



# Level 3 Health and Social Care: Principles and Contexts

## Guidance For Teaching Unit 5

## UNIT 5

# SUPPORTING INDIVIDUALS AT RISK TO ACHIEVE THEIR DESIRED OUTCOMES

### Introduction:

The principal aim of this unit guide is to support teaching and learning and act as a companion to the Specification. Each unit guide offers a detailed explanation of key points in the Specification and aims to explain complex areas of subject content.

### Programme of study:

The activities provided here are suggestions only for developing learner knowledge. Each centre must decide whether the activities are appropriate for their learners, and it is acknowledged that local conditions may determine the approach adopted. Although some of the suggested activities may involve sector engagement, please note that the majority of the activities are designed to take place within the classroom. Learners develop knowledge and understanding through the experience they acquire while carrying out each activity. Formative feedback is crucial to the learning to ensure that the learner is developing the knowledge and skills necessary to achieve the best possible grades. Examples of activities have been given in this guidance that provide plenty of opportunity for formative feedback.

### Overview of unit:

In this unit learners will gain knowledge and understanding of factors that could contribute to individuals being at risk to abuse and neglect, the requirements of legislation, regulation and codes of conduct and practice for safeguarding and protecting individuals at risk in health and social care and approaches to securing the rights of individuals.

This unit builds on knowledge and understanding gained through unit 3.

### Assessment:

This unit is assessed through a set assignment that consists of two tasks: the production of case notes in the form of a presentation and the production of information to contribute to a personal care and support plan.

The assignment will be based on stimulus material released at the start of each academic year; learners will need to refer to this stimulus material when responding to the tasks in the assessment. Learners will have a specified time in which to produce evidence for this assessment, completing the work under supervised conditions within the centre.

Centres can schedule the assessment at any time, once the content of the unit has been delivered.

**An example of programme of study for:  
Unit 5 (Supporting individuals at risk to achieve their desired outcomes)**

Topic Area	Activities	Resources	Homework
<p><b>5.1</b> Factors that contribute to individuals being at risk to abuse and neglect</p>	<p>Introduction to unit content and assessment methods.</p> <p>Tutor-led discussion on the types of abuse that individuals may be at risk of:</p> <ul style="list-style-type: none"> <li>• Emotional/Psychological abuse</li> <li>• Physical abuse</li> <li>• Financial abuse</li> <li>• Sexual abuse.</li> </ul> <p>Learners to watch 5 minute video on Winterbourne View (<a href="https://www.youtube.com/watch?v=wqYZi19jvBM">https://www.youtube.com/watch?v=wqYZi19jvBM</a>) followed by tutor-led discussion.</p> <p>and undertake the Social Care Wales scenario activities: <a href="https://socialcare.wales/cms_assets/file-uploads/Optional-Abuse-Harm-and-Neglect-scenarios-Activity-11b-Safeguarding-pack-v.3.pdf">https://socialcare.wales/cms_assets/file-uploads/Optional-Abuse-Harm-and-Neglect-scenarios-Activity-11b-Safeguarding-pack-v.3.pdf</a>.</p> <p>Learners to produce a revision resource on the types of abuse that individuals may be at risk of.</p>	<p>Social Care Wales – Emotional/Psychological Abuse Hand-out: <a href="https://socialcare.wales/cms_assets/file-uploads/Emotional-psychological-abuse-handout-Activity-5-Safeguarding-pack-v.3.pdf">https://socialcare.wales/cms_assets/file-uploads/Emotional-psychological-abuse-handout-Activity-5-Safeguarding-pack-v.3.pdf</a></p> <p>Social Care Wales – Physical Abuse Hand-out: <a href="https://socialcare.wales/cms_assets/file-uploads/Physical-abuse-handout-Activity-5-Safeguarding-pack-v.3.pdf">https://socialcare.wales/cms_assets/file-uploads/Physical-abuse-handout-Activity-5-Safeguarding-pack-v.3.pdf</a></p> <p>Social Care Wales – Financial Abuse Hand-out: <a href="https://socialcare.wales/cms_assets/file-uploads/Financial-abuse-handout-Activity-5-Safeguarding-pack-v.3.pdf">https://socialcare.wales/cms_assets/file-uploads/Financial-abuse-handout-Activity-5-Safeguarding-pack-v.3.pdf</a></p> <p>Social Care Wales – Neglect Hand-out: <a href="https://socialcare.wales/cms_assets/file-uploads/Neglect-handout-Activity-5-Safeguarding-pack-v.3.pdf">https://socialcare.wales/cms_assets/file-uploads/Neglect-handout-Activity-5-Safeguarding-pack-v.3.pdf</a></p> <p>Social Care Wales – Sexual Abuse Hand-out: <a href="https://socialcare.wales/cms_assets/file-uploads/Sexual-abuse-handout-Activity-5-Safeguarding-pack-v.3.pdf">https://socialcare.wales/cms_assets/file-uploads/Sexual-abuse-handout-Activity-5-Safeguarding-pack-v.3.pdf</a></p>	<p>WJEC online resources.</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>

