

**Cambridge Technicals
Health and Social Care**

Unit 7: Safeguarding

Level 3 Cambridge Technical in Health and Social Care
05830 - 05833

Mark Scheme for January 2022

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations to be used when marking Unit 7.

Annotation	Meaning
	Tick – correct answer
	Cross – incorrect answer
	Level 1
	Level 2
	Level 3
	Benefit of doubt (This does count as a mark – so do not ‘tick’ as well)
	Omission mark
	Too vague
	Repeat
 or 	Noted but no credit given

Question		Answer/Indicative Content	Marks	Guidance										
1	(a)	<table border="1"> <thead> <tr> <th>Sign of abuse</th> <th>Answer letter</th> </tr> </thead> <tbody> <tr> <td>Malnourishment</td> <td>D</td> </tr> <tr> <td>Poor professional practice as a result of the structure, policies, and practices within an organisation.</td> <td>C</td> </tr> <tr> <td>Pregnancy in a person unable to consent</td> <td>F</td> </tr> <tr> <td>Unexplained loss of possessions</td> <td>B</td> </tr> </tbody> </table>	Sign of abuse	Answer letter	Malnourishment	D	Poor professional practice as a result of the structure, policies, and practices within an organisation.	C	Pregnancy in a person unable to consent	F	Unexplained loss of possessions	B	4 (4x1)	See page 3 for guidance about MCQs
Sign of abuse	Answer letter													
Malnourishment	D													
Poor professional practice as a result of the structure, policies, and practices within an organisation.	C													
Pregnancy in a person unable to consent	F													
Unexplained loss of possessions	B													

Question		Answer	Marks	Guidance
1	(b)	<p>ANY FOUR FROM:</p> <p>Anxious/frightened/scared/fear ✓</p> <p>Changes in personality/mood/behaviour ✓</p> <p>Depressed/sad ✓</p> <p>Frustrated ✓</p> <p>Go on to abuse others themselves ✓</p> <p>Lack of trust ✓</p> <p>Lonely / isolated/excluded/withdrawn ✓</p> <p>Loss of confidence in self/memory ✓</p> <p>Low self-confidence ✓</p> <p>Low self-esteem/self-worth/worthless ✓</p> <p>Physical injuries ✓</p> <p>Self-fulfilling prophecy ✓</p> <p>Self-harming ✓</p> <p>Stressed ✓</p> <p>Disempowered ✓</p> <p>Refused employment /access to services ✓</p> <p>Mental health well-being/issues/problems ✓</p> <p>Loss of dignity ✓</p> <p>Suicidal thoughts ✓</p> <p>Ill health /illness ✓</p> <p>Accept other suitable answers</p>	<p>4</p> <p>(4x1)</p>	<p>DO NOT ACCEPT:</p> <ul style="list-style-type: none"> • Effects not relevant to adults <p>ACCEPT AW</p>

Question		Answer	Marks	Guidance
1	(c)	<p>ANY TWO FROM:</p> <ul style="list-style-type: none">• Family ✓• Neighbours ✓• Other members of the public ✓• Peers ✓• Siblings ✓ <p>Accept other suitable answers</p>	<p>2 (2x1)</p>	<p>ACCEPT AW</p>

Question	Answer	Marks	Guidance
2 (a)*	<p>Key Features of the Public Interest Disclosure Act:</p> <ul style="list-style-type: none"> • The Act protects workers from detrimental treatment or victimisation from their employer to they can make complaints without fear and so adults are protected. • If an employee is dismissed because he /she has made a protected disclosure that will be treated as unfair dismissal – this may help highlight institutional practices/ abuse of adults. • Employees are able to present a complaint to an employment tribunal if they suffer detriment as a result of making a protected disclosure about abuse of adults - so feel confident /protected. • Workers can whistle blow directly to the commission (free form ‘concern / fear’ from employer) - gives them rights to protect adults. • Defines complaints that count as whistleblowing-guidelines on when to whistle blow to safeguard adults. • Protection of whistle-blower(s) identify – can help them be able to avoid repercussions. • Provides legal framework about when to whistleblow/disclose • Guides on what is public interest • Guides employers on whistleblowing, e.g., confidentiality aspects • Guidance on who counts as an employee <p>The above list is not exhaustive; accept other appropriate responses. The following links give more information: https://www.gov.uk/whistleblowing Public Interest Disclosure Act 1998 (legislation.gov.uk)</p>	6	<p>Level 3 (5-6 marks) Detailed description of key features of the Public Interest Disclosure Act that protects and safeguards adults. <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 (3-4 marks) Sound description of key features /feature of the Public Interest Disclosure Act that protects and safeguards adults. <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p>Level 1 (1–2 marks) Limited description of key features /feature of the Public Interest Disclosure Act that protects and safeguards adults. <i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p>0 marks <i>No response or no response worthy of credit.</i></p>

