

Session Plan & Support delivery

This unit describes the skills and knowledge required to identify signs of possible abuse, take appropriate action according to role and responsibilities and minimise the risk of abuse to a person. This unit applies to workers in a range of community services contexts.

Element	Performance criteria	Topic discussion	Additional info	Assessment method (mapping)	Additional
		Introduction <ul style="list-style-type: none"> Who am I? Housekeeping Emergency procedures OHS Session Overview 	Website PDF: Dignity, respect, and safer services, 'Victoria's disability abuse prevention strategy' . (Hard Copy in Folder) Website Word Doc: Responding to allegations of abuse involving people with disabilities (Victoria) (Hard Copy in Folder) Website PDF: Abuse of Persons with Disabilities (Hard Copy in Folder) Website PDF: Violence and abuse of people with disability at home (Hard Copy in Folder)		Session day: Session Time: Additional Equipment:
1. Identify suspected abuse	1.1 Identify signs of suspected abuse.	Trainer's Overview: Signs of suspected abuse Handout: Types and Signs of Abuse <ul style="list-style-type: none"> Signs of physical abuse Signs of sexual abuse Signs of mental mistreatment/emotional abuse Signs of neglect Signs of self-neglect Signs of exploitation Signs of abandonment 	Handout: Types and Signs of Abuse YouTube: Abuse, Neglect, and Exploitation	Written Question 1 Multiple Choice: 2 Case Study 1: Q1 Case Study 2: Q2 Research Assessment: 1, 5	Session day: Session Time: Additional Equipment:

		<p>Types of abuse:</p> <ul style="list-style-type: none"> A. Emotional/psychological B. Financial C. Physical D. Sexual E. System <p>YouTube: Abuse, Neglect, and Exploitation</p>			
	1.2 Review all available relevant information.	<p>Trainer's Overview:</p> <p>Refer and discussion:</p> <p>Handout: Suspected Abuse Factsheets & Websites</p>	<p>Handout: Suspected Abuse Factsheets & Websites</p>	<p>Written Assessment: 3</p> <p>Case Study 2: Q1, Q2</p> <p>Case Study 3: Q3</p>	<p>Session day:</p> <p>Session Time:</p> <p>Additional Equipment:</p>
	1.3 Record concerns and actions taken according to organisation requirements.	<p>Trainer's Overview:</p> <p>Handout: Reporting abuse to police and after a report has been made.</p> <ul style="list-style-type: none"> • At the time staff become aware of the alleged abuse • Ensure immediate safety and report to senior management. • Reassure the victim and gather information, if required • Reporting to police • Incidents that must be reported to police • Gaining consent to report other incidents • How to report to police • Preserve evidence. 	<p>Handout: Reporting abuse to police and after a report has been made.</p> <p>Website Word Doc: Responding to allegations of abuse involving people with disabilities (Victoria)</p>	<p>Written Assessment: 5</p> <p>Case Study 2: Q2</p> <p>Case Study 3: Q3</p>	<p>Session day:</p> <p>Session Time:</p> <p>Additional Equipment:</p>

		<ul style="list-style-type: none"> <i>In consultation with police, engaging a support person and notifying next of kin</i> <i>Engaging support person</i> <i>Notifying next of kin</i> <i>After a report has been made to police</i> <i>Commence/continue service provider investigation</i> <p>Overview: Website Word Doc: Responding to allegations of abuse involving people with disabilities (Victoria)</p>			
	1.4 Comply with legal and organisation reporting requirements	<p>Trainer’s Overview: Handout: Suspected Abuse Factsheets & Websites (Refer Mandatory reporting) XXXXX</p>	Handout: Suspected Abuse Factsheets & Websites (Refer Mandatory reporting)	Written Question 2, 4, 5 Case Study 2: Q1, Q2 Case Study 3: Q3 Research Assessment: 3	Session day: Session Time: Additional Equipment:
2. Support people experiencing suspected abuse	2.1 Assess the actual and potential effects of suspected abuse of the person.	<p>Trainer’s Overview: Handout: Effects of suspected abuse of the person.</p> <ul style="list-style-type: none"> <i>What should I do if I think someone may be being abused?</i> <i>What are my responsibilities, as a worker, if I suspect abuse?</i> <i>Vital considerations when addressing abuse.</i> <i>What a worker is expected to do</i> <i>What a worker is not expected to do</i> <i>What is ‘duty of care’?</i> 	Handout: Effects of suspected abuse of the person.	Case Study 1: Q1 Case Study 2: Q2 Case Study 3: Q1, Q2, Q3 Research Assessment: 5	Session day: Session Time: Additional Equipment:

		<ul style="list-style-type: none"> Working with people with different values and cultural differences? Working with someone who neglects their own needs? 			
	2.2 Explore the person's understanding and interpretation of the situation using awareness raising methods.	Refer Trainer's Overview 1.1, 1.2		Case Study 3: Q2, Q3	Session day: Session Time: Additional Equipment:
				AT1: Written Assessment: AT2: Multiple Choice Assessment: AT3: Cast Study: AT4: Research:	
Knowledge evidence	<p>Legal and ethical consideration relevant to recognising and responding to abuse and how these are applied in an organisation and individual practice, including:</p> <ul style="list-style-type: none"> A. Duty of care B. Human rights: C. Rights to make own decisions D. Implications when people are unable to exercise their rights E. Tension between individual rights and organisation responsibility F. Informed consent G. Mandatory reporting 	<p>Trainer's Overview</p> <p>Page overview</p> <p>Handout: Legal and ethical considerations</p> <p>Website Fact sheets</p>	<p>Handout: Legal and ethical considerations – Website Fact sheets</p>	<p>A: Research Assessment: 3 / Case Study 1 Q1 / Case Study 2: Q1, Q2</p> <p>B: Case Study 1 Q1, Q2</p> <p>C: Multiple Choice: 3</p> <p>D: Case Study 2: Q1 / Research Assessment: 5</p> <p>E: Case Study 2: Q1</p> <p>F: Multiple Choice: 3 / Written Assessment: 7</p> <p>G: Written Question 2, 4, 5 / Research Assessment: 3 / Case Study 2: Q1</p> <p>H: Research Assessment: 5</p>	<p>Session day:</p> <p>Session Time:</p> <p>Additional Equipment:</p>

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	H. Privacy, confidentiality and disclosure				
	Current issues and debates relating to abuse	Trainer's Overview: Review and discuss: Website PDF: Violence and abuse of people with disability at home	Website PDF: Violence and abuse of people with disability at home	Research Assessment: 5	Session day: Session Time: Additional Equipment:
	Abuse statistics and characteristics	Trainer's Overview: Website: People with disability in Australia (Stats) Review and discuss	Website: People with disability in Australia (Stats)	AT2: Multiple Choice: 1 - 1,2,3 / Research Assessment: 5	Session day: Session Time: Additional Equipment:
	Different interpretations of abuse and the importance of recognising different value systems	Trainer's Overview: Violence and abuse <i>Violence and abuse cover a range of behaviours towards people with a disability. These could include assault, sexual assault, constraints, restrictive practices (physical and chemical), forced treatments, forced interventions, humiliation and harassment, financial and economic abuse and significant violations of privacy and dignity on a systemic or individual basis.</i> Neglect <i>Neglect includes physical or emotional neglect, passive neglect or wilful deprivation. Neglect can be a single significant incident or a systemic issue that involves depriving a person with disability of the basic necessities of life such as food, drink, shelter, access, mobility, clothing, education, medical care and treatment.</i> Exploitation		Written Question 1 / Research Assessment: 3	Session day: Session Time: Additional Equipment:

