

## Model Assignment

### January 2011

OCR Level 2 Certificate in Preparing to Work in Adult Social Care

Unit HSC 024 Principles of safeguarding and protection in health and social care

**Please note:**

**This OCR model assignment may be used to provide evidence for the unit above. Alternatively, centres may wish to adapt this assignment or devise their own assignment for the purposes of assessment. It is the centre's responsibility to ensure that any adaptations made to this assignment allow candidates to meet all the assessment criteria.**

The Ofqual accreditation number associated with this unit is:

Unit accreditation number A/601/8574

Qualification accreditation number 501/1673/3

This model assignment remains live for the life of this qualification

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## Model Assignment: Candidate Information

OCR Level 2 Certificate in Preparing to Work in Adult Social Care

Unit HSC 024 Principles of safeguarding and protection in health and social care

CANDIDATE NAME: \_\_\_\_\_

# General Information for Candidates

Q *Do I have to pass this assignment?*

A Yes. You must pass this assignment to achieve the full qualification.

Q *What help will I get?*

A Your tutor will help you when completing the OCR model assignment and will make sure that you know what resources/facilities you need and are allowed to use.

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

A It is 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 *Can I copy other people's work?*

A No. The work that you produce must be your own work and you may be asked to sign a declaration to say that the work is your own. You should never copy the work of other candidates or allow others to copy your work. Any information that you use from other sources, e.g. books, newspapers, professional journals, the Internet, must be clearly identified and not presented as your own work.

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.

Q *How should I present my work?*

A You can present your work in a variety of ways, e.g. hand-written, word-processed, on video. However, what you choose should be appropriate to the task(s). For some work, e.g. presentations, coaching sessions, role-play, work experience, you will need to provide proof that you completed the task(s). A witness statement or observation sheet could be used for this. If you are unsure, check with your tutor.

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

A You need to hand in the work that you have completed for each task. Do not include any draft work or handouts unless these are asked for. When you hand in your work make sure that it is labelled, titled and in the correct order for assessing.

Q *How will my work be assessed?*

A Your work will be marked by an assessor in your centre. The assessor will mark the work using the assessment criteria in the qualification specification.

## Principles of safeguarding and protection in health and social care

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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.

In this assignment you will show that you:

- know how to recognise signs of abuse
- know how to respond to suspected or alleged abuse
- understand the national and local context of safeguarding and protection from abuse
- understand ways to reduce the likelihood of abuse
- know how to recognise and report unsafe practices

**Remember:**

- to keep a bibliography of all the sources you have used
- to meet the depth of the command words as given in the assessment criteria.

# Tasks

## Task 1: Know how to recognise signs of abuse

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### Assessment criteria 1.1, 1.2 and 1.3

#### What is this task about?

Abuse can take a variety of forms, it can be very hard to recognise and sometimes the individual may not want to acknowledge that they are being abused. It is important that as a social care worker you know how to recognise the signs of abuse to help prevent and stop it happening.

#### What do you have to do?

You must produce a report for a new care assistant that includes the following:

- a definition of the following types of abuse
  - physical abuse
  - sexual abuse
  - emotional/psychological abuse
  - financial abuse
  - institutional abuse
  - self neglect
  - neglect by others
- identification of the signs and symptoms associated with each type of abuse
- a description of the factors that may contribute to an individual being more vulnerable to abuse

**The evidence for this task will be your written report for the new assistant.**

## Task 2: Know how to respond to suspected or alleged abuse

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### Assessment Criteria 2.1, 2.2, 2.3, 2.4 and 2.5

#### What is this task about?

As a social care worker you may come across individuals where there are suspected or alleged abuse issues. If you come across these situations it is important that you know how to respond to stop the abuse happening and prevent it from happening in the future. Ultimately you are there to ensure the individuals in your care are protected from harm and abuse.

#### **Mary – Day One**

Mary lives at home by herself. As a carer you visit her to prepare her some lunch. When you go in Mary is very upset and you see she has a black eye, there is no food in the fridge and she tells you she has no money. She says her son has just left.

#### **Mary – Day Two**

When you visit Mary the following day, she says her son had hit her, took her money and food. She said he has told her not to tell anyone or he will have her put in a home.

#### What do you have to do?

You must produce an information brief for other members of staff that includes the following:

- an explanation of actions you should take if there are suspicions that an individual is being abused.
- an explanation of actions to take if an individual alleges that they are being abused.
- identification of ways to ensure that evidence of abuse is preserved.

You may refer to the scenarios above, but your responses must not be limited to the types of abuse described in the scenarios.

