

Unit 11: Safeguarding Adults and Promoting Independence

Unit code:	K/600/8963
QCF Level 3:	BTEC Nationals
Credit value:	10
Guided learning hours:	60

● Aim and purpose

This unit aims to enable learners to be aware of different types of abuse and to understand why this may happen. They will be able to develop knowledge of work to safeguard adults, and an understanding of how the rights, independence and the wellbeing of adults are promoted through a person-centred, multi-agency approach.

● Unit introduction

There are many jobs in society, particularly within health and social care, where a practitioner's main job role is working with adults. It is therefore, important for learners, hoping to work in these areas to develop knowledge and understanding of safeguarding work. Multi-agency partnerships work at local level to develop policies and procedures which safeguard adults by promoting good practice. Whilst the rights of all individuals should be protected, adults who use health and social care services are amongst those most at risk of abuse or neglect. Learners must recognise situations which may lead to abuse and neglect, and the need for a person-centred approach which provides supportive and trusting relationships.

Learners will investigate the signs and symptoms of different types of abuse, enabling them to recognise when abuse may be happening. They will go on to examine predisposing factors which may lead to abusive situations. Learners will explore a range of strategies and procedures organisations use to reduce the risks to individuals, and know the key legislation and regulations which govern safeguarding work in the health and social care sectors.

The final part of the unit can be delivered in conjunction to *Unit 6: Personal and Professional Development in Health and Social Care*. Learners will examine working practices which minimise the risk of abuse. There will be an opportunity for learners to investigate how supportive relationships are developed, in a health or social care context, reflecting on how individual rights, independence and wellbeing are maintained and respected.

The unit has links with *Unit 2: Equality, Diversity and Rights in Health and Social Care*. It will also provide underpinning knowledge for learners studying the needs of adults who are most at risk of losing their independence in *Unit 26: Caring for Individuals with Additional Needs* and *Unit 28: Caring for Older People*.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know types and indicators of abuse
- 2 Understand factors which may lead to abusive situations
- 3 Know legislation and regulations which govern the safeguarding of adults
- 4 Know working strategies and procedures to reduce the risk of abuse of adults
- 5 Understand the role of supportive relationships to promote the rights, independence and wellbeing of adults using health and social care services.

Unit content

1 Know types and indicators of abuse

Types of abuse: physical; sexual; emotional or psychological; neglect or acts of omission; exploitation; discriminatory; institutional; bullying; self-harm; domestic abuse

Indicators of abuse and self-harm: disclosure; unexplained injuries, eg fractures, bruising, burns, scalds, cuts, scars malnourishment; poor hygiene; changes in behaviour, eg low self-esteem, mood swings, social withdrawal, passive or compliant, fearful of certain people, seeking attention, inappropriate behaviour, suicidal thoughts; difficulty with finances, eg unable to pay bills, lack food, necessities; stress which triggers health problems, eg heart condition, breathing problems, ulcers, difficulty sleeping

2 Understand factors which may lead to abusive situations

Adults most at risk: people with learning disabilities, physical disabilities; ill health; dementia; people with mental health needs; people who are aphasic; sensory impaired; comatose or semi-comatose; older people

Environments: own home; community care; day care; hospitals; residential care, independent living; day care centres; health services, eg GP surgeries, dental surgeries, physiotherapy

Contexts: people who are dependent on others for personal care; lack of mental capacity to consent to sexual relationships; adults who do not have the social awareness that abuse has taken place; adults who feel shame or fear of reporting; communication difficulties; discriminatory practice; bullying within care services; invasion of privacy; relationships involving power; social isolation

People who may abuse: health or care professionals, those working in health or care environments; other people using services, partners, carers, relatives, friends, strangers, volunteers

3 Know legislation and regulations which govern the safeguarding of adults

Relevant legislation and regulations: Safeguarding Vulnerable Groups Act; The Rehabilitation of Offenders Act; The Police Act; Sexual Offences Act; Care Standards Act; The Care Homes (Adult Placements) (Amendment) Regulations; Mental Health Act; Mental Capacity Act; Disability Discrimination Act; The Race Relations Act; Human Rights Act; Data Protection Act

4 Know working strategies and procedures to reduce the risk of abuse of adults

Recruitment of staff: adults barred list; Protection of Vulnerable Adults Scheme (POVA); the role of the Independent Safeguarding Authority (ISA); the role of the Criminal Records Bureau (CRB)

Sector guidance: The Protection of Vulnerable Adults scheme in England and Wales for adult placement schemes, Domiciliary Care Agencies and Care Homes 2006 (updated publication 2009), No Secrets Department of Health Guidance; Safeguarding Adults, A National Framework of Standards for good practice and outcomes in adult protection work 2005; Dignity in Care Initiative; Human Rights in Healthcare – A Framework for Local Action 2007; organisational policies, local and regional guidelines for staff and volunteers working with vulnerable adults; Codes of Practice for Nursing and Social Work

