



## Higher National Unit Specification

### General information

**Unit title:** Health Wellbeing and Safeguarding (SCQF level 7)

**Unit code:** H8MM 34

**Superclass:** PM

**Publication date:** December 2014

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

The purpose of this Unit is to enable learners to gain an understanding of the health wellbeing and safeguarding issues for those who access provision from social services care and/or education settings. Learners will learn the importance of the holistic nature of health wellbeing and safeguarding the impact of socio-economic factors and the need to apply a person centred approach in the delivery of services.

### Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Understand and explain significant current legislation and policies related to health wellbeing and safeguarding.
- 2 Identify and explain the role of preventative and protective health measures.
- 3 Explain the role of the worker in the safeguarding of individuals.

### Credit points and level

1 Higher National Unit credit(s) at SCQF level 7: (8 SCQF credit points at SCQF level 7)

### Recommended entry to the Unit

Learners for this award should have effective communication and interpersonal skills and be able to use these skills to give an account of their experiences, reflect on them, make valid conclusions and express strengths and development needs, both personal and organisational.

This may be demonstrated by relevant qualifications at SCQF level 5 or above with relevant experience in a social services or other relevant setting as a student or a care worker, or SVQ level 3 in Health and Social Care, Early Education or one of their predecessor qualifications.

## **Higher National Unit Specification: General information (cont)**

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### **Core Skills**

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

### **Context for delivery**

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

The Assessment Support Pack (ASP) for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment.

Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

### **Equality and inclusion**

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## Higher National Unit Specification: Statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### Outcome 1

Understand and explain significant current legislation and policies related to health wellbeing and safeguarding.

#### Knowledge and/or Skills

- ◆ history of welfare state
- ◆ health inequalities
- ◆ current legislation related to health and wellbeing
- ◆ current legislation related to safeguarding
- ◆ current policy initiatives

### Outcome 2

Identify and explain the role of preventative and protective health measures.

#### Knowledge and/or Skills

- ◆ early intervention
- ◆ prevention and control of infection (epidemiology of disease main risk areas.)
- ◆ assessment of risk
- ◆ principles of medicines management
- ◆ moving and assisting people

### Outcome 3

Explain the role of the worker in the safeguarding of individuals.

#### Knowledge and/or Skills

- ◆ codes of practice
- ◆ signs of neglect harm and abuse
- ◆ vulnerability factors
- ◆ maintaining a safe environment
- ◆ recording and reporting
- ◆ risk enablement

## Higher National Unit Specification: Statement of standards (cont)

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### Evidence Requirements for this Unit

Centres are encouraged to adopt a holistic approach to the assessment of this Unit where it forms part of a Group Award.

Where it is delivered alone it is recommended that all Outcomes should be assessed together. Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they can:

- 1 Identify and explain two significant developments resulting from the welfare state.
- 2 Describe and evaluate two priority frameworks related to health inequalities.
- 3 Identify and describe two pieces of current legislation related to health wellbeing and safeguarding.
- 4 Evaluate two current policy initiatives and two preventative health measures designed to promote health and manage risk.
- 5 Define and explain role of early intervention in one area of practice.
- 6 Explain the purpose of the codes of practice and describe three duties and responsibilities related to safeguarding individuals.
- 7 Identify and describe three signs of neglect harm and abuse that are related to vulnerability factors.
- 8 Describe and evaluate two examples of risk enablement which promote individuals rights.

### Assessment for this Unit may be undertaken through

Assessment for this Unit could be through a research project for all Outcomes. For direct entry learners centres may wish to use some pre produced scenario materials.



## Higher National Unit Support Notes

**Unit title:** Health Wellbeing and Safeguarding (SCQF level 7)

Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### Guidance on the content and context for this Unit

The Unit aims to enable learners gain an understanding of health, wellbeing and safeguarding issues, for those who access provision from social services, care and/or education settings.

In order to achieve these aims the learners should learn the importance of the holistic nature of health wellbeing and safeguarding and the need to apply a person centred approach to the care of those they are working with.

### Outcome 1

This concerns current legislation and policies related to health wellbeing and safeguarding. It is recommended learners begin by learning about the development of the welfare state, looking briefly at the post war period and the introduction of free medical care, education and the growth of the third sector followed by consideration of a range of the inequalities that have developed as the result of changes in society.