	<p>Tutor-led discussion on factors that could contribute to individuals being at risk to abuse and neglect, to include:</p> <ul style="list-style-type: none"> <li>• <b>carer stress</b> e.g. frustration, feeling under pressure and unable to cope, lack of respite care, change in financial situation</li> <li>• <b>dependency</b> e.g. children, older individuals, individuals living with disabilities (including learning disabilities and cognitive impairments) are often more vulnerable as they rely on or are dependent on others for care and support</li> <li>• <b>family conflict</b> e.g. individuals who have experienced childhood abuse/ domestic violence may believe this behaviour is acceptable</li> <li>• <b>isolation</b> e.g. social exclusion, not able to access support networks, lack of access to information, advocacy and support in relation to how they can be protected</li> <li>• <b>medical/psychological conditions</b> e.g. mental ill-health, low self-confidence and self-esteem, communication difficulties</li> <li>• <b>other factors</b> could include religious beliefs/race/sexuality orientation/differences, position in family/scapegoating, lack of awareness, training or monitoring of workers to spot or deal with safeguarding issues.</li> </ul> <p>Learners to produce revision resources on the factors that could contribute to individuals being at risk to abuse and neglect, giving examples.</p>	<p>Social Care Wales – Adults at risk hand-out:  <a href="https://socialcare.wales/cms_assets/file-uploads/Adult-at-Risk-handout-Safeguarding-pack-v.3.pdf">https://socialcare.wales/cms_assets/file-uploads/Adult-at-Risk-handout-Safeguarding-pack-v.3.pdf</a></p> <p>Social Care Wales – Child at risk hand-out:  <a href="https://socialcare.wales/cms_assets/file-uploads/Child-at-Risk-handout-Safeguarding-pack-v.3.pdf">https://socialcare.wales/cms_assets/file-uploads/Child-at-Risk-handout-Safeguarding-pack-v.3.pdf</a></p>	<p>WJEC online resources.</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>
--	---	--	---

Topic Area	Activities	Resources	Homework
<p>5.2 Factors that can affect the right of individuals at risk in health and social care</p>	<p><b>Guest speaker: Social Worker</b> discussing factors that can affect the rights of individuals at risk when accessing health and social care services, to include:</p> <ul style="list-style-type: none"> <li>• age and understanding of their rights as an individual</li> <li>• attitudes of individuals working in settings that promote person-centred care</li> <li>• availability of resources e.g. workers, clinics, care homes, day care centres, transport to appointments</li> <li>• capacity to understand information or to make a decision</li> <li>• communication ability.</li> </ul> <p>Learner to prepare notes ready for a class/group discussion once all content for 5.2 has been covered.</p>	<p>Social Care Wales - What does mental capacity mean: <a href="https://socialcare.wales/service-improvement/the-mental-capacity-act-and-deprivation-of-liberty-safeguards-dols">https://socialcare.wales/service-improvement/the-mental-capacity-act-and-deprivation-of-liberty-safeguards-dols</a></p>	<p>Learner to think of and write down questions ready to ask guest speaker.</p> <p>WJEC online resources.</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>
	<p><b>Guest speaker: Social Worker</b> discussing factors that can affect the rights of individuals at risk when accessing health and social care services, to include:</p> <ul style="list-style-type: none"> <li>• family and carers input and their awareness of the rights of the individuals</li> <li>• isolation</li> <li>• issues related to when rights of the individual and the views of the families/carers conflict</li> <li>• lack of advocacy</li> <li>• personal traits of individuals who are accessing outcome focused person-centred care and support.</li> </ul> <p>Learner to prepare notes ready for a class/group discussion once all content for 5.2 has been covered.</p>	<p>Loneliness and isolation: <a href="https://www.ageingwellinwales.com/en/themes/loneliness-and-isolation">https://www.ageingwellinwales.com/en/themes/loneliness-and-isolation</a></p> <p>Advocacy: <a href="https://socialcare.wales/hub/hub-resource-sub-categories/advocacy">https://socialcare.wales/hub/hub-resource-sub-categories/advocacy</a></p>	<p>Learner to think of and write down questions ready to ask guest speaker.</p> <p>WJEC online resources.</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>