Strategies: multi-agency working; partnership working; working in partnership with adults using services, families and informal carers; decision-making processes and forums, policies; staff training; induction; role of Care Quality Commission

Procedures for protection: alert; referrals; decision making; assessment; review; recording; monitoring; 'whistleblowing'; complaint procedures

5 Understand the role of supportive relationships to promote the rights, independence and wellbeing of adults using health and social care services

Core principles of care: dignity; equality; respect; fairness; privacy

Build effective relationships: adult at centre of planning; listening; methods of communication, eg verbal and non-verbal; respect for culture; beliefs, respect of lifestyle and choices, recognition of needs; preferences; confidentiality

Working practices: needs assessment; care planning cycle; person-centred practices; methods of communications; anti-oppressive practice; anti-discriminatory practice; inclusive practice; protocols for sharing information, providing safe and secure environment; duty of care; advocacy; maintaining confidentiality; access of information

Supportive practice: humanistic approach; empowering, promoting rights; giving choice; using preferred method of communication; meeting needs, eg health, social care, mental health, special needs; responsive, eg needs, concerns, complaints, flexible; working with individual, family and carers

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe forms of abuse which may be experienced by adults [IE3]	M1 assess the likely immediate effects of two different forms of abuse on the health and wellbeing of adults	D1 evaluate the potential long-term effects of these two types of abuse on the health and wellbeing of adults
P2 describe indicators that abuse may be happening to adults [IE3]		
P3 explain factors that may lead to abusive situations [IE6; CT1]		
P4 outline key legislation and regulations which govern safeguarding adults work [IE4; CT2]	M2 describe legislation and regulations, working strategies and procedures used in health and social care to reduce the risk of two types of abuse	
P5 outline working strategies and procedures used in health and social care to reduce the risk of abuse [CT1; SM2]		
P6 explain the role of supportive relationships in reducing the risk of abuse and neglect. [IE5; SM2]	M3 discuss the role of supportive relationships in reducing the risk of abuse and neglect, using examples.	D2 evaluate the role of multi-agency working to reduce the risk of abuse of adults, with reference to legal frameworks, regulations, working strategies and procedures.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

This unit should be delivered by subject specialists who have a broad understanding of the issues involved in safeguarding adults work. Because of the sensitivity of the issues covered, learners' attention should be drawn to available support services. It is strongly recommended that this unit is delivered in the later stages of the programme, by which time learners will have developed more understanding of, and gained some experience of, work within the sectors.

Case study materials may be used in small groups or class to illustrate different types of abuse. Appropriate case studies are included in the government framework for adult protection. Current news items would also be a useful vehicle to stimulate discussion. However, it is important that issues are not personalised for learners. Learners must know signs and indicators of abuse and there should be opportunities for learners to explore and describe types, signs and symptoms of abuse and the potential immediate and long-term effects, with time to discuss their views and concerns.

It is important that a range of different health and social care environments are considered when exploring the potential for abuse, including care which takes place in the adult's own home. Learners should also be made aware of people who may abuse, including care workers, and the actions that should be taken when abuse is suspected. Case studies of adults, in different situations and with different health needs, will introduce learners to the concept of adults who may be at risk in terms of their independence and wellbeing. Discussion will support learners' understanding from the viewpoint of an individual 'at risk'. Real examples of individuals discussing their personal situations needs and preferences are available on a number of the recommended websites, for example the Royal National Institute of Blind People and Mencap. 'Hot seating' is another strategy which could be used in the classroom to develop learners' empathy with adults who are 'at risk'.

Guest speakers will broaden learners' knowledge of safeguarding work, the types of abuse, the potential for abuse and how organisations work together. Learners should be introduced to the concept of multi-agency partnership work and its role to lead on and develop policies to safeguard adults to enable them to assess strategies and procedures. Copies of policies and procedures from organisations should be examined, enabling learners to describe these in relation to safeguarding and human rights legislation. It is important that the most current legislation and regulations are taught, as those listed in the content of this unit are subject to change or amendment. Visits to health or social care environments would be beneficial but must be carefully planned and have the agreement of adults using services, to ensure that dignity and the rights of individuals are not compromised. With agreement of the organisations, and with close monitoring, learners could ask adults who use services questions. These could form the basis for class discussion to support learners' understanding of how working practices can help to safeguard individuals.

