

# **Assessment Knowledge Module**

**Unit SFH008 (J/616/4976)**

**Safeguarding and protection in care settings**

**Version 1, January 2018**



## **Unit SFH008 (J/616/4976) Safeguarding and protection in care settings**

### **Unit Purpose**

This unit is aimed at those working in a wide range of settings. The unit introduces the important area of safeguarding people from abuse. It identifies different types of abuse, and the signs and symptoms that might indicate abuse is occurring. It considers when people might be particularly vulnerable to abuse and what a learner must do if abuse is suspected or alleged.

### **You will learn about and understand:**

- principles of safeguarding adults
- how to recognise signs of abuse
- how to respond to suspected or alleged abuse
- the national and local context of safeguarding and protection from abuse
- ways to reduce the likelihood of abuse
- how to recognise and report unsafe practices
- principles for online safety

### **What you need to complete**

In order to meet the assessment requirements for the unit you will need to complete this module, giving full and detailed answers to each question.

Your assessor will assess the module and give you feedback on what you have already achieved, and what you need to do in order to develop further.

After you have completed the module and your assessor has confirmed that it is complete, you will need to sign and date at the bottom of the ongoing assessment feedback record.

This is a level 2 unit and as such answers must have the appropriate complexity and depth to meet level 2 standards.

## Unit Content

Learning Outcome	Assessment Criterion (AC)	Suggested Assessment Methods	Assessment Guidance
1. Understand principles of safeguarding adults	1.1 Explain the term safeguarding 1.2 Explain own role and responsibilities in safeguarding individuals 1.3 Define the following terms: <ul style="list-style-type: none"> <li>• Physical abuse</li> <li>• Domestic abuse</li> <li>• Sexual abuse</li> <li>• Emotional/psychological abuse</li> <li>• Financial/material abuse</li> <li>• Modern slavery</li> <li>• Discriminatory abuse</li> <li>• Institutional/organisational abuse</li> <li>• Self-neglect</li> <li>• Neglect by others</li> </ul> 1.4 Describe harm 1.5 Describe restrictive practices	<ul style="list-style-type: none"> <li>• professional discussion</li> <li>• learner statement against each criterion</li> <li>• questions and answers</li> </ul>	For each criterion, the assessor and learner need to ensure that the descriptors (explain, define, describe) have been fully addressed.  1.1, 1.2 Have a discussion with your assessor about the meaning of safeguarding and explain your own role and responsibilities with regard to safeguarding the people for whom you provide care. 1.3 Provide a definition of each type of abuse listed below. 1.4 In your own words, give an explanation of the term 'harm'. 1.5 Give <b>three</b> examples of what you think restrictive practices are.

Learning Outcome	Assessment Criterion (AC)	Suggested Assessment Methods	Assessment Guidance
2. Know how to recognise signs of abuse	2.1 Identify the signs and/or symptoms associated with each of the following types of abuse: <ul style="list-style-type: none"> <li>• Physical abuse</li> <li>• Domestic abuse</li> <li>• Sexual abuse</li> <li>• Emotional/psychological abuse</li> <li>• Financial/material abuse</li> <li>• Modern slavery</li> <li>• Discriminatory abuse</li> <li>• Institutional/organisational abuse</li> <li>• Self-neglect</li> <li>• Neglect by others</li> </ul> 2.2 Describe factors that may contribute to an individual being more vulnerable to abuse	<ul style="list-style-type: none"> <li>• professional discussion</li> <li>• learner statement against each criterion</li> <li>• questions and answers</li> </ul>	For each criterion, the assessor and learner need to ensure that the descriptors (identify, describe) have been fully addressed.  2.1 List <b>two</b> signs or symptoms associated with each of the following types of abuse: <ul style="list-style-type: none"> <li>• Physical abuse</li> <li>• Domestic abuse</li> <li>• Sexual abuse</li> <li>• Emotional/psychological abuse</li> <li>• Financial/material abuse</li> <li>• Modern slavery</li> <li>• Discriminatory abuse</li> <li>• Institutional/organisational abuse</li> <li>• Self-neglect</li> <li>• Neglect by others</li> </ul> 2.2 Provide <b>three</b> examples of factors which may make people vulnerable to abuse.

