

Cambridge TECHNICALS LEVEL 3

Cambridge
TECHNICALS
2016

HEALTH AND SOCIAL CARE

Unit 7

Safeguarding

M/507/4422

Guided learning hours: 60

Version 2 – Revised content – March 2016



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UNIT 7: Safeguarding

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Guided learning hours: 60

Essential resources required for this unit: none

This unit is externally assessed by an OCR set and marked examination.

UNIT AIM

Safeguarding is everyone's business. People who require care and support are often at the forefront of media exposés about abuse, exploitation and neglect. As practitioners in the health and social care sector we must all be aware of safeguarding. Protecting people from harm is a core role for all workers in the health and social care sector. In this unit you will learn how to support and protect people and understand who is vulnerable by being able to recognise signs of abuse, exploitation and harm in both children and adults.

In this unit you will become familiar with the language of safeguarding and the key legislation you will be required to implement as a worker in the health and social care 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.

For externally assessed units, where the content contains i.e. and e.g. under specific areas of content, the following rules will be adhered to when we set questions for an exam:

- a direct question may be asked about unit content which follows an i.e.
- a direct question will not be asked about unit content which follows an e.g.

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
1. Understand types and signs of abuse	<p>1.1 Types of abuse, i.e.</p> <ul style="list-style-type: none"> • physical • sexual • emotional/psychological • neglect • financial • institutional (e.g. sexual, physical and neglect) • bullying • discrimination • exploitation / mate crime <p>1.2 Signs of these types of abuse, i.e.</p> <ul style="list-style-type: none"> • unexplained injuries (e.g. burns, fractures, breaks, bruising, cuts, scars) • malnourishment • changes in behaviour (e.g. mood swings, social withdrawal, fear, suicidal thoughts) • low self-esteem • self-harm • inappropriate or sexualised behaviour • unexplained loss of money or possessions • fear of certain people or situations 	Learners need to be guided to distinguish different types of abuse and the different effects it has on adults, young people, and children.

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
<p>2. Understand factors which may lead to abusive situations</p>	<p>2.1 Adults, young people and children most at risk from abuse due to, i.e.</p> <ul style="list-style-type: none"> • learning disability • dementia • lack mental capacity, i.e.difficulties communicating <ul style="list-style-type: none"> ○ comatose • sensory impairment • physical disabilities • looked after children <p>2.2 Environmental factors that may make abuse more likely, i.e.</p> <ul style="list-style-type: none"> • care services with institutional practices • adults and children residing in health and social care settings • health services (GP surgeries, physiotherapy practices) • independent living facilities • homelessness <p>2.3 Other factors that may make abuse more likely, i.e.</p> <ul style="list-style-type: none"> • situations where people are dependent on others (e.g. an older person with dementia who depends on others for personal care, management of money, etc.) • relationships where there is an imbalance of power • social isolation (e.g. living independently, possibly with no care or support) • situations where there is an invasion of privacy • staffing issues (e.g. lack of staff or lack of staff training) 	<p>Learners need to know how to explain reasons why certain individuals may be more at risk of abuse than others-</p> <p>Need the definition of lacking mental capacity, and the fact in situations such as injury or illness capacity can return.</p> <p>Learners need to know how to explain reasons why certain environments or certain contexts may make abuse more likely</p>

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
<p>3. Understand legislation, regulatory requirements and guidance which govern the safeguarding of adults, young people and children</p>	<p>3.1 Current Applicable legislation, i.e.</p> <ul style="list-style-type: none"> • Human Rights Act 1998, Health and Social Care Act 2008 (Care Quality Commission) • Safeguarding Vulnerable Groups Act 2006 • Disclosure and Barring Scheme, “No Secrets” (Department of Health 2000) • Mental Capacity Act 2005 and Deprivation of Liberty Safeguards • Equality Act 2010 • Public Interest Disclosure Act 1998 (the “whistleblowing” Act) • Rehabilitation of Offenders Act • Children Act 2004 – Every Child Matters • Working together to safeguard children (2006) • Data Protection Act 	<p>Learners must develop knowledge of main points of each piece of current, applicable legislation and understanding of how each piece of legislation helps to protect and safeguard individuals.</p>
<p>4. Understand how to deal with suspected abuse and disclosures of abuse</p>	<p>4.1 People who might suspect or be told about abuse, i.e.</p> <ul style="list-style-type: none"> • peers • family • siblings • teachers • social workers • other professionals (e.g. doctors, nurses) • other members of the public (e.g. neighbour) <p>4.2 How to deal with disclosures of abuse and suspected abuse, i.e.</p> <ul style="list-style-type: none"> • duty to report • report appropriately (e.g. to a line manager, NSPCC, police) • reporting procedures (e.g. recording information accurately, organisational procedures) • support and comfort • do not judge • maintain confidentiality • protect self 	