		<i>Exploitation is when a person takes advantage of someone else. This could include improper use of another person or the improper use of or withholding of another person's assets, labour, employment or resources including taking physical, sexual, financial or economic advantage.</i>			
	Sources of authoritative information and guidance	Trainer's Overview (<i>Refer Systems and procedures used to manage suspected abuse above</i>): Refer and discuss: Handout: Suspected Abuse Factsheets & Websites	Handout: Suspected Abuse Factsheets & Websites	Written Assessment: 8 Research Assessment: 2 / Case Study 2: Q1, Q2 / Research Assessment: 5	Session day: Session Time: Additional Equipment:
Performance evidence	The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has: <ul style="list-style-type: none"> Recognised and responded to 3 different types of suspected abuse in accordance with legal and organisation requirements 	Trainer's Overview:		Assessment Activity Case Study 1 Case Study 2 Case Study 3 Research Assessment Tasks: 1,2,3,4	Session day: Session Time: Additional Equipment:

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Assessment Submission Cover Sheet

Learner Name: _____ Unit Commencement Date: _____

Assessment Instructions:

Please attach this cover sheet to the assessment tasks being submitted to your assessor.

Please **tick** tasks to indicate what you are submitting for assessment.

When answering questions students must,

- **Read the question carefully** to make sure they fully understand what is being asked of them.
- **Follow the instruction** that's in the questions such as, **EXPLAIN** – Where this word is used, students are required to offer an explanation
- **Answer all questions** identified in the Assessment Instructions

Student support learning material:

- Website PDF: [Dignity, respect, and safer services, 'Victoria's disability abuse prevention strategy'](#).
- Website Word Doc: [Responding to allegations of abuse involving people with disabilities \(Victoria\)](#)
- Website PDF: [Abuse of Persons with Disabilities](#)
- Website PDF: [Violence and abuse of people with disability at home](#)

Required Assessments:	Tick
1. Complete Written Question Assessments: Written Question Assessments	
2. Complete Multiple Choice Questions Assessment: Multiple Choice Questions Assessment	
3. Complete Case Study Assessments: Case Study Assessments	
4. Complete Research Assessment: Research Assessment	
5. Monthly Training Log (trainee only)	

I declare that the work I have attached to this cover sheet is my own work.

Learner Signature:		<i>Submission Date:</i>
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Additional Learning and Assessment Support

YouTube & Video

1.	YouTube	Abuse, Neglect, and Exploitation	Watch this video to learn about the signs of abuse, neglect and exploitation and the steps to take to report it.	Minutes: 5.00
2.	YouTube	Reportable Incidents - Video 1 (Auslan)	No Description available	Minutes: 3.20
3.	YouTube	Violence Against People with Disability in Their Homes - Financial Abuse (Assessment)	Similar to financial abuse of elderly people, this form of theft can be perpetrated by friends, family, spouses, neighbours who exert and abuse power over a person with disability	Minutes: 3.20

Case Studies

Website PDF:	Case studies - violence, abuse, neglect and exploitation of people with disability
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Handouts, News and Media

Handout attached:	Types and Signs of Abuse
Handout attached:	Suspected Abuse Factsheets & Websites
Handout attached:	Reporting abuse to police and after a report has been made.
Handout attached:	Effects of suspected abuse of the person.
Handout attached:	Encourage Empowerment
Handout attached:	Police Process Chart
Handout attached:	Responding to disclosures
Handout attached:	Consent
Handout attached:	Characteristics of perpetrators of abuse
Handout attached:	Preventing abuse, neglect, and exploitation
Handout attached:	Reportable incidents in the NDIS
Handout attached:	Framework for the disability abuse prevention strategy
Handout attached:	DHS Code of conduct for disability service workers
Handout attached:	Legal and ethical considerations – Website Fact sheets

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Useful Websites

1.	Website PDF: Violence and abuse of people with disability at home
2.	Website PDF: Dignity, respect, and safer services,' Victoria's disability abuse prevention strategy' .
3.	Website Word Doc: Responding to allegations of abuse involving people with disabilities (Victoria)
4.	Website PDF: Abuse of Persons with Disabilities
5.	Website PDF: NDIS Expectations of workers providing services in incident management and reporting incidents
6.	Website PDF: Parliament of Victoria Inquiry into Abuse n Disability Services (conducted 2016 – 316 pages)
7.	Website: Incident management and reportable incidents (NDIS providers)
8.	Website: Example policy and procedure on Abuse, assault or neglect (CODA Disability Support agency)
9.	Website: People with disability in Australia (Stats)
10.	Website PDF: Case studies - violence, abuse, neglect and exploitation of people with disability

Types and Signs of Abuse

It has been estimated that roughly two-thirds of those harming a vulnerable adult are family members, most often the victim's adult child or spouse. Research has shown that in most instances the abuser is financially dependent on the vulnerable adult's resources and have problems related to alcohol and drugs.

Stay alert to the different types of abuse.

The word abuse covers many different ways someone may harm a vulnerable person.

Physical abuse is intentional bodily injury. Some examples include slapping, pinching, choking, kicking, shoving, or inappropriately using drugs or physical restraints. Signs of physical abuse.

Sexual abuse is non-consensual sexual contact (any unwanted sexual contact). Examples include unwanted touching, rape, sodomy, coerced nudity, sexually explicit photographing. Signs of sexual abuse.

Mental mistreatment or emotional abuse is deliberately causing mental or emotional pain. Examples include intimidation, coercion, ridiculing, harassment, treating an adult like a child, isolating an adult from family, friends, or regular activity, use of silence to control behaviour, and yelling or swearing which results in mental distress. Signs of emotional abuse.

Exploitation occurs when a vulnerable adult or his/her resources or income are illegally or improperly used for another person's profit or gain. Examples include illegally withdrawing money out of another person's account, forging checks, or stealing things out of the vulnerable adult's house. Signs of exploitation.

Neglect occurs when a person, either through his/her action or inaction, deprives a vulnerable adult of the care necessary to maintain the vulnerable adult's physical or mental health. Examples include not providing basic items such as food, water, clothing, a safe place to live, medicine, or health care. Signs of neglect.

Self-neglect occurs when a vulnerable adult fails to provide adequately for themselves and jeopardizes his/her well-being. Examples include a vulnerable adult living in hazardous, unsafe or unsanitary living conditions or not having enough food or water. Signs of self-neglect.

Abandonment occurs when a vulnerable adult is left without the ability to obtain necessary food, clothing, shelter or health care. Examples include deserting a vulnerable adult in a public place or leaving a vulnerable adult at home without the means of getting basic life necessities. Signs of abandonment.