Question		Answer/Indicative Content	Marks	Guidance										
2	(b)	<table border="1"> <thead> <tr> <th>Statement</th> <th>True or False</th> </tr> </thead> <tbody> <tr> <td>The Commission can grant or refuse applications of registration as a service provider</td> <td>True</td> </tr> <tr> <td>The Commission can inspect and assess the educational provision of all schools</td> <td>False</td> </tr> <tr> <td>The Commission requires care providers and managers to account for failures in how care is provided.</td> <td>True</td> </tr> <tr> <td>The Commission requires care providers to display the ratings given to them</td> <td>True</td> </tr> </tbody> </table>	Statement	True or False	The Commission can grant or refuse applications of registration as a service provider	True	The Commission can inspect and assess the educational provision of all schools	False	The Commission requires care providers and managers to account for failures in how care is provided.	True	The Commission requires care providers to display the ratings given to them	True	4 (4x1)	ACCEPT: Yes / no, tick / cross, T/F for true/false
Statement	True or False													
The Commission can grant or refuse applications of registration as a service provider	True													
The Commission can inspect and assess the educational provision of all schools	False													
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Question	Answer	Marks	Guidance
3 (a)	<p>MAX TWO FROM:</p> <ul style="list-style-type: none"> • May have no access to support/protection services /family/friends– so unable to avoid abuse/seek help ✓✓ • May have no fixed location – difficult to track and prevent abuse – support services cannot provide protection ✓✓ • May be homeless due to previous abuse and so becomes something they expect/accept and so do not seek help ✓✓ • Lack of affordable housing/sofa surfing- may lead to people making demands for lodgings so be abused ✓✓ • Risk of harm from others, e.g., especially at night-unsafe environments ✓✓ • Stereotyping by public – person facing physical/emotional/psychological abuse from others in society /easy targets✓✓ • May not have place of safety /safe space/secure place✓✓ • Learned helplessness ✓✓ 	4 (2x2)	<p>TWO MARKS: A clear outline of a reason why homelessness may make abuse more likely.</p> <p>ONE MARK: A basic outline of a reason why homelessness may make abuse more likely.</p> <p>ACCEPT other suitable outlines Some points are interchangeable</p> <p>DO NOT ACCEPT:</p> <ul style="list-style-type: none"> • Reasons not related to homelessness/abuse • Repetition <p>ACCEPT AW</p>

Question	Answer	Marks	Guidance
3 (b)*	<p>Factors:</p> <p>Care services with institutional practices</p> <ul style="list-style-type: none"> • May have rigid/inflexible routines - so abuse becomes routine/day to day experience so abuse of children in health service continues • Invasive practice not allowing children/care givers input/choices - so no choice/chance to speak out • Difficulty of staff/users/children/caregivers to challenge practice - so abuse continues • Routines not in best interest of users children/caregivers - lack of involvement of users so abuse not stopped • Bad practices ignored/covered up so abuse continues • Safeguarding procedures not adequately monitored / policies out of date/not followed due to reluctance to change • Professionals viewed with trust and this may be misused, and so children/caregivers/staff do not raise concerns about the health service <p>Staffing issues</p> <ul style="list-style-type: none"> • Staff at the health service may not be suitably trained/experienced. • May be understaffed/overworked so concerns not reported / individual needs not met • Lack of resources/time to protect children from abuse • Wide range of services used by the children and so difficult to investigate report all referrals/concerns • May not know what acceptable/unnecessary/intrusive practices is carried out on them • Lack of trained staff - children's needs not met • Lack of available staff - lack of time with children to meet needs • Changeover of staff / staff turnover - children/caregivers unable to trust staff so do not speak out / physical needs not met as staff do not provide personalised care to meet child's needs so abuse may take place 	10	<p>Level 3 (8-10 marks) Detailed explanation of factors that make children at risk of abuse when using health services. <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 (5-7 marks) Sound explanation of factors/factor that make children at risk of abuse when using health services. <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p>Level 1 (1–4 marks) Limited explanation of factors/factor that make children at risk of abuse when using health services. <i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p>0 marks <i>No response or no response worthy of credit.</i></p>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none">• Lack of training - abusive practice may result in child/caregiver not experiencing effective communication so signs of abuse not noticed• Poor management/controls - practices remain unchallenged / difficulty for child/staff/caregivers /providers to speak out about abuse of children <p>Accept other suitable factors relevant to people with children using health services.</p>		