Learning Outcome	Assessment Criterion (AC)	Suggested Assessment Methods	Assessment Guidance
3. Know how to respond to suspected or alleged abuse	3.1 Explain the actions to take if there are suspicions that an individual is being abused 3.2 Explain the actions to take if an individual alleges that they are being abused 3.3 Identify ways to ensure that evidence of abuse is preserved	<ul style="list-style-type: none"> <li>• professional discussion</li> <li>• learner statement against each criterion</li> <li>• questions and answers</li> </ul>	<p>For each criterion, the assessor and learner need to ensure that the descriptors (explain, identify) have been fully addressed.</p> <p>3.1, 3.2, 3.3</p> <p>Have a discussion with your assessor about how you should respond to suspected or alleged abuse. While having the discussion, you need to tell your assessor:</p> <ul style="list-style-type: none"> <li>• what you should do if you suspect abuse is taking place</li> <li>• what action you should take if someone tells you they are being abused</li> <li>• how you should ensure any evidence of abuse is preserved</li> </ul>

Learning Outcome	Assessment Criterion (AC)	Suggested Assessment Methods	Assessment Guidance
<p>4. Understand the national and local context of safeguarding and protection from abuse</p>	<p>4.1 Identify relevant legislation, national policies and local systems that relate to safeguarding and protection from abuse</p> <p>4.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse</p> <p>4.3 Identify factors which have featured in reports into serious cases of abuse and neglect</p> <p>4.4 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse, including whistleblowing</p> <p>4.5 Identify when to seek support in situations beyond your experience and expertise</p>	<ul style="list-style-type: none"> <li>• professional discussion</li> <li>• learner statement against each criterion</li> <li>• questions and answers</li> </ul>	<p>For each criterion, the assessor and learner need to ensure that the descriptors (explain, identify) have been fully addressed.</p> <p>4.1 Identify <b>two</b> pieces of legislation, <b>two</b> national policies and <b>two</b> local systems that relate to safeguarding and protection from abuse.</p> <p>4.2 Identify <b>three</b> agencies and explain their roles in relation to safeguarding and protecting people from abuse.</p> <p>4.3 Identify <b>three</b> factors which have featured in reports of serious cases of abuse and neglect</p> <p>4.4 Provide <b>three</b> sources of information or advice (including whistleblowing) that could help you in your own role of safeguarding and protecting people from abuse.</p> <p>4.5 Give an example of when you should seek support in situations beyond your experience and expertise.</p>

Learning Outcome	Assessment Criterion (AC)	Suggested Assessment Methods	Assessment Guidance
5. Understand ways to reduce the likelihood of abuse	5.1 Explain how the likelihood of abuse may be reduced by <ul style="list-style-type: none"> <li>• Working with person centred values</li> <li>• Encouraging active participation</li> <li>• Promoting choice and rights</li> <li>• Supporting individuals with awareness of personal safety</li> </ul> 5.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse           5.3 Outline how the likelihood of abuse can be reduced by managing risk and focussing on prevention	<ul style="list-style-type: none"> <li>• professional discussion</li> <li>• learner statement against each criterion</li> <li>• questions and answers</li> </ul>	For each criterion, the assessor and learner need to ensure that the descriptors (explain, outline) have been fully addressed.  5.1 Have a discussion with your assessor about how the following practices may reduce the instances of abuse: <ul style="list-style-type: none"> <li>• Working with person-centred values</li> <li>• Encouraging active participation</li> <li>• Promoting choice and rights</li> </ul> 5.2, 5.3 Have a discussion with your assessor about how the following points can help to reduce the likelihood of abuse: <ul style="list-style-type: none"> <li>• Having an accessible complaints procedure</li> <li>• Managing risk</li> <li>• Focussing on prevention</li> </ul>