Signs of physical abuse

- *Bruises, black eyes, welts, lacerations, and rope marks*
- *Broken bones*
- *Open wounds, cuts, punctures, untreated injuries in various stages of healing*
- *Broken eyeglasses/frames, or any physical signs of being punished or restrained*
- *Laboratory findings of either an overdose or under dose medications*
- *Individual's report being hit, slapped, kicked, or mistreated*
- *Vulnerable adult's sudden change in behaviour*
- *The caregiver's refusal to allow visitors to see a vulnerable adult alone*



Signs of sexual abuse

- Bruises around the breasts or genital area
- Unexplained venereal disease or genital infections
- Unexplained vaginal or anal bleeding
- Torn, stained, or bloody underclothing
- An individual's report of being sexually assaulted or raped

Signs of mental mistreatment/emotional abuse

- Being emotionally upset or agitated
- Being extremely withdrawn and non communicative or non responsive
- Unusual behaviour usually attributed to dementia (e.g., sucking, biting, rocking)
- Nervousness around certain people
- An individual's report of being verbally or mentally mistreated



Signs of neglect

- Dehydration, malnutrition, untreated bed sores and poor personal hygiene
- Unattended or untreated health problems
- Hazardous or unsafe living condition (e.g., improper wiring, no heat or running water)
- Unsanitary and unclean living conditions (e.g., dirt, fleas, lice on person, soiled bedding, fecal/urine smell, inadequate clothing)
- An individual's report of being mistreated

Signs of self-neglect

- Dehydration, malnutrition, untreated or improperly attended medical conditions, and poor personal hygiene
- Hazardous or unsafe living conditions
- Unsanitary or unclean living quarters (e.g., animal/insect infestation, no functioning toilet, fecal or urine smell)
- Inappropriate and/or inadequate clothing, lack of the necessary medical aids
- Grossly inadequate housing or homelessness
- Inadequate medical care, not taking prescribed medications properly

Signs of exploitation

- Sudden changes in bank account or banking practice, including an unexplained withdrawal of large sums of money
- Adding additional names on bank signature cards
- Unauthorised withdrawal of funds using an ATM card
- Abrupt changes in a will or other financial documents

- Unexplained disappearance of funds or valuable possessions
- Bills unpaid despite the money being available to pay them
- Forging a signature on financial transactions or for the titles of possessions
- Sudden appearance of previously uninvolved relatives claiming rights to a vulnerable adult's possessions
- Unexplained sudden transfer of assets to a family member or someone outside the family
- Providing services that are not necessary
- Individual's report of exploitation

Signs of abandonment

- Deserting a vulnerable adult in a public place
- Deserting a vulnerable adult in his/her own home or living space
- Individual's report of being abandoned

Resource: <https://www.dshs.wa.gov/altsa/home-and-community-services/types-and-signs-abuse>

Suspected Abuse Factsheets & Websites

(Website Links)

- [Identifying child abuse](#) (Word Doc)
- [Sexual exploitation of children and young people](#) (PDF Doc)
- [Identifying Disability Abuse](#) (PDF Doc)
- [Identifying Elder Abuse](#) (PDF Doc)
- [Indicators of family and domestic violence](#) (PDF Doc)
- [Process for identifying abuse](#) (Victoria’s disability abuse prevention strategy) PDF
- [Actions to take if abuse is suspected](#) (Website)
- [How to conduct an investigation into possible abuse](#) (Word doc)
 - [Use of abuse safeguards](#)
 - [Methods to raise awareness](#)
 - [Reporting systems](#)



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Mandatory reporting

- [Mandatory reporting to child protection](#) (Word Doc)

Where to go for help

Safe Steps	Safe Steps provides a 24 hour family violence response to women and children through a range of support services including safe house and refuge accommodation, outreach services, information and advocacy.	1800 015 188 24 .
Sexual Assault Crisis Line	The Sexual Assault Crisis Line Victoria (SACL) is a state-wide, after-hours, confidential, telephone crisis counselling service for victims and survivors of both past and recent sexual assault. This service can provide support, legal and medical advice as well as advocacy with service providers and other medical professionals.	1800 806 292.
National Disability Abuse and Neglect Hotline	The National Disability Abuse and Neglect Hotline is a telephone service for reporting cases of neglect and abuse of people with a disability. The hotline works with callers to find the best ways of dealing with the issues they report and will usually refer you to an appropriate service.	1800 880 052.
1800 Respect	1800 Respect is a 24-hour information, counselling and support line for anyone experiencing or seeking to support someone experiencing sexual assault or violence.	1800 Respect
Victoria Legal Aid	Victoria Legal Aid (VLA) can help with free legal advice about family violence intervention orders and with other legal problems.	1300 792 387.
Disability and Family Violence Crisis Response	The Disability and Family Violence Crisis Response initiative can provide <i>immediate</i> support to for women and children to enable them to access crisis accommodation or provide the supports required to enable them to remain safe in their own home. Short-term funds can be provided while the woman works with a family violence case manager to develop a longer term plan.	1800 015 188

Reporting abuse to police and after a report has been made.

At the time staff become aware of the alleged abuse

Ensure immediate safety and report to senior management .

- *Ongoing danger – contact police and emergency services (000)*
- *Medical attention required – call for an ambulance (000) or go to the nearest hospital emergency department .*
- *If the alleged perpetrator is a staff member – ensure the staff member is removed from client contact.*

Reassure the victim and gather more information, if required

- *Assure the victim that allegations will be taken seriously, and ask them how they would like to be supported.*
- *Gather only enough information to be able to make a report to Victoria Police. This may include some discussion, using open ended questions, to establish a basic understanding of what has occurred and to be able to support the person.*
- *Do not formally interview the victim, any witnesses or alleged perpetrator about the alleged abuse – the is the role of the police.*

Reporting to police

Incidents that must be reported to police .

- *The person has a cognitive impairment.*
- *There is evidence aside from the person’s statement of a crime being committed.*
- *The person suffered serious harm.*
- *The person’s decision not to report the incident to police was made under duress.*
- *The person or other service users are still at risk of violence and abuse.*
- *The person is under 18 years of age.*
- *The incident falls within the Reportable Conduct Scheme.*



Gaining consent to report other incidents

- *Unless the incident meets the criteria above, consent to report an allegation of abuse to police should always be sought from the victim or victim’s guardian (if applicable) unless the guardian is alleged to have committed the abuse.*
- *For assistance in deciding whether a person with disability can decide not to report the matter to police, contact the Office of the Public Advocate Advice Service on 1300 309 337.*

How to report to police

- *Urgent action: immediate danger – call ‘000’ and request police attendance and intervention*
 – *Less urgent matters: report to your local police station by phone or in person.*

Preserve evidence.

- *Ensure the immediate area around the scene is not touched, disturbed or cleaned. If possible, take photographs of the scene.*
- *Note any disturbances to the area around the scene, such as if another client walks through the area.*
- *If multiple people witnessed the alleged abuse, separate them until they have been interviewed.*

- In the case of an alleged sexual assault, where possible, wait for police to arrive and encourage the victim not to shower or change so that evidence is not destroyed. If the person wants to change their clothes, ask them to put the clothing they were wearing at the time of the assault in unused paper bags, one item per bag, which should be sealed, labelled and secured. If other people need to handle these items, they must wear gloves.

In consultation with police, engaging a support person and notifying next of kin

Engaging support person

- Where it is indicated that the person with disability may need support and consents (or does not have the capacity to consent), engage a key support person.