**The evidence for this task will be your information brief.**

## Task 3: Understand the national and local context of safeguarding and protection from abuse

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### Assessment criteria 3.1, 3.2, 3.3 and 3.4

#### What is this task about?

When you come across any instances of abuse it is not your responsibility to investigate or deal with the perpetrator of the abuse. These actions are carried out by other people and organisations. However, you do need to understand the context of your role and the roles of others in safeguarding.

#### What do you have to do?

You have been asked to produce some materials on the national and local context of safeguarding and protection from abuse.

Produce an information brief for other members of staff that includes the following:

- identification of national policies and the local systems that relate to safeguarding and protection from abuse
- an explanation of the roles of different agencies in safeguarding and protecting individuals from abuse
- identification of reports into serious failures to protect individuals from abuse
- identification of a **range** of sources of information and advice about own role in safeguarding and protecting individuals from abuse

**The evidence for this task will be your information brief.**

## Task 4: Understand ways to reduce the likelihood of abuse

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### Assessment criteria 4.1 and 4.2

#### What is this task about?

Working in adult social care it is important to understand ways to reduce the likelihood of abuse, and therefore help to prevent it happening.

#### What do you have to do?

You have been asked to produce some materials on ways to reduce the likelihood of abuse.

You must produce an information booklet for relatives of an individual in an adult social care setting that includes the following:

- an explanation of how the likelihood of abuse may be reduced by:
  - working with **person-centred values**
  - encouraging **active participation**
  - promoting choice and rights
- an explanation of the importance of an accessible complaints procedure for reducing the likelihood of abuse.

**The evidence for this task will be your information booklet.**

## Task 5: Know how to recognise and report unsafe practices

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### **Assessment Criteria 5.1, 5.2 and 5.3**

#### **What is this task about?**

Not only should adult social care workers know how to recognise abuse, you should also be aware of unsafe practices, what they are and how to report them. You also need to know what to do if your report of abuse or unsafe practice has not been acted upon.

#### **What do you have to do?**

You must produce a report for a new care assistant that includes the following:

- a description of unsafe practices that may affect the well-being of individuals
- an explanation of the actions to take if unsafe practices have been identified.
- a description of the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response.

**The evidence for this task will be your written report for the new assistant.**

## Candidate Evidence Checklist

OCR Level 2 Certificate in Preparing to Work in Adult Social Care

UNIT HSC 024 Principles of safeguarding and protection in health and social care

CANDIDATE NAME: \_\_\_\_\_

CENTRE NUMBER: \_\_\_\_\_

For Task 1 (AC 1.1, 1.2 and 1.3) have you:	Completed (✓)
Defined the following types of abuse – physical abuse, sexual abuse, emotional/psychological abuse, financial abuse, institutional abuse, self neglect, neglect by others	
Identified the signs and symptoms associated with each type of abuse	
Described factors that may contribute to an individual being more vulnerable to abuse	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Written report	
<input type="checkbox"/> or other (please give details) _____	

For Task 2 (AC2.1. 2.2 and 2.3) have you:	Completed (✓)
Explained the actions to take if there are suspicions that an individual is being abused	
Explained the actions to take if an individual alleges that they are being abused	
Identified ways to ensure that evidence of abuse is preserved	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> information brief	
<input type="checkbox"/> or other (please give details) _____	

<b>For Task 3 (AC 3.1, 3.2, 3.3 and 3.4) have you:</b>	Completed (✓)
Identified national policies and local systems that relate to safeguarding and protection from abuse	
Explained the roles of different agencies in safeguarding and protecting individuals from abuse	
Identified reports into serious failures to protect individuals from abuse	
Identified sources of information and advice about own role in safeguarding and protecting individuals from abuse	
<b>Evidence provided (please ✓):</b>	Ref/Page no(s)
<input type="checkbox"/> Information brief	
<input type="checkbox"/> or other (please give details) _____	

<b>For Task 4 (AC 4.1 and 4.2) have you:</b>	Completed (✓)
Explained how the likelihood of abuse may be reduced by working with person-centred values, encouraging active participation, promoting choice and rights	
Explained the importance of an accessible complaints procedure for reducing the likelihood of abuse	
<b>Evidence provided (please ✓):</b>	Ref/Page no(s)
<input type="checkbox"/> Information booklet	
<input type="checkbox"/> or other (please give details) _____	

<b>For Task 5 (AC 5.1, 5.2 and 5.3) have you:</b>	Completed (✓)
Described unsafe practices that may affect the well-being of individuals	
Explained the actions to take if unsafe practices have been identified	
Described the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response	
<b>Evidence provided (please ✓):</b>	Ref/Page no(s)
<input type="checkbox"/> Written report for the new assistant	
<input type="checkbox"/> or other (please give details) _____	

