

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Adult Safeguarding

Unit Reference Number: D/651/0286

Level: Two (2)

Credit Value: Three (3)

Minimum Guided Learning Hours: 25

| Learning Outcome (The Learner will): | Assessment Criterion (The Learner can): |
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| 1. Understand and implement principles of Adult Safeguarding | 1.1 Explain the term adult safeguarding |
| | 1.2 Give the legal definition of an adult at risk |
| | 1.3 Describe own role and responsibilities in adult safeguarding |
| | 1.4 Outline what constitutes harm |
| | 1.5 Identify the main types of abuse |
| | 1.6 Identify possible indicators of abuse |
| | 1.7 Outline a range of factors which have featured in adult abuse and neglect |
| | 1.8 Outline the range of potential risks with using technology and how to support individuals to be safe without being risk averse |
| | 1.9 Demonstrate that individuals are treated with dignity and respect when providing care and support services |
| | 1.10 Outline where to get information and advice about own role and responsibilities in preventing and protecting individuals from harm and abuse |
| 2. Know how to reduce the likelihood of abuse | 2.1 Explain why an individual may be at risk from harm or abuse |
| | 2.2 Explain how care environments can promote or undermine people's dignity |

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| | 2.3 | Describe the importance of individualised and person-centred care |
| | 2.4 | Describe how to apply basic principles of supporting individuals to keep themselves safe |
| | 2.5 | Explain how the likelihood of abuse may be reduced by: <ul style="list-style-type: none"> a) working with person-centred values b) enabling active participation c) promoting choice and rights d) working in partnership with others |
| 3. Know how to respond to suspected or disclosed abuse | 3.1 | Explain what to do if abuse of an adult is suspected; including how to raise concerns within local freedom to speak up/whistleblowing policies or procedures |
| 4. Protect people from harm and abuse – locally and nationally | 4.1 | Outline relevant legislation, principles, local and national policies, and procedures which relate to safeguarding adults |
| | 4.2 | Outline the local arrangements for the implementation of multi-agency Adult Safeguarding policies and procedures |
| | 4.3 | Describe the importance of sharing appropriate information with the relevant agencies |
| | 4.4 | Outline the actions to take if you experience barriers in alerting or referring to relevant agencies |
| 5. Understand restrictive practices | 5.1 | Explain what is meant by ' restrictive practice ' |
| | 5.2 | Outline organisational policies and procedures in relation to restrictive practices and own role in implementing these |
| | 5.3 | Describe the importance of seeking the least restrictive option for the individual |

| Indicative Content | |
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| LO1 | <p>Legal definition: According to the Care Act 2014.</p> <p>Types of abuse must include:</p> <ul style="list-style-type: none"> • physical abuse • domestic abuse |

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| | <ul style="list-style-type: none"> • sexual abuse • psychological abuse • financial/material abuse • modern slavery • discriminatory abuse • organisational abuse • neglect/acts of omission • self-neglect <p>Potential risks with using technology: Could include use of electronic communication devices, use of the internet, use of social networking sites and carrying out financial transactions online and how the individual can be supported to be kept safe.</p> <p>Risk adverse: The importance of balancing safety measures with the benefits individuals can gain from accessing and using technology such as online systems, and the individual's right to make informed decisions.</p> <p>Featured: This should include reference to adult safeguarding reviews and lessons learnt.</p> |
| LO2 | <p>Risk: may include:</p> <ul style="list-style-type: none"> • a setting or situation • the individuals and their care and support needs. <p>Person-centred values: Values include individuality, rights, choices, privacy, independence, dignity, respect, care, compassion, courage, communication, competency, and partnership.</p> <p>Active participation: 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.</p> |
| LO4 | <p>Local and National policies and frameworks: Including, but not limited to: Making Safeguarding Personal. Local systems should include the appropriate detail and reference to:</p> <ul style="list-style-type: none"> • employer/organisation policies and procedures • multi agency adult protection arrangements for a locality. <p>Legislation: Learners should consider how the different legislations relate to and interact with adult safeguarding. This should include, but is not limited to:</p> <ul style="list-style-type: none"> • Mental Capacity Act 2005 • Human Rights act 1998 • Equality Act 2010 • Mental Health Act 1998- • Health and Social Care Act 2012 • Care Act 2014. <p>Principles: Including, but not limited to, the 6 principles of safeguarding embedded within the Care Act 2014: Empowerment, Prevention, Proportionality, Protection, Partnership, Accountability.</p> |
| | <p>Restrictive practice: Learners should consider restrictions and restraint. They should consider practices which intend to restrict and restrain individuals as well as practices that do so inadvertently. An awareness should be demonstrated of physical, mechanical, chemical, seclusion, segregation, psychological restraint, and the threat of restraint.</p> |

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| | <p>Policies and procedures in relation to restrictive practice: may include the reference to ensuring that any restrictive practice is legally implemented and may take into account the Mental Capacity Act 2005.</p> |
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Assessment Guidance

Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Any knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment. The final assessment decision must show application of knowledge which relates to the work environment and the specific local authority procedures and arrangements for Safeguarding Adults.