Notifying next of kin

- Where the person is under 18 years old, the next of kin or guardian (parent or other legal guardian) must be contacted, unless they are an alleged perpetrator
- Where the person is over 18 years of age, it is the person's decision whether or not to inform the next of kin.



After a report has been made to police

Service provider investigation to be placed on hold.

- Do not make any form of public comment during the course of a criminal investigation.
- Internal reporting to line or senior management should occur in accordance with the disability service provider's policy and processes. Only high level reports should be provided. Specific details should not be provided without advice from Victoria Police, as this may compromise the investigation.
- Cease service provider investigation unless police approval has been obtained.
- Take action to ensure the safety of the victim and other service users and to manage future risks. Engage supports as appropriate.

Commence/continue service provider investigation

- An investigation of the incident should occur as soon as possible following consultation with Victoria Police and in accordance with chapter 4 of the Client Incident Management Guide November 2017.
- Disability service providers should refer to chapters four and five about 'Incident Investigation' and 'Incident Review' of the Client Incident Management Guide November 2017.
- Input should be sought from all service users involved, disability support staff and management, guardians, families and/or other supporters and relevant professionals.
- When police do not pursue a matter, finding should still be made as to whether a service user has experienced abuse. If there are lingering concerns that abuse may have occurred, other protective action should be taken.
- Consider ongoing responses being incorporated into the person's support plan.
- Seek feedback from the person (and their family or significant others) on the outcomes of responses to the allegations and incidents and inform them of the services of the Disability Services Commissioner and if children are involved the Commission for Children and Young People.

Effects of suspected abuse of the person.

What should I do if I think someone may be being abused?

As a worker, your response to a situation of suspected or known abuse of an disability person will depend on the position you hold and the requirements of the organisation you work for.

It's important to manage any suspicion sensitively, making sure that your actions do not cause further harm. This means working respectfully and respecting the rights of the person and their carer/s.

Organisations funded to provide health or community care services should have clear, established frameworks including policies and procedures covering how workers are expected to respond to clients' needs. These should include frameworks for responding to emergency care needs such as those arising from situations of abuse. Your organisation should ensure you and all staff are aware of these requirements.

The basic responsibilities of all workers if they suspect elder abuse are:

- *Don't ignore it*
- *Notify your manager or supervisor.*
- *Ensure that your actions are respectful of the person's rights and wishes.*
- *Contact emergency services if there is an immediate risk of harm.*
- *Gather an understanding of the incident/s by asking questions sensitively. (Do not over question, as this is the role of the police)*
- *Record the details – eg. what you saw and/or heard and when; this record should be in writing and must be kept confidential*



Safety is the most important concern – safety for the person, their carer/s and for yourself and any other workers involved.

What are my responsibilities, as a worker, if I suspect abuse?

In many instances a direct care worker will be the first person to recognise or suspect the abuse of an disability person. Direct care workers may suspect that something is wrong by witnessing the abuse first hand, or by noticing several risk factors affecting the person.

In the first instance, direct care workers should report suspicion of abuse or risk of abuse to their supervisor who should contact the police, regardless of any clear evidence.

It is important to gather as much relevant evidence as possible and to document this by making clear notes. Your service may have service coordination tools you should use.

Vital considerations when addressing abuse include:

- *How suspicion is managed.*
- *Who is spoken to and when.*
- *Ensure that actions do not cause more harm, and do not undermine the rights of an older person or their carer/s.*

A worker is expected to:

- *Follow their agency's policies and procedures.*

- Contact Victoria Police or an ambulance, if the matter is urgent.
- Refer suspected, disclosed, witnessed or alleged abuse to their supervisor.
- Make a detailed, confidential record of what happened.

A worker is not expected to:

- Solve the problem
- Medically assess an older person and their living situation in any way
- Decide whether the incident meets the threshold for laying criminal charges.

A worker’s safety is the subject of their organisation’s occupational health and safety policies and procedures, which should be complied with at all times. Whether abuse is suspected or confirmed, worker safety is of utmost importance. Workers should be supported by their employers to develop appropriate self-care strategies.

Workers from outside the disability sector may not have training frameworks specifically for abuse, but are likely to have duty of care, safety or security policies that may apply. Often these will require a formal risk assessment process. It is likely that any tools available for workers outside the aged and disability sector provide limited information about working with disability people.

What is ‘duty of care’?

Duty of care is a legal term to describe the obligation workers have to avoid causing harm to another person. The extent of your duty of care will depend on your work role, but you should be aware of your obligations.

Disability have a duty of care to the people they are assisting. If a worker breaches their duty of care, they have failed to meet the expected standard of care.

A duty of care encompasses a duty not to be careless or negligent and arises from a relationship between people from which it is inferred that an obligation to take care exists in some form.

A duty of care involves a legal obligation to avoid causing harm to another person. This only arises when it is reasonably foreseeable in a particular situation that the other person would be harmed by an action or omission, without the exercise of reasonable care.

Workers have a duty of care to older people they are assisting. A worker is not negligent in failing to take precautions against a risk of harm unless

- *The risk was foreseeable (that is a risk of which the person knew or ought to have known)*
- *The risk was not insignificant (not far-fetched or fanciful)*
- *In the circumstances, a reasonable person in the worker’s position would have taken precautions.*

If a worker breaches their duty of care, they have failed to meet the expected standards of care. If harm occurs to the older person as result of this breach of duty of care, the worker may be legally liable for damages arising from this harm.

Working with people with different values and cultural differences?

It is important to be sensitive to an older person’s values and cultural differences and to respect those differences. The meaning of certain verbal or non-verbal behaviour should be understood in the context of their culture. For example, some cultures value eye contact in certain circumstances while others value avoidance of eye contact.



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With the person's permission if possible, contact other workers and organisations to assist with understanding different values and cultural differences as well as effective and acceptable methods and approaches for supporting someone.

Working with someone who neglects their own needs?

Self-neglect is not considered a form of elder abuse, although it can be a sign that someone is experiencing abuse, for example the person may feel depressed and hopeless due to an abusive situation. Self neglect may include living in unhygienic or unsafe conditions, refusing to seek or comply with treatment for injury or illness or failing to eat or drink adequately.

Resource: <https://toolkit.seniorsrights.org.au/toolkit/supporting-someone-who-has-experienced-abuse/> (Modified)

Reportable incidents in the NDIS

As a registered NDIS provider, you must notify the NDIS Commission of all reportable incidents (including alleged reportable incidents) that occur (or are alleged to have occurred) in connection with the provision of NDIS supports or services you deliver, even where you have recorded and responded within your own incident management system.

It is a condition of your registration that you comply with the NDIS Quality and Safeguards Rules about notifying us of reportable incidents.

For an incident to be reportable, a certain act or event needs to have happened (or be alleged to have happened) in connection with the provision of supports or services. This includes:

- *The death of a person with disability*
- *Serious injury of a person with disability*
- *Abuse or neglect of a person with disability*
- *Unlawful sexual or physical contact with, or assault of, a person with disability*
- *Sexual misconduct, committed against or in the presence of, a person with disability, including grooming of the person with disability for sexual activity*
- *Use of a restrictive practice in relation to a person with disability where the use is not in accordance with an authorisation (however described) of a state or territory in relation to the person, or if it is used according to that authorisation but not in accordance with a behaviour support plan for the person with disability.*



If there is no authorisation process (however described) of a state or territory in relation to the use of the restrictive practice, its use is not a reportable incident if the use is in accordance with a behaviour support plan.