Health inequalities are a major concern in Scotland, both in comparison to our European neighbours and within our own communities. The Scottish Government has made a number of policy commitments to address these health inequalities in recent years.

<http://www.scotland.gov.uk/Resource/Doc/229649/0062206.pdf> provides some useful information on this area of learning.

Key points from the report are:

- ◆ Health inequalities remain a significant challenge in Scotland.
- ◆ The poorest in our society die earlier and have higher rates of disease, including mental illness.
- ◆ Healthy life expectancy needs to increase, across the board, to achieve the Scottish Government's overall purpose of sustainable economic growth.
- ◆ Tackling health inequalities requires action from national and local government and from other agencies including the NHS, schools, employers and Third Sector.
- ◆ Priority areas are children, particularly in the early years, 'killer diseases' such as heart disease, mental health and the harm caused by drugs, alcohol and violence.
- ◆ Radical cross cutting action is needed to address Scotland's health gap to benefit its citizens, communities and the country as a whole.

## Higher National Unit Support Notes (cont)

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The Equally Well Review 2010 along with the Early Years Framework and Achieving Our Potential, set out the Scottish Government's and COSLA's shared approach to tackling the major and intractable social problems that have affected Scotland for generations. These three social policy frameworks recognise that children's start in life, cycles of poverty and poor health are interlinked. These are complex problems, involving complex solutions, and which require a long-term approach so we advocate early intervention, moving from crisis management to prevention and breaking cycles of poor Outcomes in people's lives.

The report can be found at: <http://www.scotland.gov.uk/Resource/Doc/315880/0100454.pdf>

Learning materials available through NES provide summaries of relevant areas including legislation and the opportunity for learners to look and consider specific questions.

<http://www.bridgingthegap.scot.nhs.uk/understanding-health-inequalities.aspx>

The full report on Health Inequalities including the key messages is located at:

[http://www.audit-scotland.gov.uk/docs/health/2012/nr\\_121213\\_health\\_inequalities.pdf](http://www.audit-scotland.gov.uk/docs/health/2012/nr_121213_health_inequalities.pdf)

Learners should identify an area of interest to them either related to their work role, placement or personal interest and research it particularly in relation to improving health and wellbeing and encouraging healthy choices toward minimising risks of ill health.

this website provides current articles on areas of risk:

<https://www.gov.uk/government/topics/public-health>

Learner should then look at legislation related to safeguarding that would be relevant to their research area. For example if Adult Support and Protection Act:

<http://www.chp.scot.nhs.uk/>

For the protection of children and young people: The Children and Young People (Scotland) Act 2014: [http://www.legislation.gov.uk/asp/2014/8/pdfs/asp\\_20140008\\_en.pdf](http://www.legislation.gov.uk/asp/2014/8/pdfs/asp_20140008_en.pdf)

Children's Human Rights legislation links to Getting It Right For Every Child:

<http://www.scotland.gov.uk/Resource/Doc/215889/0057733.pdf>

The following links can be explored in relation to reports supporting health and wellbeing.

Better health Better Care: <http://www.scotland.gov.uk/Resource/Doc/206458/0054871.pdf>

It's everyone job to make sure I'm alright:

<http://www.scotland.gov.uk/Resource/Doc/47007/0023992.pdf>

The research from GUS (Growing up in Scotland) may be useful here as there are very good papers on health in the under 5's studied particularly the report on Health Inequalities in the Early Years: [www.growingupinScotland.org.uk](http://www.growingupinScotland.org.uk)

The Early Years Collaborative

The Early Years Collaborative is a coalition of Community Planning Partners including social services, health, education, police and 3rd sector professionals.

They have 3 ambitious aims:

- ◆ Reduce the number of still births and infant mortality by 15% (2015)
- ◆ 85% of all children to reach developmental milestones by the 27–30 months check (2016)
- ◆ 90% of all children to reach developmental

## Higher National Unit Support Notes (cont)

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The Regulation of Care (Scotland) Act 2001 led to the setting up of the Scottish Social Services Council and the Care Inspectorate. Learners should be aware of these bodies and their roles in regulation and have a copy of the Code of Practice which they can download at the Scottish Social Services Council website at: **[www.sssc.uk.com](http://www.sssc.uk.com)**.

