

Unit Title:	Safeguarding and Protection of Vulnerable Adults
Sector unit number	P1
Level:	5
Credit value:	5
Guided learning hours:	37
Unit Reference Number:	R/602/2856

Unit purpose and aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to protect and safeguard vulnerable adults. The unit requires learners to understand the legal and regulatory basis for safeguarding and to know the actions to take and procedures to follow. It also follows the personalisation agenda in supporting individuals to develop the confidence to manage their own risks. One of the key steps in safeguarding is to work in partnership with other organisations in order to achieve the best possible outcomes.

Learning Outcomes	Assessment Criteria	Exemplification
<p>The Learner will:</p> <p>1 Understand the legislation, regulations and policies that underpin the protection of vulnerable adults</p>	<p>The Learner can:</p> <p>1.1 Analyse the differences between the concept of safeguarding and the concept of protection in relation to vulnerable adults</p> <p>1.2 Evaluate the impact of policy developments on approaches to safeguarding vulnerable adults in own service setting</p> <p>1.3 Explain the legislative framework for safeguarding vulnerable adults</p> <p>1.4 Evaluate how serious case reviews or inquiries have influenced quality assurance, regulation and inspection relating to the safeguarding of vulnerable adults</p> <p>1.5 Explain the protocols and referral procedures when harm or abuse is alleged or suspected</p>	<p>Policy developments may include:</p> <ul style="list-style-type: none"> • Our Health, our care, our say • Putting People First • No Secrets • In Safe Hands • Vetting and Barring Scheme / Independent Safeguarding Authority • Local Safeguarding Adults Boards
Learning Outcomes	Assessment Criteria	Exemplification

<p>2 Be able to lead service provision that protects vulnerable adults</p>	<p>2.1 Promote service provision that supports vulnerable adults to assess risks and make informed choices</p> <p>2.2 Provide information to others on:</p> <ul style="list-style-type: none"> • indicators of abuse • measures that can be taken to avoid abuse taking place • steps that need to be taken in the case of suspected or alleged abuse <p>2.3 Identify the policies and procedures in own work setting that contribute towards safeguarding and the prevention of abuse</p> <p>2.4 Monitor the implementation of policies and procedures that aim to safeguard vulnerable adults and prevent abuse from occurring</p> <p>2.5 Provide feedback to others on practice that supports the protection of vulnerable adults</p>	
<p>3 Be able to manage inter-agency, joint or integrated working in order to protect vulnerable adults</p>	<p>3.1 Follow agreed protocols for working in partnership with other organisations</p> <p>3.2 Review the effectiveness of systems and procedures for working in partnership with other organisations</p>	<p>Agreed protocols may include:</p> <ul style="list-style-type: none"> • Boundaries • Areas of responsibility • Information sharing • Limits of authority • Decision making • Recording information
<p>4 Be able to monitor and evaluate the systems, processes and practice that safeguards vulnerable adults</p>	<p>4.1 Support the participation of vulnerable adults in a review of systems and procedures</p> <p>4.2 Evaluate the effectiveness of systems and procedures to protect vulnerable adults in own service setting</p> <p>4.3 Challenge ineffective practice in the promotion of the safeguarding of vulnerable adults</p>	

Learning Outcomes	Assessment Criteria	Exemplification
	4.4 Recommend proposals for improvements in systems and procedures in own service setting	

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. 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. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

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.

Details of relationship between the unit and national occupational standards

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 the children and young people's workforce developed by Skills for Care and Development.

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

The *OCR Children and Young People's Workforce Centre Handbook* contains important information for anyone delivering, working towards or involved with the Children and Young People's Workforce qualifications, of which this unit forms a part. This can be downloaded from OCR's website www.ocr.org.uk.

This unit is a shared unit. It is located within the subject/sector classification system 01 Health, Public Services and Care and 01.5 Child Development and Well Being.