Learning Outcome	Assessment Criterion (AC)	Suggested Assessment Methods	Assessment Guidance
6. Know how to recognise and report unsafe practices	6.1 Describe unsafe practices that may affect the well-being of individuals 6.2 Explain the actions to take if unsafe practices have been identified 6.3 Describe the actions to take if suspected abuse or unsafe practices have been reported but nothing has been done in response	<ul style="list-style-type: none"> <li>• professional discussion</li> <li>• learner statement against each criterion</li> <li>• questions and answers</li> </ul>	<p>For each criterion, the assessor and learner need to ensure that the descriptors (describe, explain) have been fully addressed.</p> <p>6.1 Identify <b>three</b> unsafe practices and describe how they affect the well-being of people.</p> <p>6.2 Explain the actions you should take when you identify unsafe practices.</p> <p>6.3 Describe the action you should take if abuse or unsafe practices that have been reported within the workplace have been ignored.</p>

Learning Outcome	Assessment Criterion (AC)	Suggested Assessment Methods	Assessment Guidance
7. Understand principles for online safety	7.1 Describe the potential risks presented by: <ul style="list-style-type: none"> <li>• the use of electronic communication devices</li> <li>• the use of the internet</li> <li>• the use of social networking sites</li> <li>• carrying out financial transactions online</li> </ul> 7.2 Explain ways of reducing the risks presented by each of these types of activity 7.3 Explain the importance of balancing measures for online safety against the benefits to individuals of using electronic systems and devices	<ul style="list-style-type: none"> <li>• professional discussion</li> <li>• learner statement against each criterion</li> <li>• questions and answers</li> </ul>	For each criterion, the assessor and learner need to ensure that the descriptors (describe, explain) have been fully addressed.  7.1 Describe the potential risks when using: <ul style="list-style-type: none"> <li>• Electronic communication devices</li> <li>• The internet</li> <li>• Social networking sites</li> <li>• Online systems to carry out financial transactions</li> </ul> 7.2, 7.3 Have a discussion with your assessor about reducing the risks mentioned in question 16 above and the importance of balancing these risks with the benefit to individual people of using the electronic systems and devices.

**Important note**

Professional discussion has been listed in the suggested assessment methods and it also appears in the module itself. This is to give choice to learners and assessors in the way in which assessment is carried out. Although professional discussion is strongly recommended, there may be situations where it is not possible; for example in some distance learning. In these situations, learners can answer the questions in written form in the boxes headed 'Learner notes'.

**Background to achievement of the unit**

This unit is important for anyone working in the Care industry or working with vulnerable people. You will have to look at what is abuse, the different types, and the signs and symptoms that someone who is being abused may demonstrate. The unit also asks you to look at national and local policies and systems, which are in place to protect people from abuse. You will need to research where abuse has taken place previously nationally, and the implications this has had for the Care industry. You will also need to look at your reporting systems in relation to protecting people, so that they are provided with a safe environment and are also cared for safely.

You should answer the following questions with this in mind. Use either your own experiences from work, the place where you study or from research you have done on an organisation of your own choice, in order to answer the questions.

1. Have a discussion with your assessor about the meaning of safeguarding and explain your own role and responsibilities with regard to safeguarding the people for whom you provide care. (AC1.1, 1.2)

You can make notes in the box to help you for when you have your discussion. Your notes should be a reminder of what you want to say to your assessor; you should not read from them. If your assessor feels you need help, he/she will prompt you by asking a question and then you can look at your notes and answer from those.

Learner notes

2. Provide a definition of **each** type of abuse listed below.

(AC1.3)

Physical abuse

Domestic abuse

Sexual abuse

Emotional/psychological abuse

Financial/material abuse

Modern slavery

Discriminatory abuse

Institutional/organisational abuse

Self-neglect

Neglect by others

3. In your own words, give an explanation of the term 'harm'.

(AC1.4)

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4. Give **three** examples of what you think restrictive practices are.

(AC1.5)


5. List **two** signs or symptoms associated with **each** of the following types of abuse:

(AC2.1)

Physical abuse – Signs/symptoms	
1.	2.

Domestic abuse – Signs/symptoms	
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1.	2.
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Sexual abuse – Signs/symptoms	
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1.	2.
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Emotional/psychological abuse – Signs/symptoms	
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1.	2.
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Financial/material abuse - Signs/symptoms	
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1.	2.
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Modern slavery - Signs/symptoms	
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1.	2.
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Discriminatory abuse - Signs/symptoms	
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1.	2.
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Institutional/organisational abuse - Signs/symptoms	
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1.	2.
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Self-neglect – Signs/symptoms	
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1.	2.
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Neglect by others – Signs/symptoms	
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1.	2.
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6. Provide **three** examples of factors which may make people vulnerable to abuse.