			* Learner to remember to log guest speaker visit in Sector Engagement log.
	<p><b>Guest speaker: Local Carers Support Officer*</b> discussing factors that can affect the rights of individuals at risk when accessing health and social care services, to include:</p> <ul style="list-style-type: none"> <li>recognising that carers have the right to be supported</li> <li>young carers support services.</li> </ul> <p>Learner to prepare notes ready for a class/group discussion once all content for 5.2 has been covered.</p> <p>* some Local Authorities employ carers officers; other Local Authorities outsource this service – each individual County Council will have contact details for carers support on their website.</p>	<p>Social Care legislation in Wales – working with carers (carers and the Act):  <a href="https://socialcare.wales/hub/hub-resource-sub-categories/carers-and-the-act">https://socialcare.wales/hub/hub-resource-sub-categories/carers-and-the-act</a></p> <p>Social Care legislation in Wales – working with carers (young carers): <a href="https://socialcare.wales/hub/hub-resource-sub-categories/young-carers-and-young-adult-carers">https://socialcare.wales/hub/hub-resource-sub-categories/young-carers-and-young-adult-carers</a></p> <p>Carers UK – support for carers:  <a href="https://www.carersuk.org/images/Help_Advice/CUK_Looking_After_Someone_2019-20_Wales.pdf">https://www.carersuk.org/images/Help_Advice/CUK_Looking_After_Someone_2019-20_Wales.pdf</a></p> <p>Dewis – Carers have rights:  <a href="https://www.dewis.wales/carers-have-rights">https://www.dewis.wales/carers-have-rights</a></p>	<p>Learner to think of and write down questions ready to ask guest speaker.</p> <p>WJEC online resources.</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p> <p>* Learner to remember to log guest speaker visit in Sector Engagement log.</p>
	<p>Class discussions on factors that can affect the rights of individuals at risk when accessing health and social care services.</p>		WJEC online resources.

Topic Area	Activities	Resources	Homework
<p><b>5.3</b> The requirement of legislation, regulation and codes of conduct/practice for safeguarding and protecting individuals at risk in Wales and the UK</p>	<p>Tutor-led session on the requirements of legislation, regulation and codes of conduct/practice for safeguarding and protecting individuals at risk in Wales and the UK.</p> <p>Learners to revise their understanding of how the following legislation aim to protect individuals at risk:</p> <ul style="list-style-type: none"> <li>• Social Services and Well-being (Wales) Act 2014</li> <li>• Children Act (2004)</li> </ul> <p>Learners to produce posters on the main points for each to display in the class.</p>	<p>Social Services and Well-being (Wales) Act 2014 - overview: <a href="https://socialcare.wales/hub/sswbact">https://socialcare.wales/hub/sswbact</a></p> <p>The Children Act 2004: <a href="https://learning.nspcc.org.uk/child-protection-system/wales/">https://learning.nspcc.org.uk/child-protection-system/wales/</a></p>	<p>WJEC online resources.</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>
	<p>Learners to research and produce revision notes to feedback to the class on the role of the National Independent Safeguarding Board, established following the Social Services and Well-being (Wales) Act 2014, to:</p> <ul style="list-style-type: none"> <li>• provide support and advice to safeguarding boards ensuring that they are effective</li> <li>• provide recommendations to Welsh Government as to how arrangements could be improved</li> <li>• report on the effectiveness of arrangements to safeguard children and adults in Wales.</li> </ul>	<p>Social Care Wales – Safeguarding hand-out: <a href="https://socialcare.wales/cms_assets/file-uploads/Further-safeguarding-resources-Safeguarding-pack-v.3.pdf">https://socialcare.wales/cms_assets/file-uploads/Further-safeguarding-resources-Safeguarding-pack-v.3.pdf</a></p>	<p>WJEC online resources.</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>
	<p><b>Guest speaker: County Council Safeguarding Officer responsible for children</b> discussing the Safeguarding Children Board (LSCB), a multi-agency body to promote the well-being of children and set out under Part 7 of the Social Services and Wellbeing Act (Wales) 2014 to:</p> <ul style="list-style-type: none"> <li>• protect children within its area who are experiencing, or are at risk of abuse, neglect or other types of harm</li> <li>• prevent children within its area from becoming at risk of abuse, neglect or other kinds of harm.</li> </ul>	<p>National Independent Safeguarding Board Wales: <a href="http://safeguardingboard.wales/">http://safeguardingboard.wales/</a></p> <p>Find your regional safeguarding board: <a href="http://safeguardingboard.wales/find-your-board/">http://safeguardingboard.wales/find-your-board/</a></p>	<p>Learner to think of and write down questions ready to ask guest speaker.</p> <p>WJEC online resources.</p>