When the Commission receives a reportable incident report, we can take a range of actions. This might include requiring you to undertake specified remedial steps, carry out an internal investigation about the incident, or engage an independent expert to investigate and report on the incident.

If a reportable incident raises a serious compliance issue, we have powers to take regulatory action. We can conduct our own investigation and take appropriate enforcement or compliance action such as issuing an infringement notice, a compliance notice or asking a court to impose a civil penalty for a breach of the NDIS Act.

We take a responsive and proportionate approach to regulation, providing guidance to build the capacity of NDIS providers to prevent and respond to incidents where possible. We will work with NDIS providers to help them comply with the quality and safeguards requirements, including through education and training about their obligations.

When notifying us of a reportable incident, you must follow the set processes and provide the required information as set out on the 'My Reportable Incidents' page on the NDIS Commission Portal.

Timeframes for notifying the NDIS Commission about reportable incidents.

When a reportable incident occurs or is alleged to have occurred in connection with the NDIS supports or services you deliver, you must notify us using the NDIS Commission Portal within the required timeframes (set out below).

The timeframes are calculated from when a registered NDIS provider became aware that the incident occurred or was alleged to have occurred.

Reportable incident	Required timeframe
death of a person with disability	24 hours
serious injury of a person with disability	24 hours
abuse or neglect of a person with disability	24 hours
unlawful sexual or physical contact with, or assault of, a person with disability	24 hours
sexual misconduct committed against, or in the presence of, a person with disability, including grooming of the person for sexual activity	24 hours
the use of a restrictive practice in relation to a person with disability if the use is not in accordance with a required state or territory authorisation and/or not in accordance with a behaviour support plan.	Five business days

Reporting is required even when you have acted and responded to incidents in accordance with your own incident management system. Failure to report within the statutory timeframes is a contravention of the NDIS Act and could lead to infringement notices or other compliance actions.

Resource: <https://www.ndiscommission.gov.au/providers/incident-management-and-reportable-incidents>

Framework for the disability abuse prevention strategy

This strategy is built around a framework consisting of three action areas with six safeguarding elements, as depicted in Figure 1.

The strategy highlights safeguarding initiatives that focus on:

- The individual (people with a disability and their families)
- Providers that deliver disability support services in Victoria
- Oversight of the Victorian disability service sector.

Figure 1: Disability abuse prevention strategy – overview



Three principles of abuse prevention underpin this strategy. The principles support our vision for a more inclusive Victoria as outlined in Absolutely everyone: state disability plan 2017–2020.

‘Fairness and safety’ is the third pillar of the state disability plan, which incorporates initiatives to prevent violence, abuse, neglect and exploitation of people with a disability.

Principle 1:

A zero-tolerance approach to abuse of people with a disability. A zero tolerance approach to abuse means that abuse is never okay, no matter the circumstances.

Zero tolerance is based on a human rights framework that recognises the intrinsic worth of all people. The aim of a zero-tolerance approach is to support cultural change – among service providers, the sector and in the community more generally – so that abuse of people with a disability is never accepted and never ignored.

A zero-tolerance approach is not simply a punitive measure, rather, it involves a comprehensive approach to abuse prevention that includes:

- *Implementing policies that protect and promote people’s human rights.*
- *Understanding and responding to the causes of abuse, the risk factors and the signals.*
- *An emphasis on empowering people with a disability.*



The principle of zero tolerance is formalised in the Disability Amendment Act 2017, which commenced on 16 August 2017, and in Victoria’s first code of conduct for disability service workers.

Principle 2:

Addressing risk for specific groups and service settings. The Parliamentary Inquiry into Abuse in Disability Services repeatedly emphasised that ‘people with a disability are not a homogenous group’ and that ‘approaches to abuse prevention need to focus on how a diverse range of factors can contribute to the likelihood of a person with a disability experiencing abuse’.

The inquiry found that a range of factors influence a person’s risk of abuse including:

- *Type of disability, age and gender of the person with a disability.*
- *Cultural background.*
- *Service setting, such as residential settings.*

In addition, women with a disability are 40 per cent more likely to be victims of family violence than women without a disability, and that people with complex communication needs and cognitive disabilities face disproportionate risks of abuse.

Any type of environment that increases segregation from community, fosters dependency and amplifies a power imbalance between workers and service recipients, or between people with a disability who may be more vulnerable, creates a heightened risk for abuse, neglect and exploitation.

To address these risk factors, we must:

- *Make information and services accessible, including capacity building for specific groups to ensure equal access to the rights we all enjoy.*
- *Tailor tools, resources and training to specific service settings.*

Principle 3:

Collaboration within the sector, with other sectors and within the community The strategy emphasises collaboration, communication and engagement between the different groups who have responsibilities to prevent abuse of people with a disability, including:

- *Service providers, advocacy groups and government*
- *People with a disability and their natural supports, such as families, carers and friends*
- *Cross-sector collaboration, in particular between the disability and family violence sectors*
- *Experts in violence prevention and human rights promotion, including gender equality.*

Encouraging cross-sector collaboration is particularly important as we move to the new NDIS environment. This will more effectively address the challenges for the sector in moving to a market-based system.

Resource: [*Dignity, respect, and safer services,' Victoria's disability abuse prevention strategy'*](#).

Legal and ethical considerations

Fact Sheet

Legal and ethical considerations (international, national, state/territory, local) for people working in the community services and health context, how they are applied in organisations, how these impact individual workers, and the consequences of breaches:

In Disability, Legal and ethical considerations and responsibilities: (Click on link for website)

- [Codes of conduct](#)
- [Codes of practice](#)
- [Complaints management](#)
- [Continuing professional education](#)
- [Discrimination](#)
- [Dignity of risk](#)
- [Duty of care](#)
- [Human rights](#)
- [Mandatory reporting](#)
- [Practitioner/client boundaries](#)
- [Privacy, confidentiality and disclosure](#)
- [Continuing professional education](#)
- [Universal declaration of human rights](#)
- [Relationship between human needs and human rights](#)
- [Frameworks, approaches and instruments used in the workplace](#)
- [Records management](#)
- [Rights and responsibilities of workers, employers and clients](#)
- [Industrial relations legislation relevant to employment conditions of role](#)
- [Specific legislation in the area of work – objectives and key components](#)
- [Work role boundaries – responsibilities and limitations](#)
- [Disability services: Safety basics](#) (Work Safe)
- [Child protection across all health and community services](#) contexts, including [duty of care](#) when child is not the client, indicators of [risk and adult disclosure](#)
- [Business insurances required including public liability and workers compensation](#)

Example only
– Not
complete

Written Assessment

TASK SUMMARY:

- This is an open book test.
- Students need to answer all 8 questions correctly.
- Students must answer the questions by writing in the space provided.
- If students need more space, they can use extra paper. All additional sheets of paper must include their name and the question number/s they are answering.

STUDENTS MAY PREFER TO USE THEIR COMPUTER TO TYPE THEIR ANSWERS. ADVISE STUDENTS IF THEY CAN EMAIL THEIR ANSWERS AS A WORD FILE, OR IF THEY MUST PRINT AND SUBMIT HARD COPIES.

