Unit 4222-205 Principles of safeguarding and protection in health and social care (HSC 024)

Level: **2**
Credit value: **3**
UAN: **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:

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 must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Unit 4222-205 Principles of safeguarding and protection in health and social care (HSC 024)

Assessment Criteria

Outcome 1 Know how to recognise signs of abuse

The learner can:

1. define the following types of abuse:
   - Physical abuse
   - Sexual abuse
   - Emotional/psychological abuse
   - Financial abuse
   - Institutional abuse
   - Self neglect
   - Neglect by others
2. identify the signs and/or symptoms associated with each type of abuse.
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:

1. explain the **actions to take** if there are suspicions that an individual is being abused
2. explain the actions to take if an individual alleges that they are being abused
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:

1. identify national policies and **local systems** that relate to safeguarding and protection from abuse
2. explain the roles of different agencies in safeguarding and protecting individuals from abuse
3. identify reports into serious failures to protect individuals from abuse
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:

1. explain how the likelihood of abuse may be reduced by:
   - working with **person centred values**
   - encouraging **active participation**
   - promoting choice and rights
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:

1. describe **unsafe practices** that may affect the well-being of individuals
2. explain the actions to take if unsafe practices have been identified
3. describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response.

Unit 4222-205 Principles of safeguarding and protection in health and social care (HSC 024)

Additional guidance

- An **individual** will usually mean the person supported by the learner but may include those for whom there is no formal duty of care.
- **Factors** may include:
  - a setting or situation
  - the individual.
- The **actions to take** constitute the learner's responsibilities in responding to allegations or suspicions of abuse. They include actions to take if the allegation or suspicion implicates:
  - A colleague
  - Someone in the individual's 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** may include:
  - employer/organisational policies and procedures
  - multi-agency adult protection arrangements for a locality.
- **Person centred values** include:
  - 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** may include
  - poor working practices
  - resource difficulties
  - operational difficulties.