Role play could be used effectively to challenge learners' views and prejudices when considering the rights of individuals, and when developing an understanding how to build supportive relationships. Work-placement observations will enhance group and class discussion on the role of supportive relationships in safeguarding work with adults. This would not be appropriate when exploring issues relating to abuse.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Unit introduction.
Learning outcome 1 Tutor input: introduction to unit. Tutor input: introduction to issues relating to safeguarding. Buzz group: types of abuse. Group and class discussion: on possible indicators. Case studies.
Learning outcome 2 Buzz groups: why adults may be abused. Research: adults at risk; environments; potential for abuse; people who may abuse; statistics – instances of abuse, institutional abuse. Case studies/group discussion. Visiting speakers. Home/workplace activity: health and care contexts.
Assignment 1: The types, possible reasons for and effects of abuse (P1, P2, P3, M1, D1)
Learning outcome 3 Learner research: legislation and regulations. Interrogate legislation and regulations to identify relevant sections relating to safeguarding.
Learning outcome 4 Learner research: recruitment process of health and social care sectors; role of agencies to monitor recruitment; role of multi-agency work. Interrogating policies and procedures. Case studies. Tutor input: procedures when abuse is suspected. Home/work placement activity: exploring policies and procedures.
Assignment 2: Legislation, policies and workplace procedures which reduce risk of abuse (P4, P5, M2)
Learning outcome 5 Understand the role of supportive relationships to promote the rights, independence and wellbeing of adults using health and social care services. Learner research: human rights and ways to promote these in a health and social care context. Group and class discussion: good practice in supporting adults. Role play. Work placement: observations.
Assignment 3: Supportive relationships and multi-agency working (P6, M3, D2)
Unit review and assessment.

Assessment

This unit may be assessed through an integrated assignment relating to a case study or common themes. Alternatively, the unit may be assessed through three separate assignments. The first could focus on issues relating to the abuse of adults and learners' knowledge and understanding of the forms and indicators of abuse (P1, P2), factors which may lead to abusive situations (P3) and an assessment and evaluation of the potential effects for adults (M1, D1). The second assignment could focus on the key legislation and regulations (P4) and working strategies and procedures which reduce the risk of abuse (P5), leading to an overview of multi-agency working (M2). The final assignment would be concerned with the overall safeguarding work of health and social care workers including the importance of building effective relationships and effective multi-agency working (P6, M3, D2).

A range of methods of presenting evidence is likely to be used. For example, evidence for P1 could be a poster or leaflet. Evidence on the indicators and effects of abuse could be generated through a written assignment or oral presentation. Evidence for assessment criteria P4 and P5 could be presented through a report, information booklet or assignment. It is acceptable for learners to work collaboratively to generate evidence. Where this approach is adopted individual contributions and understanding must be identified and authenticated.

At pass grade learners will demonstrate that they know the forms of abuse (P1) and the indicators (P2) giving a clear description of the main features. To achieve P3, learners will explain factors which may lead to abusive situations in different settings and contexts, including reference to institutional abuse. Learners need to demonstrate that they know current and relevant legislation and policies by outlining the main features (P4). Learners will consider the strategies used to safeguard adults identifying the most effective. The information should also demonstrate that they know the process to follow if they suspect abuse may be happening (P5). Learners will understand the rights of adults and be able to explain how supportive relationships are formed, using examples, and why this is so important (P6).

At merit grade learners will assess the possible short-term effects of abuse to achieve M1. To achieve M2, learners must provide supporting evidence when describing relevant strategies and procedures, used in health and social care contexts, which work to reduce the risk of abuse. Learners should include suggestions of what to do if abuse is suspected. Evidence to achieve M3 will be pertinent to safeguarding work. Learners will provide a clear discussion of a range of ways in which practitioners build relationships and promote the rights of people using services in order to minimise the risk of abuse taking place.

For D1, learners will exercise autonomy to evaluate the potential long-term effects of two different types of abuse. For D2, learners will evaluate the role that multi-agency work might play in reducing the risk of abuse to adults. Learners will draw on their understanding from the pass and merit criteria to explore each aspect of safeguarding work, including strategies to minimise risks and actions to take when abuse is suspected. Learners should also reflect on how legislation and policies support the work of multi-agency partnerships.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, M1, D1	The types, possible reasons for, and effects of abuse	Preparing information for new employees.	A booklet including information on types, signs and symptoms of abuse, the possible effects and causes and immediate and long-term effects of two types of abuse.
P4, P5, M2	Legislation, policies and workplace procedures which reduce risk of abuse	A social care worker with responsibility for safeguarding work.	Article with information on legislation, regulations and frameworks strategies and procedures, including multi-agency working.
P6, M3, D2	Supportive relationships and multi-agency working	Embarking on a career in health and social care work.	Role plays, based on observations, which illustrate supportive relationships and multi-agency working.

Links to National Occupational Standards (NOS), other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Health and Social Care sector suite (see *Appendix A*) and has links with units from other qualifications in that suite. See *Appendix E* for NOS links and *Appendix G* for a mapping of the NHS Knowledge and Skills Framework against particular units in this qualification.