	<p>Learners to produce revision resources on the work of the Safeguarding Children Board (LSCB) and the procedures to follow should a care worker suspect that a child is at risk.</p>		<p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week. Learner to remember to log guest speaker visit in Sector Engagement log.</p>
	<p><b>Guest speaker: County Council Safeguarding Officer responsible for adults</b> discussing the Safeguarding Adults Board (SAB), a multi-agency partnership to promote the well-being of adults as set out under Part 7 of the Social Services and Wellbeing Act (Wales) 2014, to:</p> <ul style="list-style-type: none"> <li>• protect adults within its area who have care and support needs (whether or not a local authority is meeting any of those needs) who are experiencing, or are at risk of, abuse or neglect</li> <li>• prevent adults who have care and support needs from becoming at risk of abuse or neglect.</li> </ul> <p>Learners to produce revision resources on the work of the Safeguarding Adults Board (SCB) and the procedures to follow should a care worker suspect that an adult is at risk.</p>	<p>National Independent Safeguarding Board Wales: <a href="http://safeguardingboard.wales/">http://safeguardingboard.wales/</a></p> <p>Find your regional safeguarding board: <a href="http://safeguardingboard.wales/find-your-board/">http://safeguardingboard.wales/find-your-board/</a></p>	<p>Learner to think of and write down questions ready to ask guest speaker.</p> <p>WJEC online resources.</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p> <p>Learner to remember to log guest speaker visit in Sector Engagement log.</p>



	<p><b>Guest speaker: College/School Welfare Officer</b> discussing statutory documents in relation to safeguarding, including:</p> <ul style="list-style-type: none"> <li>• Working Together to Safeguard People: Volume 1 – Introduction and Overview</li> <li>• Working Together to Safeguard People: Volume 5 – Handling Individual Cases to Protect Children at Risk</li> <li>• Working Together to Safeguard People: Volume 6 – Handling Individual Cases to Protect Adults at Risk.</li> </ul> <p>Learners to produce their own easy-read guide to the above statutory documents in relation to safeguarding.</p>	<p>Working Together to Safeguard People: Volume 1: <a href="https://gov.wales/sites/default/files/publications/2019-05/working-together-to-safeguard-people-volume-i-introduction-and-overview.pdf">https://gov.wales/sites/default/files/publications/2019-05/working-together-to-safeguard-people-volume-i-introduction-and-overview.pdf</a></p> <p>Working Together to Safeguard People: Volume 5: <a href="https://gov.wales/sites/default/files/publications/2019-05/working-together-to-safeguard-people-volume-5-handling-individual-cases-to-protect-children-at-risk.pdf">https://gov.wales/sites/default/files/publications/2019-05/working-together-to-safeguard-people-volume-5-handling-individual-cases-to-protect-children-at-risk.pdf</a></p> <p>Working Together to Safeguard People: Volume 6: <a href="https://gov.wales/sites/default/files/publications/2019-06/volume-6-handling-individual-cases-to-protect-adults-at-risk.pdf">https://gov.wales/sites/default/files/publications/2019-06/volume-6-handling-individual-cases-to-protect-adults-at-risk.pdf</a></p>	<p>Learner to think of and write down questions ready to ask guest speaker.</p> <p>WJEC online resources.</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p> <p>* Learner to remember to log guest speaker visit in Sector Engagement log.</p>
--	---	--	---