(AC2.2)

Example 1	
Example 2	
Example 3	

7. Have a discussion with your assessor about how you should respond to suspected or alleged abuse.

AC3.1, 3.3, 3.2)

While having the discussion, you need to tell your assessor:

- what you should do if you suspect abuse is taking place
- what action you should take if someone tells you they are being abused
- how you should ensure any evidence of abuse is preserved

You can make notes in the box to help you for when you have your discussion. Your notes should be a reminder of what you want to say to your assessor; you should not read from them. If your assessor feels you need help, he/she will prompt you by asking a question and then you can look at your notes and answer from those.

Learner notes

What should you do if you suspect abuse is taking place?

What action should you take if people tell you that they are being abused?

How should you ensure any evidence of abuse is preserved?

8. Identify **two** pieces of legislation, **two** national policies and **two** local systems that relate to safeguarding and protection from abuse.

AC4.1)

Legislation 1

Legislation 2

National policy 1

National policy 2

Local system 1

Local system 2

9. Identify **three** agencies and explain their roles in relation to safeguarding and protecting people from abuse.

(AC4.2)

Agency 1	Role
Agency 2	Role
Agency 3	Role

10. Identify **three** factors which have featured in reports of serious cases of abuse and neglect.

(AC4.3)

Factor 1

Factor 2

Factor 3

11. Provide **three** sources of information or advice (including whistleblowing) that could help you in your own role of safeguarding and protecting people from abuse. (AC4.4)

Source 1

Source 2

Source 3

12. Give an example of when you should seek support in situations beyond your experience and expertise. (AC4.5)



13. Have a discussion with your assessor about how the following practices may reduce the instances of abuse:

(AC5.1)

- Working with person-centred values
- Encouraging active participation
- Promoting choice and rights
- Supporting individuals with awareness of personal safety

You can make notes in the box to help you for when you have your discussion. Your notes should be a reminder of what you want to say to your assessor; you should not read from them. If your assessor feels you need help, he/she will prompt you by asking a question and then you can look at your notes and answer from those.

Learner notes
Working with person centred values
Encouraging active participation
Promoting choice and rights
Supporting individuals with awareness of personal safety

14. Have a discussion with your assessor about how the following points can help to reduce the likelihood of abuse: (AC5.2, 5.3)

- Having an accessible complaints procedure
- Managing risk
- Focussing on prevention

You can make notes in the boxes to help you for when you have your discussion. Your notes should be a reminder of what you want to say to your assessor; you should not read from them. If your assessor feels you need help, he/she will prompt you by asking a question and then you can look at your notes and answer from those.

Learner notes
Having an accessible complaints procedure
Managing risk
Focussing on prevention

15. For this question, please answer the following points:

- Identify **three** unsafe practices and describe how they affect the well-being of people.
- Explain the actions you should take when you identify unsafe practices.
- Describe the action you should take if abuse or unsafe practices that have been reported within the workplace have been ignored.

Identify **three** unsafe practices and describe how they affect the well-being of people.

1.

2.

3.

Explain the actions you should take when you identify unsafe practices.

Describe the action you should take if abuse or unsafe practices that have been reported within the workplace have been ignored.

16. Describe the potential risks when using:

(AC7.1)

- Electronic communication devices
- The internet
- Social networking sites
- Online systems to carry out financial transactions

Electronic communication devices

The internet

Social networking sites

Online systems to carry out financial transactions

17. Have a discussion with your assessor about reducing the risks mentioned in question 16 above and the importance of balancing these risks with the benefit to individual people of using the electronic systems and devices. (AC7.2, 7.3)

You can make notes in the boxes to help you for when you have your discussion. Your notes should be a reminder of what you want to say to your assessor; you should not read from them. If your assessor feels you need help, he/she will prompt you by asking a question and then you can look at your notes and answer from those.

Learner notes