Essential resources

The following resources are essential for delivery of the unit:

- library resources with key texts and other reference materials
- access to the internet
- case study materials
- copies of current government frameworks and guidelines for practice.

Employer engagement and vocational contexts

The following resources are considered highly valuable to deliver the unit in a vocational context:

- guest speakers
- access to work experience opportunities with older people/access for visits
- copies of policies and procedures from familiar health or social care environments.

Indicative reading for learners

Textbooks

Ayling P – *Knowledge Sets for Safe Practice: Safeguarding Vulnerable People* (Heinemann, 2008)
ISBN 9780435402372

British Medical Association – *Ethics of Caring for Older People* (Wiley-Blackwell, 2009) ISBN 9781405176279

Mantell A and Scragg T – *Safeguarding Adults in Social Work (Transforming Social Work Practice)*
(Learningmatters.co.uk, 2008) ISBN 9781844451487

Poutney P – *Protecting people who have a learning disability from abuse* (Heinemann, 2007)
ISBN 9780435500030

Pritchard J – *Good Practice in Safeguarding Adults: Working Effectively in Adult Protection* (Jessica Kingsley, 2008)
ISBN 97818436999

Stretch B et al – *Core Themes in Health and Social Care (series)* (Heinemann, 2007) ISBN 9780435464257

Stretch B and Whitehouse M – *BTEC National Health and Social Care Book 2* (Heinemann, 2007)
ISBN 9780435499167

Stretch B and Whitehouse M – *BTEC Level 3 Nationals in Health and Social Care Student Book 1* (Pearson, 2010) ISBN 9781846907663

Stretch B and Whitehouse M – *BTEC Level 3 Nationals in Health and Social Care Student Book 2* (Pearson, 2010) ISBN 9781846907470

Publications

A National Framework of Standards for good practice and outcomes in adult protection work (Department of Health, 2005)

Investigation into the service for people with learning disabilities (Sutton and Merton Primary Care Trust, 2007)

No Secrets: guidance on developing and implementing multi-agency policies and procedures to protect vulnerable adults from abuse (Department of Health, 2000)

Rights at Risk (Help the Aged, 2005)

DVD/CD ROM

Dakin M – *Whose Secret? Protecting Vulnerable Adults from Abuse* (Pavilion Publishing, 2007)

e-Presentations for Health and Social Care Level 3 (Heinemann, 2007) ISBN 9780435401177

Journals and magazines

Care and Health Magazine

Community Care Magazine

Disability Now

Nursing Times

Websites

www.elderabuse.org.uk

www.ageconcern.org.uk

www.alzheimers.org.uk

www.anncrafttrust.org

www.bcodp.org.uk

www.integratedcarenetwork.gov.org

www.cqc.org.uk

www.community-care.co.uk

www.dh.org.uk

www.dlf.org.uk

www.learningdisabilities.org.uk

www.helptheaged.org.uk

www.asa.org.uk

www.mencap.org.uk

www.mind.org.uk

www.nhs.uk

www.respond.org.uk

www.rethink.org.uk

www.skillsforcare.org.uk

www.skillsforhealth.org.uk

Action on Elder Abuse

Age Concern

Alzheimer's Society

Ann Craft Trust

British Council of Disabled People

Care Networks

Care Quality Commission

Community Care

Department of Health

Disabled Living Foundation

Foundation for people with learning disabilities

Help the Aged

Independent Safeguarding Authority

Mencap Charity for people with learning disabilities

Mind

National Health Service

Respond

Rethink Mental Health Charity

Sector Skills Council for Care and Development

Sector Skills Council for the UK Health Sector

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	[IE3] finding out about forms and indicators of abuse and how these may affect individuals and the work of professionals [IE4] analysing and evaluating the relevance of legislation, frameworks, policies and procedures relating to safeguarding work [IE5] considering the influence of relationships on safeguarding work [IE6] using reasoned arguments to support their ideas about the potential for abuse and safeguarding work, including how relationships can be developed
Creative thinkers	[CT1] generating ideas and exploring a range of possibilities relating to why abuse happens and strategies and procedures to minimise risks [CT2] asking questions about policies and procedures within a health and social care environment
Self-managers	[SM2] working with perseverance and commitment when investigating strategies and procedures and how effective relationships are formed.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Find and select information	
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	accessing websites to research information on legislation, frameworks, policies and working practices in the sectors
ICT – Develop, present and communicate information	
Bring together information to suit content and purpose	organising information clearly and logically
Present information in ways that are fit for purpose and audience	producing information in a format which meets the requirements of the assignment
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	contributing to group and class discussions generating and asking questions of guest speakers and professionals in work placements
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading course texts, journals and summarising information
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing assignments and reports for assessment purposes.