WHAT DO STUDENTS NEED IN ORDER TO COMPLETE THIS ASSESSMENT?

- Access to textbooks and other learning materials
- Access to a computer and the Internet

When and where do students need to do this?

- Students will do this task in the classroom or as homework – advise the students as to which is required.
- Provide students with the due date for this assessment so they can write it in their Student Assessment Booklet.

WHAT DO STUDENTS HAVE TO SUBMIT?

- Their answers to each question.

Note to the assessor:

Students must answer all questions correctly. If you identify that student has answered any questions in this task incorrectly, they will need to be given an appropriate time in which to resubmit. Students should only redo questions that are incorrect; however they will need to resubmit the entire assessment.

Students can be given the opportunity to answer questions verbally if appropriate.

Discuss timeframes for resubmission with the student when you tell them the outcome for this task.

Instructions to students:

Provide answers to the following questions.

Question 1:

Give at least 6 example abuse signs of the following:

Signs of physical abuse	
-------------------------	--

Signs of sexual abuse	
Signs of mental mistreatment/emotional abuse	
Signs of neglect	
Signs of self-neglect	
Signs of exploitation	

QUESTION 2:

What situations or Incidents is it mandatory by law that must be reported to police:

Question 3

You may ask questions when someone is disclosing information to you. However, any questions you ask must be open-ended questions and limited to ensuring you have a clear understanding so that it can be reported and investigated.

A: Give 5 examples of open-ended questions you could ask someone once they have indicated they might have felt threatened:

Example only

B: You should not ask leading questions that suggest an answer to the impacted person. Be careful not to 'lead' an impacted person by saying something they have not said first.

A: Give 5 examples of open-ended questions you should NOT ask if the client felt threatened:

Not complete

QUESTION 4:

Give at least 5 example of Incidents that must be reported to police:

QUESTION 5:

It is a condition of your registration that you comply with the NDIS Quality and Safeguards Rules about notifying us of reportable incidents.

For an incident to be reportable, a certain act or event needs to have happened (or be alleged to have happened) in connection with the provision of supports or services. What 6 situations need to be reported to the NDIS:

*Example only
– Not
complete*

QUESTION 6:

List 5 methods to raise the importance of staff training on suspicion, disclosure and awareness of client abuse:

QUESTION 7:

Explain the meaning of informed consent:

QUESTION 8:

Provide at least 10 examples of what makes a workplace procedure effective:

Any comment you wish to provide:

Trainer Name: _____ Signature _____ Date: _____

Multiple Choice Questions Assessment

TASK SUMMARY:

- This is an open book test.
- Students need to answer all 3 questions correctly.
- Students must select the correct answers to the questions

STUDENTS MAY PREFER TO USE THEIR COMPUTER TO TYPE THEIR ANSWERS. ADVISE STUDENTS IF THEY CAN EMAIL THEIR ANSWERS AS A WORD FILE, OR IF THEY MUST PRINT AND SUBMIT HARD COPIES.

WHAT DO STUDENTS NEED IN ORDER TO COMPLETE THIS ASSESSMENT?

- Access to textbooks and other learning materials
- Access to a computer and the Internet
- Access to: (Reference: Website: [AIHW - People with disability in Australia](https://www.aihw.gov.au/reports/disability/people-with-disability-in-australia/contents/justice-and-safety/violence-against-people-with-disability) / <https://www.aihw.gov.au/reports/disability/people-with-disability-in-australia/contents/justice-and-safety/violence-against-people-with-disability>)

When and where do students need to do this?

- Students will do this task in the classroom or as home work – advise the students as to which is required.

WHAT DO STUDENTS HAVE TO SUBMIT?

- Their answers to each question.

Note to the assessor:

Students must answer all questions correctly. If you identify that students have answered any questions in this task incorrectly, they will need to be given an appropriate time in which to resubmit. Students should not redo questions that are incorrect; however they will need to resubmit the entire assessment.

Students can be given the opportunity to answer questions verbally if appropriate.

Discuss timeframes for resubmission with the student when you tell them the outcome for this task.

Instructions to students:

Select by circling the correct answers to the following questions.

QUESTION 1:

In Australia, it is estimated that:

(Reference: Website: [AIHW - People with disability in Australia](https://www.aihw.gov.au/reports/disability/people-with-disability-in-australia/contents/justice-and-safety/violence-against-people-with-disability) / <https://www.aihw.gov.au/reports/disability/people-with-disability-in-australia/contents/justice-and-safety/violence-against-people-with-disability>)

1. More than one-third _____ % of adults who have experienced at least 1 incident of violence after the age of 15 have disability:
 - a: 18%
 - b: 37%
 - c: 28%
 - d: 8%

2. _____ % who have experienced abuse before the age of 15 have disability (ABS 2017b).

a: 16%

b: 26%

c: 36%

d: 46%

e: 06%

3. Adults with disability are more likely to experience violence than those without disability.

a. True

b. False

QUESTION 2:

Select by ticking or underlying the correct 11 signs of abuse:

<input type="checkbox"/> Signs of physical abuse	<input type="checkbox"/> Signs of exploitation
<input type="checkbox"/> Signs of sexual abuse	<input type="checkbox"/> Emotional Abuse
<input type="checkbox"/> Crying for attention	<input type="checkbox"/> Change in speech patterns
<input type="checkbox"/> Signs of mental mistreatment/emotional abuse	<input type="checkbox"/> Psychological Abuse
<input type="checkbox"/> Signs dirty clothing	<input type="checkbox"/> Signs of increase in appetite
<input type="checkbox"/> Sudden interest in socialising with others	<input type="checkbox"/> Outburst and anger towards others
<input type="checkbox"/> Signs of neglect	<input type="checkbox"/> Financial Abuse
<input type="checkbox"/> Requesting to stay home	<input type="checkbox"/> Loss of interest in friends
<input type="checkbox"/> Signs of self-neglect	<input type="checkbox"/> Physical Harm
	<input type="checkbox"/> Sexual Abuse

QUESTION 3:

There may be circumstances where, despite the support and encouragement of service providers or advocates, a person with disability (or their guardian where the guardian is not the alleged perpetrator) does not consent to reporting the matter to police.

This wish should be respected unless the allegation or disclosure falls within one or more of the following criteria. Select by ticking or underlying the correct 5 allegations or disclosures of abuse that must be reported to Victoria Police by law:

<input type="checkbox"/> The person is 19 years of age
<input type="checkbox"/> The person has a cognitive impairment.
<input type="checkbox"/> The person feels they might of consented to financial gain of others but changed their mind after the transaction and wanted their money back
<input type="checkbox"/> The female disability client suddenly will not relate or acknowledge male staff members.
<input type="checkbox"/> There is evidence aside from the person’s statement of a crime having been committed.
<input type="checkbox"/> The person suffered serious harm.
<input type="checkbox"/> You notice mood swings and signs of depression in a client that regularly uses your services
<input type="checkbox"/> The person’s decision not to report the incident to police was made under duress.
<input type="checkbox"/> The person or other service users are still at risk of violence and abuse.
<input type="checkbox"/> The client does not have any signs or symptoms of any type of abuse but is asking you ‘what if’ questions



CHCCCS021 Respond to suspected Abuse (*Disability Focus*).

