguarding (e.g. residential care homes, hospitals, schools/nurseries, domiciliary care, respite care settings, foster care)</p> <p>4.2 Organisations that support safeguarding (e.g. NSPCC, police, local authority social care departments, Department for Education, Skills for Care, charities), i.e.</p> <ul style="list-style-type: none"> <li>• services they offer (e.g. guidelines, legislation, helplines, support materials)</li> </ul> <p>4.3 Responsibilities of health, social care and childcare organisations in relation to safeguarding, i.e.</p> <ul style="list-style-type: none"> <li>• effective recruitment practices (e.g. background checks and references)</li> <li>• staff training (e.g. induction, on-going training)</li> </ul> <p>4.4 Implementation and review of policies and procedures (e.g. reporting, whistleblowing)</p>

## GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1 Understand how to identify different signs of abuse and neglect	P1: Describe different types of abuse and neglect	M1: Describe how signs of abuse and neglect might be misinterpreted	
	P2: Identify signs of abuse and neglect		
2 Understand how to respond to disclosures or suspicion of abuse or neglect	*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		
3 Understand how to minimise the risk of abuse and neglect	*P5: Summarise methods used to minimise the risk of abuse or neglect within a health, social care or childcare setting		

LO	Pass	Merit	Distinction
<p>4 Know the responsibilities of health, social care and childcare organisations in relation to safeguarding</p>	<p>P6: Identify organisations that are responsible for safeguarding and the people that they are required to safeguard</p>	<p>M2: Describe the services offered by organisations that support safeguarding</p>	
	<p>P7: Describe the responsibilities of health, social care and childcare organisations in relation to safeguarding</p>		

## SYNOPTIC ASSESSMENT

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It will be possible for learners to make connections between other units over and above the unit containing the key tasks for synoptic assessment, please see section 6 of the centre handbook for more detail. We have indicated in this unit where these links are with an asterisk and provided more detail in the Assessment Guidance.

## ASSESSMENT GUIDANCE

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For this **unit** abuse and neglect is considered a single term and learners are not expected to treat these separately. For this LO learners would benefit from drawing on learning from Unit 1: Principles of working in health, social care and childcare and Unit: 3 Working in a person-centred way.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR Guide to Referencing available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>

For this unit, abuse and neglect is considered a single term and learners are not expected to treat these separately.

### **LO1: Understand how to identify different signs of abuse and neglect**

P1: Learners should describe at least two types of abuse and neglect. For P2 learners should build on this work to identify signs of abuse and neglect relating these to the two types described in P1.

In order to achieve M1 learners must be able to describe how signs of abuse may be misinterpreted; using two examples of how a sign of abuse may be linked to more than one type of abuse.

For this LO learners will benefit from drawing on their learning in Unit 1: Principles of working in health, social care and childcare.

### **LO2: Understand how to respond to disclosures or suspicion of abuse or neglect**

P3: Learners must be able to describe the steps they must take when an individual discloses abuse or neglect within a health, social care or childcare organisation.

P4: Learners must be able to describe the steps they must take if they were to suspect abuse or neglect within an organisation this could be: health, social care or childcare. Learners do not need to cover all three types of organisations.

D1: Learners must be able to explain the potential impact of a disclosure of abuse or neglect not being responded to or reported appropriately. Learners must consider the impact upon both the individual reporting the abuse, the individual to whom the abuse was reported and the organisation and wider impacts. A case study approach may help structuring this evidence.



### **LO3: Understand how to minimise the risk of abuse and neglect**

For this LO learners would benefit from drawing on learning from Unit 1: Principles of working in health, social care and childcare and Unit: 3 Working in a person-centred way. For this learning outcome abuse and neglect is considered a single term and learners are not expected to treat these separately.

P5: Learners must be able to summarise the methods used in a work setting to minimise the risk of abuse and neglect, this may be a health, social care or childcare setting. This evidence may be gathered from a work experience setting, referring to the policy and procedure of the setting, confidentiality must be preserved in the production of this evidence.

### **LO4: Know the responsibilities of health, social care and childcare organisations in relation to safeguarding**

P6: Learners must be able to identify organisations that are responsible for safeguarding.

M2: Learners must be able to build on the evidence presented for P6 and describe the services which are offered by organisation's supporting safeguarding.

P7: Learners must be able to describe the responsibility of a health or social care or childcare organisation in relation to safeguarding; this evidence could be generated from a work experience placement where the learner interviews the manager to gather this evidence.

Feedback to learners: you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced to inform their thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR Guide to Referencing available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>

## MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for the Technical certificate qualifications

These qualifications have been designed to be recognised as Technical certificates in performance tables in England. It is a requirement of these qualifications for centres to secure employer involvement through delivery and/or assessment of these qualifications for every learner.

The minimum amount of employer involvement must relate to at least one or more of the elements of the mandatory content. This is a mandatory unit in the Level 2 Certificate and Diploma qualifications.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the Qualification Handbook for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	Learners undertaking work experience will be expected to be given an overview of the organisations safeguarding procedures, and to follow these during their placement.
2. Learners undertake project(s), exercise(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Learners may take eLearning courses to further develop their understanding of safeguarding.
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Visiting speakers from safeguarding boards or charities such as Age UK or the NSPCC may provide valuable insight into this topic.
4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	Work placement supervisors may be able to support the assessment of this unit through the provision of witness testimony.

You can find further information on employer involvement in the delivery of qualifications in the following documents:

- [Employer involvement in the delivery and assessment of vocational qualifications](#)
- [DfE work experience guidance](#)

To find out more  
**[ocr.org.uk/healthandsocialcare](http://ocr.org.uk/healthandsocialcare)**  
or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **[vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)**



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