Question		Answer	Marks	Guidance
4	(a)	<p>ANY FOUR FROM:</p> <ul style="list-style-type: none"> • Duty to report ✓ • Report appropriately e.g., tell child protection officer/safeguarding lead/team /relevant authority✓ • Use reporting procedures / Follow reporting procedures ✓ • Support and comfort ✓ • Do not judge ✓ • Maintain confidentiality /need to know basis ✓ • Protect self ✓ • Offer place of safety /refer to support services ✓ • Record information (asap) ✓ • Take action immediately ✓ <p>Accept other suitable answers</p>	4	ACCEPT AW

Question	Answer	Marks	Guidance
4	<p data-bbox="132 220 197 252">(b)*</p> <p data-bbox="275 220 398 244">Factors:</p> <p data-bbox="275 252 663 276">Independent living facilities</p> <ul data-bbox="275 292 1469 507" style="list-style-type: none"> • Not 24 hr care - targeted by others who live there/other workers/relatives • Lose contact with friends and family - so more open to abuse as it will not be reported/discovered • Perceived as needing less care - so not looked after / checked for signs of abuse • May feel dependent on carers so not want to raise concerns as may lose help provided / imbalance of power <p data-bbox="275 547 871 571">Residing in health and social care settings</p> <ul data-bbox="275 587 1429 938" style="list-style-type: none"> • May assume the setting is safe and so be taken advantage of • May not want to raise concerns as they need the shelter/help provided • May have been institutionalised and so expect abuse • May not recognise the abuse and so not speak out • May be disempowered and so not have the opportunity to stop the abuse • May not wish to risk abuser making situation worse/or losing their job • Professionals viewed with trust and this may be misused • May need to be moved/physically contacted, this could lead to inappropriate touching • May not know what rights are / signs/types of abuse. <p data-bbox="275 978 595 1002">Dependency on others</p> <ul data-bbox="275 1018 1469 1345" style="list-style-type: none"> • Require specialist support and this may not be available / not effectively provided meaning care is rushed • Need others to communicate effectively and so cannot always express needs/choices • Care providers may not have time to care for their needs • Require others to help them make suitable choices - this means they could be manipulated/given limited options • Requiring care makes adults less likely to complain as they may be worried about losing support/care needed • Require advocate – may not put users needs first 	10	<p data-bbox="1688 220 1973 244">Level 3 (8-10 marks)</p> <p data-bbox="1688 252 2078 515">Detailed discussion of factors that may make abuse of adults more likely. <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p data-bbox="1688 555 1957 579">Level 2 (5-7 marks)</p> <p data-bbox="1688 587 2078 850">Sound discussion of factors/factor that may make abuse of adults more likely. <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p data-bbox="1688 890 1964 914">Level 1 (1–4 marks)</p> <p data-bbox="1688 922 2078 1153">Limited discussion of factors/factor that may make abuse of adults more likely. <i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p data-bbox="1688 1193 1805 1217">0 marks</p> <p data-bbox="1688 1225 2063 1297"><i>No response or no response worthy of credit.</i></p>

