Unit Title:	**Principles of safeguarding and protection in health and social care**
Unit sector reference:	HSC 024
Level:	2
Credit value:	3
Guided learning hours:	26
Unit accreditation number:	A/601/8574

Unit purpose and aim

This unit is aimed at those working in a wide range of settings. This unit introduces the important area of safeguarding individuals from abuse. It identifies different types of abuse and the signs and symptoms that might indicate abuse is occurring. It considers when individuals might be particularly vulnerable to abuse and what a learner must do if abuse is suspected or alleged.

Learning Outcomes The learner will:	**Assessment Criteria** The learner can:	**Exemplification**
1 Know how to recognise signs of abuse	1.1 Define the following types of abuse: • Physical abuse • Sexual abuse • Emotional/psychological abuse • Financial abuse • Institutional abuse • Self neglect • Neglect by others 1.1 Identify the signs and/or symptoms associated with each type of abuse 1.2 Describe **factors** that may contribute to an **individual** being more vulnerable to abuse	An **individual** will usually mean the person supported by the learner but may include those for whom there is no formal duty of care **Factors** may include: • a setting or situation • the individual

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
2 Know how to respond to suspected or alleged abuse	2.1 Explain the **actions to take** if there are suspicions that an individual is being abused 2.2 Explain the actions to take if an individual alleges that they are being abused 2.3 Identify ways to ensure that evidence of abuse is preserved	The **actions to take** constitute the learner's responsibilities in responding to allegations or suspicions of abuse. They include actions to take if the allegation or suspicion implicates: • A colleague • Someone in the individual's personal network • The learner • The learner's line manager • Others
3 Understand the national and local context of safeguarding and protection from abuse	3.1 Identify national policies and **local systems** that relate to safeguarding and protection from abuse 3.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse 3.3 Identify reports into serious failures to protect individuals from abuse 3.4 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse	Local systems may include: • employer/organisational policies and procedures • multi-agency adult protection arrangements for a locality
4 Understand ways to reduce the likelihood of abuse	4.1 Explain how the likelihood of abuse may be reduced by: • working with **person-centred values** • encouraging **active participation** • promoting choice and rights 4.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse	**Person centred values** include: • Individuality • Rights • Choice • Privacy • Independence • Dignity • Respect • Partnership **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
		independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient
5 Know how to recognise and report unsafe practices	5.1 Describe **unsafe practices** that may affect the well-being of individuals 5.2 Explain the actions to take if unsafe practices have been identified 5.3 Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response	**Unsafe practices** may include • poor working practices • resource difficulties • operational difficulties

Assessment

This unit must be assessed in line with Skills for Care and Development's QCF Assessment principles.

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.

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.

National occupational standards (NOS) mapping/signposting

This unit has been developed by Skills for Care and Development 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 and Development.

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

HSC 24
HSC 240

Content recurs throughout HSC NOS knowledge requirements.

NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk.

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional skills standards can be viewed at **http://www.qcda.gov.uk/15565.aspx**

Functional Skills Standards					
English		**Mathematics**		**ICT**	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

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.