Topic Area	Activities	Resources	Homework
<p>5.4 Approaches to securing the rights of individuals at risk in health and social care</p>	<p>Learner-led discussion on the practices that should be promoted to safeguard individuals accessing care, to include:</p> <ul style="list-style-type: none"> <li>• developing a rapport with individuals</li> <li>• ensuring all individuals feel that they have a voice, choice and control</li> <li>• ensuring all legislation and codes of practice are put in place and adhered to and the consequences if they are not</li> <li>• providing a safe environment.</li> </ul> <p>Learners to produce a fact-sheet suitable for new volunteers in a care setting on the practices that should be promoted to safeguard individuals accessing care.</p>		<p>WJEC online resources.</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>
	<p>Learner-led discussion on the approaches that should be promoted to safeguard individuals accessing care, to include:</p> <ul style="list-style-type: none"> <li>• information awareness and training on safeguarding for professionals and other people who may see evidence or get disclosures</li> <li>• active participation</li> <li>• advocacy</li> <li>• empowerment</li> <li>• principles of care</li> <li>• legislation</li> <li>• personalised care</li> <li>• governance – to include the work of Care Inspectorate Wales and Health Inspectorate Wales.</li> </ul> <p>Learners to produce a report suitable for new volunteers in a care setting to read on the approaches that should be promoted to safeguard individuals accessing care.</p>		<p>WJEC online resources.</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>

Topic Area	Activities	Resources	Homework
<p>5.5 The ways in which individual workers and the services they provide can promote inclusion</p>	<p>Learners to work in pairs to discuss and complete through Social Care Wales AWIF Workbook1 – Principles and values in health and social care (adults)</p>	<p>Social Care Wales AWIF Workbook1 – Principles and values in health and social care (adults):  <a href="https://socialcare.wales/cms_assets/file-uploads/AWIFHSC-Section-1-workbook-P-and-V-adults-Sept-2019.pdf">https://socialcare.wales/cms_assets/file-uploads/AWIFHSC-Section-1-workbook-P-and-V-adults-Sept-2019.pdf</a></p> <p>Workbook 1 introduction(video):  <a href="https://www.youtube.com/channel/UCmTDZ3M2NONS_KLq_DOWj_A/search?query=principles+of+care">https://www.youtube.com/channel/UCmTDZ3M2NONS_KLq_DOWj_A/search?query=principles+of+care</a></p>	<p>WJEC online resources.</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>
	<p><b>Guest speaker: Manger of Care Service (Day centre for Adults with Learning Disabilities, Residential Care Home etc)</b> discussing ways in which individual workers and the services they provide can promote inclusion, to include:</p> <ul style="list-style-type: none"> <li>• building on any existing good practice</li> <li>• ensuring communication is always clear and in the language and format of choice</li> <li>• ensuring there is no: <ul style="list-style-type: none"> <li>• discrimination by association</li> <li>• discrimination by perception</li> <li>• harassment</li> </ul> </li> <li>• challenging any discriminatory practice and promoting inclusive practice</li> <li>• equity of access by ensuring equal and appropriate opportunities for all/not adopting a one-size fits all attitude/making reasonable adjustments as appropriate</li> <li>• having a good attitude and approach to supporting individuals to ensure that they are not excluded or isolated</li> <li>• knowing when ‘whistle blowing’ is appropriate</li> <li>• listening to individuals so they always have a voice</li> </ul>	<p>NHS Health in Wales – Whistleblowing Policy:  <a href="http://www.wales.nhs.uk/document/240483/info/">http://www.wales.nhs.uk/document/240483/info/</a></p> <p>Public Health Wales – Policy to raise concerns:  <a href="https://phw.nhs.wales/about-us/policies-and-procedures/policies-and-procedures-documents/human-resources-policies/procedure-for-nhs-staff-to-raise-concerns/">https://phw.nhs.wales/about-us/policies-and-procedures/policies-and-procedures-documents/human-resources-policies/procedure-for-nhs-staff-to-raise-concerns/</a></p>	<p>Learner to think of and write down questions ready to ask guest speaker.</p> <p>WJEC online resources.</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>

	<ul style="list-style-type: none"> <li>• supporting diversity by accepting and welcoming individual's differences by working in non-judgemental ways</li> <li>• treating all individuals as unique and with dignity and respect.</li> </ul> <p>Learners to produce a resource suitable for new volunteers in a care setting to read on the ways that care workers and the services they provide can promote inclusion, to include principles and values.</p>		<p>* Learner to remember to log guest speaker visit in Sector Engagement log.</p>
	<p>Learners to use sample <b>Unit 5 NEA Stimulus material</b> to produce case notes in the form of a presentation, and practise information to contribute to a personal care and support plan. Unit 5 SAMs found on <a href="http://healthandcarelearning.wales">healthandcarelearning.wales</a> website</p>		
	<p><b>ASSESSMENT: Stimulus material NEA</b> – Task 1 approximately 10 hours of the total allocated time for the NEA Task 2 approximately 5 hours of the total allocated time for the NEA</p>		