Any comment you wish to provide:

Trainer Name: _____ Signature _____ Date: _____

Case Study Assessment

TASK SUMMARY:

STUDENTS ARE TO READ THE CASE STUDY AND COMPLETE THE QUESTIONS THAT FOLLOW.

WHAT DO STUDENTS NEED IN ORDER TO COMPLETE THIS ASSESSMENT?

- Access to textbooks and other learning materials
- Access to a computer and the Internet (if students prefer to type their responses).

WHEN AND WHERE DO STUDENTS NEED TO DO THIS?

- Students will do this task in the classroom or as homework – advise students as to which is required.
- Provide students with the due date for this assessment so they can write it in their Student Assessment Booklet.

WHAT DO STUDENTS HAVE TO SUBMIT?

- Answers to all questions.

Note to the assessor:

Students must answer all questions correctly. If you identify that students have answered any questions in this task incorrectly, they will need to be given an appropriate time in which to resubmit. Students should only redo questions that are incorrect; however they will need to resubmit the entire assessment.

Students can be given the opportunity to answer questions verbally if appropriate.

Discuss timeframes for resubmission with the student when you tell them the outcome for this task.

INSTRUCTIONS TO STUDENTS:

Case Study 1: Adelaide woman with cerebral palsy

Police are investigating how an Adelaide woman with cerebral palsy was allowed to die in "disgusting and degrading circumstances", and have declared her death a major crime.

They say Ann Marie Smith died on April 6 of severe septic shock, multi-organ failure, severe pressure sores, malnutrition and issues connected with her cerebral palsy after being stuck in a cane chair for 24 hours a day in her Kensington Park home for more than a year.

The 54-year-old lived alone in Adelaide's eastern suburbs and relied on a carer for all of her needs. After she died in the Royal Adelaide Hospital, a complaint was made to the Health and Community Services Complaints Commissioner about her care by doctors who treated her there. Police have now opened a manslaughter investigation alongside a coronial inquiry. Detective Superintendent Des Bray said her death had been declared a major crime.

"Unable to care for herself, she was living her days and sleeping at night in the same woven cane chair in a lounge room for over a year with extremely poor personal hygiene," he said. "That chair had also become her toilet and there was no fridge in the house and investigators were unable to locate any nutritional food in the house."

Police last week searched offices of the company providing care for her and seized records. On Friday, they attended the address of her carer in Hectorville, interviewed the carer, searched the carer's home and seized items for investigation.

Victim had major surgery before death

Superintendent Bray said the carer attended Ms Smith's home on April 5 and called an ambulance after discovering her in a "semi-conscious state". She was taken to the Royal Adelaide Hospital, where she had major surgery to remove rotting flesh from severe pressure sores on her body. She then went into palliative care and died the next day, Superintendent Bray said.

He said Ms Smith lived in a nice home in one of Adelaide's premier suburbs. "The outside of the house gives no indication as to the horrors that were perhaps occurring within it," he said. "Despite living in a nice house, Ann died in disgusting and degrading circumstances.

Investigation to look into care

Ms Smith was on a personal care plan and was being cared for up to six hours every day since 2013. She could not use a wheelchair and possibly had not left her house for "a number of years", Superintendent Bray said. Police have been in contact with the National Disability Insurance Agency.

"The investigation will examine the role of not only the carer but anybody who had a role or was meant to have a role in providing care for Ann," Superintendent Bray said. "... The question for us is how did Ann become so unwell when she had a full-time carer and people entrusted for her care?"

A police taskforce has been set up to investigate Ms Smith's death, with support from financial investigators and the force's digital evidence section. She lived alone in the house since 2009, when her parents died. She has a brother but had not been in contact for a long time, Superintendent Bray said.

Concern at lack of care and isolation

Neighbours said they had not seen Ms Smith outside in a decade. Bram Fynnaart said carers were there for "an hour or two at most" each day. Having to stay inside so long was "worse than jail", he said. "It's been going on for as long as we've been here — 12 or 13 years," he said. "We saw her initially in a wheelchair outside in the sun, but apart from that in the last 10 or 11 years we haven't seen her."

His wife, Klara, said the case was tragic. "It's very upsetting to know some people are not cared for," she said. "We assumed that the carers were caring for her — that's all you can know." Another neighbour said he had never seen Ms Smith. "It's a nice neighbourhood here and we're hoping police can resolve the issue," he said.

Resource: <https://www.abc.net.au/news/2020-05-15/police-investigate-death-of-chairbound-woman-in-adelaide/12253326>

QUESTION 1

Explain the lack of client duty of care from the following parties involved:

The Carer:
The Support NDIS organisation:

Question 2:

XYZ Day activity and support services Internal incident report

Organisation Details

Organisation _____

Contact Person _____

Consumer Information

Details of the consumer affected by this incident.

Incident Date _____

Reported By _____

Witnessed By _____

Notifications

Who has been notified about this incident (Police, ambulance, family etc.)?

Name / Relationship _____	Time and Date _____
---------------------------	---------------------

Name / Relationship _____	Time and Date _____
---------------------------	---------------------

Name / Relationship _____	Time and Date _____
---------------------------	---------------------

Incident Type

Please indicate the nature of the incident that occurred (type of injury, cause/s of injury).

Specific Incident Details

Please provide a clear, factual summary, including any contributing factors to the incident.



CHCCCS021 Respond to suspected Abuse (*Disability Focus*).

Actions Taken

What actions were taken immediately following the incident?

Further Planned Actions

What actions will be taken next?

Name of Person Completing this Form _____

Signature _____

Position _____

Date _____

This report is to be completed in line with the *Consumer Related Reportable Incident Reporting Policy for DHHS Funded Community Sector*

Research Assessment

TASK SUMMARY:

STUDENTS ARE TO RESEARCH AND COMPLETE THE QUESTIONS THAT FOLLOW

WHAT DO STUDENTS NEED IN ORDER TO COMPLETE THIS ASSESSMENT?

- Access to textbooks and other learning materials
- Access to a computer and the Internet (if students prefer to type their responses).

WHEN AND WHERE DO STUDENTS NEED TO DO THIS?

- Students will do this task in the classroom or as homework – advise students as to which is required.
- Provide students with the due date for this assessment so they can write it in their Student Assessment Booklet.

WHAT DO STUDENTS HAVE TO SUBMIT?

- Answers to all questions.

Note to the assessor:

Students must answer all questions correctly. If you identify that students have answered any questions in this task incorrectly, they will need to be given an appropriate time in which to resubmit. Students should only redo questions that are incorrect; however they will need to resubmit the entire assessment.

Students can be given the opportunity to answer questions verbally if appropriate.

Discuss timeframes for resubmission with the student when you tell them the outcome for the task.

