

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

Unit reference A/601/8574 Level 2

Credit value 3 GLH 26

Unit 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.

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know how to recognise signs of abuse.	1.1. Define the following types of abuse: <ul style="list-style-type: none"> • physical abuse • sexual abuse • emotional/psychological abuse • financial abuse • institutional abuse • self-neglect • neglect by others. 		
	1.2. Identify the signs and / or symptoms associated with each type of abuse.		
	1.3. Describe factors that may contribute to an individual being more vulnerable to abuse.		
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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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.		
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.		
4. Understand ways to reduce the likelihood of abuse.	4.1. Explain how the likelihood of abuse may be reduced by: <ul style="list-style-type: none"> • 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.		
5. Know how to recognise and report unsafe practices.	5.1. Describe unsafe practices that may affect the wellbeing of individuals.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSC 024

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Relationship to occupational standards – provided with the QCF unit

HSC 24, HSC 240
Content recurs throughout HSC NOS knowledge requirements.

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements – provided with the QCF unit

Factors may include:

- a setting or situation
- the individual.

An **individual** will usually mean the person supported by the learner but may include those for whom there is no formal duty of care.

The **actions to take** constitute the learner's

	<p>responsibilities in responding to allegations or suspicions of abuse. They include actions to take if the allegation or suspicion implicates:</p> <ul style="list-style-type: none"> • a colleague • someone in the individual's personal network • the learner • the learner's line manager • others. <p>A setting where there is no formal duty of care includes adult health or social care settings.</p> <p>Local systems may include:</p> <ul style="list-style-type: none"> • employer / organisational policies and procedures • multi-agency adult protection arrangements for a locality. <p>Person-centred values include:</p> <ul style="list-style-type: none"> • individuality • rights • choice • privacy • independence • dignity • respect • partnership. <p>Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p> <p>Unsafe practices may include:</p> <ul style="list-style-type: none"> • poor working practices • resource difficulties • operational difficulties.
Additional unit assessment requirements provided with the QCF unit	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Assessment task – HSC 024 Principles of safeguarding and protection in health and social care

In your work role you have been asked to produce a reference document for use in your work place. This document will be used to support understanding and raise awareness of the principles of safeguarding and protection in health and social care, present the following information in five sections:

Section 1 How to recognise signs of abuse

Section 2 How to respond to suspected or alleged abuse

Section 3 The national and local context of safeguarding and protection from abuse

Section 4 Ways to reduce the likelihood of abuse

Section 5 How to recognise and report unsafe practices

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

Section 1 How to recognise signs of abuse.

- Define the following types of abuse:
 - physical abuse
 - sexual abuse
 - emotional / psychological abuse
 - financial abuse
 - institutional abuse
 - self-neglect
 - neglect by others.
- Identify the signs and/or symptoms associated with each type of abuse.
- Describe factors that may contribute to an individual being more vulnerable to abuse.

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2 and 2.3.

Section 2 How to respond to suspected or alleged abuse.

- Explain the actions to take if there are suspicions that an individual is being abused.
- Explain the actions to take if an individual alleges that they are being abused.
- Identify ways to ensure that evidence of abuse is preserved.

Task 3 links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3 and 3.4.

Section 3 The national and local context of safeguarding and protection from abuse.

- Identify national policies and local systems that relate to safeguarding and protection from abuse.
- Explain the roles of different agencies in safeguarding and protecting individuals from abuse.
- Identify reports into serious failures to protect individuals from abuse.
- Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse.

Task 4 links to learning outcome 4, assessment criteria 4.1 and 4.2

Section 4 Ways to reduce the likelihood of abuse.

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

Task 5 links to learning outcome 5, assessment criteria 5.1, 5.2 and 5.3

Section 5 How to recognise and report unsafe practices.

- Describe unsafe practices that may affect the wellbeing of individuals.
- Explain the actions to take if unsafe practices have been identified.
- Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response.