**I confirm that the items indicated above are attached. These have been assessed and provide sufficient evidence to demonstrate that the candidate has achieved all of the assessment criteria for this unit.**

**Assessor name:** \_\_\_\_\_

**Assessor signature:** \_\_\_\_\_

**Internal quality assurer name:** \_\_\_\_\_

**Internal quality assurer signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**I confirm that the evidence provided is a result of my own work.**

**Candidate signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Model Assignment: Tutor Information

OCR Level 2 Certificate in Preparing to Work in Adult Social Care

UNIT HSC 024 Principles of safeguarding and protection in health and social care

# Guidance For Centres

## 1 General

- 1.1 OCR model assignments are available to download from our website: [www.ocr.org.uk](http://www.ocr.org.uk).
- 1.2 This assignment has been designed to meet the full assessment requirements of the unit. Candidates will need to take part in a planned learning programme that covers the underpinning knowledge and skills of the unit.
- 1.3 No changes can be made to the assessment criteria, but the model assignment can be changed in terms of:
  - the scenario, which can be contextualised or amended to suit local needs. However, the scenario must still be set within a society, health and development context.
  - the type of evidence required and the format it takes (providing the assessment criteria do not demand specific evidence or format). If candidates choose to present a verbal account as evidence, a recording of the evidence will have to be available for moderation.
- 1.4 If modifications are made to the model assignment it is up to the centre to ensure that all assessment criteria are adequately covered.

## 2 Before carrying out the assignment

- 2.1 Candidates should be provided with a copy of the *Candidate Information* section of this assignment.
- 2.2 Candidates may carry out preparations prior to undertaking the tasks; there is no time limit for this.

## 3 When completing the assignment

- 3.1 Candidates should be allowed sufficient time to complete all of the tasks. The amount of time may vary depending on the nature of the tasks and the ability of individual candidates. It is suggested that evidence is produced in several sessions.
- 3.2 Each candidate must produce individual and authentic evidence for each task within the assignment.
- 3.3 Centre staff may give support and guidance to candidates. This support and guidance should focus on checking that candidates understand what is expected of them. It is not acceptable for tutors to provide model answers or to work through answers in detail.
- 3.4 Candidates may use information from any relevant source to help them with producing evidence for the tasks.

#### **4 After completing the assignment**

- 4.1 Candidates' evidence is assessed by the centre's assessor against the unit specification. For further information about assessment please refer to the section on Assessment and Moderation in the Centre Handbook.
- 4.2 Assessors' decisions should be quality assured across the centre through internal standardisation. For further information about internal moderation please refer to the section on Assessment and Moderation in the Centre Handbook.

#### **5 Presentation of work**

- 5.1 Candidates may use the *Candidate Evidence Checklist* provided to ensure that they submit evidence for ALL tasks. They can do this by using the *Candidate Evidence Checklist* as a contents page inserting references/page numbers in the boxes provided.
- 5.2 Centres may wish to discourage candidates from excessive use of plastic wallets for presentation of their evidence as this may hinder the assessment process. Instead centres may wish to encourage candidates to present their work so that it is easily accessible, e.g. spiral bound, stapled booklet, treasury tag.

#### **6 Acceptable evidence**

- 6.1 For guidance on generation and collection of evidence please refer to the section on Assessment and Moderation in the Centre Handbook.

#### **7 Reworking the assignment**

- 7.1 If candidates do not meet the requirements for the assessment criteria, further work will be required.
- 7.2 Tutors may give feedback to candidates to support and guide them in producing evidence to the required standard.

#### **8 Submission of work**

- 8.1 Work must only be submitted for moderation when the centre assessor is satisfied that the evidence meets the assessment criteria in full.

# Notes For Tutors

## Introduction to the Tasks

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By completing this unit candidates will demonstrate knowledge to help them to understand the principles of safeguarding and protection in health and social care.

**These guidance notes should be used in conjunction with the unit specification and Centre Handbook.**

## The Tasks

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### Task 1: Know how to recognise signs of abuse

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**Assessment Criteria 1.1, 1.2 and 1.3 are assessed in this task.**

The requirements of this task are to ensure that candidates are aware of the different types of abuse and can identify the signs and symptoms of abuse. They should also know the factors that may contribute to an individual being more vulnerable to abuse.