Task 1:

Research a News article, website story or YouTube clip of a case where a disability client has Signs of the following: (Include or attach reference link and article)

Signs of physical abuse:

Example only
— Not complete

Signs of sexual abuse

Signs of mental mistreatment/emotional abuse

Signs of financial abuse

Trainers Assessment Record

<i>The Students completion of the following evidence was</i>		
	<i>Satisfactory (S) List outcome below</i>	<i>Not Satisfactory (NS) List outcome below</i>
Complete Written Question Assessments: Written Question Assessments		
Complete Multiple Choice Questions Assessment: Multiple Choice Questions Assessment		
Complete Case Study Assessments: Case Study Assessments		
Complete Research Assessment: Research Assessment		
Monthly Training Log (trainee only)		

<i>If the learner is Not Satisfactory in this assessment task:</i>
Date for resubmission is / /
Strategies to address gaps in performance. (List below)

<i>Assessment Task Feedback to Student:</i>

<i>Overall result:</i>	<i>Competent</i> <input type="checkbox"/>	<i>Not Yet Competent</i> <input type="checkbox"/>
<i>Assessor Comments</i>		
<i>Learner Signature:</i>		
<i>Assessor Signature:</i>		<i>Date Competency achieved:</i>

Trainers Assessment Log and Mapping

Element	Performance criteria	Assessment method (mapping)
1. Identify suspected abuse	1.1 Identify signs of suspected abuse.	Written Question 1 Multiple Choice: 2 Case Study 1: Q1 Case Study 2: Q2 Research Assessment: 1, 5
	1.2 Review all available relevant information.	Written Assessment: 3 Case Study 2: Q1, Q2 Case Study 3: Q3
	1.3 Record concerns and actions taken according to organisation requirements.	Written Assessment: 5 Case Study 2: Q2 Case Study 3: Q3
	1.4 Comply with legal and organisation reporting requirements	Written Question 2, 4, 5 Case Study 2: Q1, Q2 Case Study 3: Q3 Research Assessment: 3
2. Support people experiencing suspected abuse	2.1 Assess the actual and potential effects of suspected abuse of the person	Case Study 1: Q1 Case Study 2: Q2 Case Study 3: Q1, Q2, Q3 Research Assessment: 5
	2.2 Explore the person's understanding and interpretation of the situation using awareness raising methods.	Case Study 3: Q2, Q3
	2.3 Empower the person to seek clarification of relevant procedures, information and advice.	Case Study 2: Q1, Q2
	2.4 Determine whether a course of action is required and if the person agrees to this.	Written Assessment: 3 Written Assessment: 4 Case Study 2: Q1, Q2
	2.5 Obtain consent from the person or their legal representative, for any action to be taken on their behalf.	Written Assessment: 7 Multiple Choice: 3 Research Assessment: 5
	2.6 Follow strategies, where appropriate, that have been developed to manage the perpetrator.	Case Study 1: Q1 Case Study 2: Q1, Q2 Case Study 3: Q1, Q2
	2.7 Monitor and review action in accordance with organisation policy and procedures.	Research Assessment: 3 Case Study 1: Q1 Case Study 2: Q1, Q2 Case Study 3: Q3
3. Complete reporting requirements	3.1 Complete documentation according to legal requirements and organisation policy and procedures	Written Question 4, 5 Case Study 2: Q2 Case Study 3: Q3 Research Assessment: 3
	3.2 Maintain and store documentation appropriately	Written Assessment: 8 Case Study 2: Q2 Case Study 3: Q3
4. Contribute to systems and procedures	4.1 Promote awareness of worker responsibilities to act on suspicion and disclosure of abuse	Written Assessment: 6 Research Assessment: 3 Research Assessment: 5
	4.2 Monitor systems and procedures for their effectiveness in supporting vulnerable people	Research Assessment: 3, 4 Case Study 1: Q1 Case Study 2: Q1, Q2 Case Study 3: Q1, Q3
	4.3 Identify and report problems with systems and procedures	Written Assessment: 8 Case Study 1 Case Study 2: Q1, Q2 Case Study 3: Q1, Q3 Research Assessment: 3, 4
	4.4 Provide input to the process of improving systems and procedures	Written Assessment: 8 Research Assessment: 4

		AT1: Written Assessment: AT2: Multiple Choice Assessment: AT3: Cast Study: AT4: Research:
Knowledge evidence	<p>Legal and ethical consideration relevant to recognising and responding to abuse and how these are applied in an organisation and individual practice, including:</p> <ol style="list-style-type: none"> Duty of care Human rights: Rights to make own decisions Implications when people are unable to exercise their rights Tension between individual rights and organisation responsibility Informed consent Mandatory reporting Privacy, confidentiality and disclosure 	<p>A: Research Assessment: 3 / Case Study 1 Q1 / Case Study 2: Q1, Q2</p> <p>B: Case Study 1 Q1, Q2</p> <p>C: Multiple Choice: 3</p> <p>D: Case Study 2: Q1 / Research Assessment: 5</p> <p>E: Case Study 2: Q1</p> <p>F: Multiple Choice: 3 / Written Assessment: 7</p> <p>G: Written Question 2, 4, 5 / Research Assessment: 3 / Case Study 2: Q1</p> <p>H: Research Assessment: 5</p>
	Current issues and debates relating to abuse	Research Assessment: 5
	<p>Types of abuse:</p> <p>A: Emotional/psychological</p> <p>B: Financial</p> <p>C: Physical</p> <p>D: Sexual</p> <p>E: System</p>	<p>A: Written Question 1 / Multiple Choice: 2 / Research Assessment: 1</p> <p>B: Research Assessment: 1</p> <p>C: Research Assessment: 1 / Case Study 2: Q2</p> <p>D: Research Assessment: 1</p> <p>E: Research Assessment: 1 / Case Study 2: Q2</p>
	Abuse statistics and characteristics	AT2: Multiple Choice: 1 - 1,2,3 / Research Assessment: 5
	Nature of people who may be more vulnerable to abuse	Multiple Choice: 2 / Research Assessment: 1, 5
	Different interpretations of abuse and the importance of recognising different value systems	Written Question 1 / Research Assessment: 3
	Relationship between abuse and devaluation	Case Study 3: Q1, Q2
	Roles and responsibilities of different people in suspected abuse situations	Written Question 2, 4 / Case Study 2: Q1 / Research Assessment: 2, 3
	Indicators and behaviours of people that might raise suspicion of possible abuse	Written Question 1 Multiple Choice: 2 Research Assessment: 5
	<p>Systems and procedures used to manage suspected abuse:</p> <ol style="list-style-type: none"> Process for identifying abuse Actions to take if abuse is suspected How to conduct an investigation into possible abuse Use of abuse safeguards Methods to raise awareness Reporting systems 	<p>A: Research Assessment: 1, 3 / Case Study 1: Q1, Q2 / Case Study 2: Q1</p> <p>B: Written Question 2, 5 / Research Assessment: 3</p> <p>C: Written Assessment: 3 / Case Study 2: Q1</p> <p>D: Written Assessment: 3, 4</p> <p>E: Written Assessment: 6 / Case Study 2: Q2</p> <p>F: Written Question 2, 4, 5 / Case Study 2: Q2 / Research Assessment: 2, 3</p>
	Sources of authoritative information and guidance	Written Assessment: 8 Research Assessment: 2 / Case Study 2: Q1, Q2 / Research Assessment: 5

<p>Performance evidence</p>	<p>The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:</p> <ul style="list-style-type: none"> Recognised and responded to 3 different types of suspected abuse in accordance with legal and organisation requirements 	<p>Assessment Activity Case Study 1 Case Study 2 Case Study 3 Research Assessment Tasks: 1,2,3,4</p>
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