

Level: 2

Credit value: 3

UAN number: A/601/8574

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.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Know how to recognise signs of abuse
2. Know how to respond to suspected or alleged abuse
3. Understand the national and local context of safeguarding and protection from abuse
4. Understand ways to reduce the likelihood of abuse
5. Know how to recognise and report unsafe practices

Guided learning hours

It is recommended that **26** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 24, HSC 240

Content recurs throughout HSC NOS knowledge requirements.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 204 Principles of safeguarding and protection in health and social care

Learning outcomes and assessment criteria

Outcome 1 Know how to recognise signs of abuse

The learner can:

1.1 Define the following types of abuse:

- Physical abuse
- Sexual abuse
- Emotional/psychological abuse
- Financial abuse
- Institutional abuse
- Self neglect
- Neglect by others

1.2 Identify the signs/or symptoms associated with each type of abuse.

1.3 Describe factors that may contribute to an individual being more vulnerable to abuse.

Outcome 2 know how to respond to suspected or alleged abuse

The learner can:

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.

Outcome 3 Understand the national and local context of safeguarding and protection from abuse

The learner can:

3.1 Identify national policies and local systems that relates 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.

Outcome 4 Understand ways to reduce the likelihood of abuse

The learner can:

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

Outcome 5 Know how to recognise and report unsafe practices

The learner can:

- 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.

Guidance

Individual

The person supported by the learner but may include those for whom there is no formal duty of care

Factors

- A setting or situation
- The individual

Actions to take

Constitute the learner's responsibilities in responding to allegations or suspicions of abuse. They include actions to take if the allegations or suspicion implicates:

- A colleague
- Someone in the individuals personal network
- The learner
- The learner's line manager
- Others

A setting where there is no formal duty of care

Includes adult health or social care settings

Local systems

- Employer/organisational policies and procedures
- Multi-agency adult protection arrangements for a locality

Person centred values

- 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 independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Unsafe practices

- Poor working practices
- Resource difficulties
- Operational difficulties