For AC1.1, AC1.2 and AC1.3 the tutor could lead a discussion on the different types of abuse, present information on the signs and or symptoms of abuse and the factors that may contribute to an individual being more vulnerable to abuse. A DVD or TV documentary could be a useful source of this information.

Alternatively, the candidates could be sent to research the different types of abuse, signs and or symptoms and factors as there is information readily available on this topic.

As an exercise the individual signs and symptoms of abuse i.e. bruises, withdrawn, crying, fearful could be listed on cards and the candidates can work in small groups to fit these signs and symptoms to the types of abuse.

The candidates could be given a blank table to record their evidence, for example:

Type of Abuse	Definition	Signs and Symptoms
Physical		
Sexual		
Emotional / Psychological		
Financial		
Institutional		
Self Neglect		
Neglect by others		

## Task 2: Know how to respond to suspected or alleged abuse

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**Assessment Criteria 2.1, 2.2 and 2.3 are assessed in this task.**

The requirements of this task are to ensure that candidates know how to respond to suspected or alleged abuse.

For AC2.1 there are very clear, accepted guidelines which must be followed in these situations. These are freely available from the local authority and the internet.

The tutor could talk through the case studies with the group to see if the group recognises the signs and symptoms of abuse and the type of abuse. The tutor could then lead a discussion to identify the next steps to be taken. The discussion needs to include all the people potentially implicated in the allegations ie a colleague, someone in the individual's personal network, the learner, the learner's line manager, and identified others.

For AC2.2 the tutor could have resources which the group can read, i.e. policies and procedures, leaflets, booklets, documenting the appropriate courses of action to take in these situations.

A guest speaker from the local authority, private sector or a charity could be invited to give a talk on this topic.

For AC2.3 the candidates could be given real life examples of incident reports to discuss; these could be generated by the tutor or links made to the local authority, private sector or internet. Confidentiality will need to be maintained if real life examples are made available.

### Task 3: Understand the national and local context of safeguarding and protection from abuse

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#### **Assessment criteria 3.1, 3.2, 3.3 and 3.4 are assessed in this task.**

The requirements of this task are to ensure that candidates understand the national and local context of safeguarding and protection from abuse.

For AC3.1 examples of the national policies i.e. Safeguarding, No Secrets Valuing people now, the Health Select Committee's Inquiry into Elder Abuse could be made available. The tutor could discuss how these policies have been translated into local systems policies and procedures on safeguarding, whistle blowing, mandatory training in safeguarding and CRB/ ISA/SOVA checks.

For AC3.2 guest speakers from the local authority, CQC, or Police could be invited to give a talk on their role.

Or the candidates could interview identified people from these agencies about their roles, but this would need to be formally arranged by the tutor, in advance of this being carried out.

When considering AC3.3 the tutor could have available resources from local and national newspapers or websites on reports into serious failures to protect individuals from abuse.

Alternatively, the candidates could work in pairs and be asked to research this topic and bring the evidence back for discussion with the rest of the group.

For AC3.4 the group could be asked to give broad ideas to identify sources of information and advice about own role in safeguarding and protecting individuals from abuse. This information could then be recorded on an interactive board or flip chart.

### Task 4: Understand ways to reduce the likelihood of abuse.

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#### **Assessment Criteria 4.1 and 4.2 are assessed in this task.**

The requirements of this task are to ensure that candidates understand ways to reduce the likelihood of abuse.

For AC4.1 A guest speaker from the local authority or private sector could be invited to give a talk on this topic.

Alternatively, the tutor could lead a discussion with the group on this topic covering all the person-centred values.

For AC4.2 a selection of complaints procedures could be made available to the group. Working in pairs, they could each look at two complaints procedures and identify if it is accessible and how this could reduce abuse. Feedback could then be given by each pair to the rest of the group, sharing their findings and describing what makes a complaints procedure accessible.

## Task 5: Know how to recognise and report unsafe practices

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### **Assessment Criteria 5.1, 5.2 and 5.3**

For AC5.1 the group could be asked to describe unsafe practices that may affect the well-being of individuals. This information could then be recorded on an interactive board or flip chart.

Alternatively, candidates could be divided into small groups to discuss a selection of scenarios depicting unsafe practices. The discussion could include ways to address these situations. The small groups could then feed back to the rest of the group.

For AC5.2 the tutor could have available resources i.e. a selection of policies and procedures identifying the actions to take if unsafe practices have been identified.

For AC5.3 the tutor could lead a discussion on the actions to take if nothing has been done in response to reports of suspected abuse or unsafe practices.

A DVD or TV documentary could be a useful source of this information.

A guest speaker from the local authority or private sector could be invited to give a talk on this topic.