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
<p>5. Understand working strategies and procedures for the safeguarding and protection of adults, young people and children</p>	<p>5.1 The policies and procedures that health and social care settings should have in place to safeguard vulnerable adults from abuse, i.e.</p> <ul style="list-style-type: none"> • staff training, recruitment procedures • Disclosure and Barring Service • multi-agency approach • risk assessments • accessible complaints procedures • Designated Protection Officer <p>5.2 The policies and procedures that health and social care/child care environments should have in place to safeguard children from abuse, i.e.</p> <ul style="list-style-type: none"> • safeguarding policy • confidentiality policy • risk assessment (e.g. educational outings, classroom activities) • staff recruitment/training • Disclosure and Barring Service • Designated Child Protection Officer 	<p>Learners must understand the correct use of terminology listed in the unit content:</p> <ul style="list-style-type: none"> • Safeguarding: proactive measures to reduce the risks of abuse • Protection: actions to make sure the individual is safe if abuse is suspected or has taken place.
<p>6. Understand how workers within health, social care and child care environments can minimise the risk of abuse</p>	<p>6.1 Minimising the risk of abuse, i.e.</p> <ul style="list-style-type: none"> • Person-centred planning • duty of care • effective record keeping • following policies and procedures • building a trusting professional relationship • effective communication channels • continuing Professional Development <p>6.2 Developing the confidence and resilience of individuals who receive care and support, i.e.</p> <ul style="list-style-type: none"> • supporting positive risk-taking • promoting active participation • promoting choice • teaching personal safety 	

LEARNING OUTCOME (LO) WEIGHTINGS

Each learning outcome in this unit has been given a percentage weighting. This reflects the size and demand of the content you need to cover and its contribution to the overall understanding of this unit. See table below:

LO1	10-16%
LO2	33-40%
LO3	10-16%
LO4	8-15%
LO5	10-16%
LO6	10-16%

ASSESSMENT GUIDANCE

All Learning Outcomes are assessed through an externally set, written examination paper, worth a maximum of 60 marks and 1 hour 30 minutes in duration.

A range of different types of questions will be used in the external assessment. These include short answer questions and longer, extended response, questions.

Many of the questions will be context-based, where learners will be expected to demonstrate their understanding through questions that require skills of analysis and evaluation in particular contexts. This means that the questions will be based on scenarios; examples could be in a hospital, residential home, nursery, primary school, etc. Learners will have to apply their knowledge of safeguarding to the given scenario context to produce a response relevant to that setting. An example would be a short case study of an individual who discloses abuse to a worker in a health and social care environment and the appropriate action to take in the given situation.

During the assessment of this unit, learners will benefit from using learning from the following units and Learning Outcomes:

Unit 1, Building positive relationships in health and social care – LO1 Understand relationships in health, social care or child care environments, LO2 Understand the factors that influence the building of relationships LO3 Understand how a person-centred approach builds positive relationships in health, social care or child care environments

Unit 2, Equality, diversity and rights in health and social care – LO1 Understand concepts of equality, diversity and rights and how these are applied in the context of health, social care and child care environments, LO2 Understand the impact of discriminatory practices on individuals in health, social care and child care environments, LO4 Understand how equality, diversity and rights in health, social care and child care environments are promoted.

Unit 3, Health safety and security in health and social care – LO1 Understand potential hazards in health, social care and child care environments, LO2 Understand how legislation, policies and procedures promote health, safety and security in health, social care and child care environments, LO3 Understand the roles and responsibilities involved in health, safety and security in health, social care and child care environments.

Unit 6, Personalisation and a person centred approach to care

Unit 9, Supporting people with learning disabilities – LO2 Understand the difficulties that may be experienced by individuals with learning disabilities, LO3 Be able to support individuals with learning disabilities to plan their care and support.

Unit 11, Career planning for health and social care – LO2 Understand the roles and responsibilities in health, social care and child care, LO3 Understand the personal impacts of working in health, social care and child care, LO4 Understand the concept of multidisciplinary working in health, social care and child care.

Unit 12, Promote positive behaviour – LO2 Understand situations in which staff are required to use reactive and restrictive interventions, LO4 Know relevant legislation and guidance related to promoting positive behaviour

Unit 13, Sexual health, reproduction and early developmental stages – LO1 Understand sexual health and contraception

Unit 14 The impact of long term physiological conditions – LO2 Understand effects of long-term physiological conditions LO3 Be able to support individuals with long-term physiological conditions to plan their care and support, LO4 Know about end of life care.

Unit 16, Supporting people with dementia –LO2 Know legislation and frameworks which support the care of individuals with dementia, LO3 Be able to support individuals with dementia to plan their care and support

Unit 17, Supporting people with mental health conditions – LO2 Be able to support individuals with mental health conditions to plan their care, treatment and support

Unit 18, Caring for older people- LO2 Be able to support older people to plan their care and support, LO3 Understand the potential vulnerability of older people

Unit 21, Looked after children and young people - LO2 Understand possible issues and difficulties that may affect looked after children and young people, LO3 Know the responsibilities of those involved in the care of children and young people.

Unit 22, Psychology for health and social care - LO2 Understand health psychology, LO3 Understand the impact of chronic illness and long-term health conditions on individuals LO4 Know the psychological impacts of requiring care.

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