Question	Answer	Marks	Guidance
	<p>Imbalance of power</p> <ul style="list-style-type: none"> • Too scared to complain/ concern about persecution • Cannot seek help as access to sources of redress restricted • Physical violence/intimidation – cannot speak out / not safe • Made to feel reliant • Threats made • Power may relate to control of finances / freedoms (e.g., movement/travel and physical strength/ control/abuse) • Abuse of power by carers - may need help with basic tasks e.g., eating, toileting, hygiene • Disempowered <p>Social isolation</p> <ul style="list-style-type: none"> • May have only a few people to help them and so feel they cannot raise concerns / feel withdrawal / lack of chance to raise concerns • May not have anyone to confirm abuse / discuss concerns with - lack of third-party support/access to advocacy/suitable specialist equipment • May be an easy target if the staff member(s) know the person has no support from others • May feel society does not care about their needs and so put up with abuse / self-fulfilling prophecy – isolated and so expect to be isolated / not able to avoid abuse due to needs not being met <p>Invasion of privacy</p> <ul style="list-style-type: none"> • May need others to help with hygiene/health care/can mean exposure when naked • Loss of data - providers may release private information that means that the user more at risk of abuse • Easy target vulnerable as dependent on care being provided and so manipulated to share private information <p>Accept other suitable factors relevant to adults</p>		

Question	Answer	Marks	Guidance
5 (a)*	<p>Possible procedures:</p> <ul style="list-style-type: none"> • Qualifications, experience, and suitability checked/confidence in applicants' skills/values • Induction training includes safeguarding policies/ confidentiality/ data protection • Pre-employment checks carried out, e.g. DBS/enhanced disclosures/references • Verification of applicant's medical fitness carried out • Interviewees/ selection staff are trained in safeguarding and ways to avoid discrimination/abuse • ID checks carried out • Verification of qualifications • Checks made with previous employers about any concerns • References obtained directly from referee • Guidelines/policies given to staff, e.g. childminders policies/ risk assessments • Reviews made to ensure staff are maintaining appropriate standards of care • Only use reputable agencies • Detailed enquiries made about noticeable gaps in employment history • Children and/or families may be involved in the procedures <p>Accept other suitable measures</p>	6	<p>Level 3 (5-6 marks) Detailed description of procedures that could be included in the recruitment policy to help protect children from abuse <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 (3-4 marks) Sound description of procedures /procedure that could be included in the recruitment policy to help protect children from abuse. <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p>Level 1 (1-2 marks) Limited description of procedures/procedure that could be included in the recruitment policy to help protect children from abuse. <i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p>0 marks <i>No response or no response worthy of credit.</i></p>

Question	Answer	Marks	Guidance
5 (b)	<p>ANY TWO FROM:</p> <p>Building a trusting professional relationship</p> <ul style="list-style-type: none"> • Enables children and staff to report signs of abuse/raise concerns ✓✓ • Ensures staff know boundaries and how to work with children/guardians/other services ✓✓ • Staff can raise concerns without fear of reprisal ✓✓ • Transparency of procedures help staff /children/guardians to know when to report abuse/raise concerns ✓✓ <p>Effective communication channels:</p> <ul style="list-style-type: none"> • Creates an open environment where concerns can be raised ✓✓ • Helps ensure all concerns are quickly investigated ✓✓ • Helps diffuse/investigate any situations that could lead to abuse ✓✓ • Helps ensure multi agency approach to protecting children from abuse ✓✓ • Concerns dealt with asap ✓✓ • Staff/guardians/children know who to contact/how to report abuse ✓✓ <p>Continuing professional development</p> <ul style="list-style-type: none"> • Providers equipped with current best practice and opportunities to share ideas/update skills in order to protect children ✓✓ • Providers can identify when children are at risk of abuse and take appropriate action ✓✓ • Providers develop ways of working that reduce likelihood of abuse happening, e.g. person-centred care ✓✓ <p>Accept other suitable explanations</p>	6 (3x2)	<p>TWO MARKS: A clear explanation of how each feature could minimise the risk of abuse in childcare environments.</p> <p>ONE MARK: A basic explanation of how each feature could minimise the risk of abuse in childcare environments.</p>

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