The Child at the Centre will be of interest to staff working in the pre-school sector, and in early stages of primary school:

**[http://www.educationscotland.gov.uk/Images/catcseey\\_tcm4-712692.pdf](http://www.educationscotland.gov.uk/Images/catcseey_tcm4-712692.pdf)**

Good Places Better Health is the Scottish Government's strategy on health and the environment and makes the link into Outcome 2 of this Unit.

This new approach recognises that environment has a significant impact on the health of Scotland's people and that action is required to create safe, health nurturing environments for everyone. The question, what is needed to deliver places that nurture good health for children? considered four health challenges in Scotland: obesity, asthma, unintentional injury and mental health and wellbeing.

The link to this is: **<http://www.scotland.gov.uk/Resource/0039/00398236.pdf>**

### Outcome 2

This looks at early intervention and the role of preventative and protective health measures across the lifespan. It is important that all learners consider all of these issues, as they should understand the importance of health across the lifespan of individuals and the impact on our quality of life and life expectancy.

Learners should research aspects of health such as oral health, diet, nutrition and hydration, physical activity, mental health, the impact of addictive substances.

Learners should also research a range of the major conditions/diseases that shorten life expectancy in this country, ie heart attacks, strokes, asthma, cancers, and their links to obesity, high blood pressure and lifestyle choices. They could work in groups to investigate specific areas and then present their findings for discussion.

Learners need to be aware of the importance of prevention of infection. Preventing infection spreading to or from the people they are supporting is an important part of work in care provisions learners should be encouraged to consider the role of vaccination for example the flu jab in helping to prevent infection in group situations, ie residential care and children's nurseries.

Useful links to further information include:

Early Years

**[http://www.hpa.org.uk/webc/hpawebfile/hpaweb\\_c/1194947365864](http://www.hpa.org.uk/webc/hpawebfile/hpaweb_c/1194947365864)**

**<http://www.documents.hps.scot.nhs.uk/hai/infection-control/guidelines/infection-prevention-control-childcare.pdf>**

Adult residential care

**<https://www.gov.uk/government/publications/infection-prevention-and-control-in-care-homes-information-resource-published>**

**<http://www.nes.scot.nhs.uk/education-and-training/by-theme-initiative/healthcare-associated-infections/training-resources/preventing-infection-in-care-@-home.aspx>**

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Adult day care:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/214930/Care-Home-Resource-Summary-Feb14-2013.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/214930/Care-Home-Resource-Summary-Feb14-2013.pdf).

Some useful reading includes:

[http://www.alzheimers.org.uk/site/scripts/documents\\_info.php?documentID=138](http://www.alzheimers.org.uk/site/scripts/documents_info.php?documentID=138)

<http://www.bsdl.org.uk/guidelines/longstay.pdf>

<http://www.nhs.uk/Livewell/dentalhealth/Pages/Careofkidsteeth.aspx>

<http://www.child-smile.org.uk/>

<http://www.scotl.and.gov.uk/Publications/2014/03/5304>

<http://www.scotland.gov.uk/Resource/Doc/37432/0011167.pdf>

Age related initiatives on health and wellbeing are important it is suggested that all learners should be aware of the following as they will all be working with families whether their main focus is children or adults.

Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families

The following web links provide useful materials related to this area of development:

[www.readysteadybaby.org.uk](http://www.readysteadybaby.org.uk)

[www.readysteadytoddler.org.uk](http://www.readysteadytoddler.org.uk)

[www.maternal-and-early-years.org.uk](http://www.maternal-and-early-years.org.uk)

Maternal and infant nutrition framework, parenting strategy, play strategy are all initiatives that impact on socio-economic deprivation and give learners the opportunity to consider the wider implications for life. The effects of starting life with low socio-economic status and its impact on poor nutritional status during pregnancy which can lead to low birth weight and the nutritional development of the baby and through childhood.

This national guidance sets the context for high quality care and education and seeks to identify key features that support and promote evidence-based approaches.

[http://www.educationscotland.gov.uk/Images/PreBirthToThreeBooklet\\_tcm4-633448.pdf](http://www.educationscotland.gov.uk/Images/PreBirthToThreeBooklet_tcm4-633448.pdf)

This national guidance sets the context for high quality to care for those working in the area of adult care.

<http://www.scotland.gov.uk/Resource/Doc/350174/0117211.pdf>

In order to practice safely learners need to know and understand how the assessment of risks is vital to professional practice: the following exercise could be useful to help develop a risk aware way of thinking.

