

Unit 10: Safeguarding in Health and Social Care

Unit code: L/601/1600

QCF level: 4

Credit value: 15

● Aim

The aim of this unit is to enable learners to develop an understanding of the factors of abuse, and study the working practices and strategies to reduce and prevent its occurrence.

● Unit abstract

The unit enables learners to understand the different types of abuse that can occur within the community. Learners will study the signs of abuse and factors that can contribute towards individuals being vulnerable. This will be followed by identifying legislation and policies that are in place and how professionals work within the guidelines and professional standards to safeguard both practitioners and users of health and social care services.

Learners will consider the multi-agency approach and look at the strategies that are in place for all health and social care professionals to work together to minimise occurrences of abuse in health and social care contexts. Finally learners will consider the effectiveness of these working practices and strategies.

● Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand the factors that contribute to the incidence of abuse and harm to self and others
- 2 Understand current legislation, policy and professional involvement regarding abuse in health and social care contexts
- 3 Understand working practice and strategies used to minimise abuse in health and social care contexts.

1 Understand the factors that contribute to the incidence of abuse and harm to self and others

Different types of abuse: physical, emotional, sexual, neglect, financial

Different types of self-harm: self-inflicted wounds, drugs and alcohol

Signs of abuse and self-harm: inappropriate bruising, burns, scalding, malnourishment, low self-esteem, emotional withdrawal, neglect, other risk factors

Individuals vulnerable to abuse: children, young people, people with learning disabilities, people with mental health issues, elderly people, people with dementia

Individual factors: self-esteem, identity, gender, previous abuse, relationships, drug and alcohol abuse, type of family background, mental health issues, psychological basis of abuse

Contexts and relationships where abuse may occur: home, community, residential care, institutional care, relationships involving power, caring relationships, within the family, domestic violence

Social factors: health, housing, education, poverty, social exclusion and disadvantage, networks of support

Cultural factors: ethnicity, discrimination, religion

2 Understand current legislation, policy and professional involvement regarding abuse in health and social care contexts

Legislation and policy initiatives: national, regional and local policies; professional standards and guidance as appropriate; individual rights; Fraser guidelines

Range of professionals: range of professionals from health and social care including social workers, social service staff, National Society for the Prevention of Cruelty to Children (NSPCC), health professionals

3 Understand working practice and strategies used to minimise abuse in health and social care contexts

Working practices: written and oral communication, use of ICT in sharing information between professionals, anti-oppressive practice, anti-discriminatory practice, thresholds, risk factors, risk predictions, framework of assessment, identifying children in need

Strategies: working in partnership with users of health and social care services, between professionals and within organisations, decision-making processes and forums, safeguarding children boards, the 'at risk' register, area child protection committee, organisational policies and training

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the factors that contribute to the incidence of abuse and harm to self and others	1.1 explain why particular individuals and groups may be vulnerable to abuse and/or harm to self and others 1.2 review risk factors which may lead to incidence of abuse and/or harm to self and others 1.3 analyse the impact of social and cultural factors on different types of abuse and/or harm to self and others
LO2 Understand current legislation, policy and professional involvement regarding abuse in health and social care contexts	2.1 analyse the strengths and weaknesses in current legislation and policy relating to those vulnerable to abuse 2.2 explain how key professionals are involved in the protection of individuals and groups vulnerable to abuse
LO3 Understand working practice and strategies used to minimise abuse in health and social care contexts.	3.1 explain existing working practices and strategies designed to minimise abuse in health and social care contexts 3.2 evaluate the effectiveness of working practices and strategies used to minimise abuse in health and social care contexts 3.3 discuss possible improvements to working practices and strategies to minimise abuse in health and social care contexts.

Guidance

Links

This unit has links with, for example:

- *Unit 1: Communicating in Health and Social Care Organisations*
- *Unit 2: Principles of Health and Social Care Practice*
- *Unit 9: Empowering Users of Health and Social Care Services*
- *Unit 16: Understanding Specific Needs in Health and Social Care*
- *Unit 19: Contemporary Issues in Health and Social Care.*

This unit also has links with the National Occupational Standards in Health and Social Care. See *Annexe B* for mapping.

This unit also has links with the National Occupational Standards in Leadership and Management for Care Services. See *Annexe C* for mapping.

Essential requirements

This unit requires formal classroom delivery incorporating theoretical concepts, research findings, evidence from documentation, policy and legislation. Learners will need to work with a wide range of case studies that illustrate abuse scenarios. Consideration will need to be given to the concepts of risk, harm, abuse and intervention strategies.

Due to the sensitive subject matter in this unit, tutors must ensure learners have access to support systems outside of the classroom.

Employer engagement and vocational contexts

Due to the sensitive nature of this unit, any reference to authentic vocational contexts should be used with respect for the anonymity of individuals involved, and acknowledgement of the need for confidentiality. It is suggested that practitioners from various health and social care settings contribute to formal classroom delivery and that learners work in small groups to explore the often difficult emotive content.