Learners should begin to analyse the assessment of and management of risk, considering risk taking as a positive step as well as considering how to protect individuals from harm. Learners should be fully aware of current Health and Safety legislation and, how this is implemented in their own/placement organisation to support health and well-being.



## Higher National Unit Support Notes (cont)

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They should also know and understand the meaning of and implications of the Infection control strategy, which operates in their workplace.

Learners should consider the implications for their practice of Infection Prevention and Control in Childcare Settings: March 2011 produced by Health Protection Scotland, copies of this document are available on line at:

**<http://www.documents.hps.scot.nhs.uk/hai/infection-control/guidelines/infection-prevention-control-childcare.pdf>**

or

The Health and Social Care Act 2008 code of practice on the prevention and control of infections guidance available on line at:

**<https://www.gov.uk/government/publications/the-health-and-social-care-act-2008-code-of-practice-on-the-prevention-and-control-of-infections-and-related-guidance>**

Practice Guide: involving children and young people in improving children's services:

**<http://www.involvetoimprove.com/media/2887/Practiceguideinvolvingchildrenandyp.pdf>**

Principles of medicines management:

Learners need to understand what their job role in the management of medications is likely to be. They should understand what a Medicinal product is.

Draft guidance can be found at:

**<http://www.nice.org.uk/newsroom/pressreleases/NICEpublishesDraftGPGManagingMedicinesCareHomes.jsp>**

**<https://www.gov.uk/government/publications/managing-medicines-in-schools-and-early-years-settings>**

The Care Inspectorate provide a wide range of guidance on a wide range of healthcare areas these are listed on the following site and it is recommended that learners consider the guidance papers in relation to their own specific area of work and one other area in order to gain balanced learning.

**[http://www.scswis.com/index.php?option=com\\_content&view=article&id=7905&Itemid=725#medicines](http://www.scswis.com/index.php?option=com_content&view=article&id=7905&Itemid=725#medicines)**

Moving and assisting people is an integral part of the care role with both adults and children

Poor moving and handling practice can lead to:

- ◆ back pain and musculoskeletal disorders, which can lead to inability to work
- ◆ moving and handling accidents — which can injure both the person being moved and the employee
- ◆ discomfort and a lack of dignity for the person being moved

All workers must take action to prevent or minimise the risk of injury.

These links provide information on reducing the risk from people handling. For general information on factors that can lead to injury, visit the **musculoskeletal disorder web pages**. For further information on risk assessments for inanimate/object handling please see the **manual handling web pages**.

## Higher National Unit Support Notes (cont)

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The following legislation may be relevant for assessing moving and handling risks:

- ◆ **Health and Safety at Work etc Act 1974 (HSWA)**
- ◆ **Manual Handling Operations Regulations 1992 (MHOR) (as amended 2002)**
- ◆ **Management of Health and Safety at Work Regulations 1999**
- ◆ **Provision and Use of Work Equipment Regulations 1998 (PUWER)**
- ◆ **Lifting Operations and Lifting Equipment Regulations 1998 (LOLER)**

The following site also looks at moving people and provides some useful guidance learners could use this to practice safe techniques under supervision.

<http://www.nhs.uk/CarersDirect/guide/practicalsupport/Pages/movingandhandling.aspx>

### Outcome 3

This is where learners will examine their role as worker in the safeguarding of individuals.

This Outcome relates to the SVQ Units numbers SDCCLD0034 and SCDHSC0035.

The role of the worker in any care/education setting working with individual's adults or children must adhere to the following principles:

- ◆ Protect their rights and promote their interests
- ◆ Establish and maintain their trust and confidence
- ◆ Promote their independence and protect them as far as possible from danger or harm
- ◆ Respect their rights and ensure their behaviour does not harm themselves or other people

The codes of practice for social care workers can be located at:

<http://www.sssc.uk.com/Codes-of-Practice/sssc-codes-of-practice-for-social-service-workers-and-employers.html>

In order to begin to protect people, individual learners need to know and be able to recognise signs of neglect, harm and abuse and know how to access guidance to help to identify these. The following information and links provide useful information for children and adult services.

### What is considered as child sexual abuse?

Child sexual abuse includes touching and non-touching activity. Some examples of touching activity include:

- ◆ touching a child's genitals or private parts for sexual pleasure
- ◆ making a child touch someone else's genitals, play sexual games or have sex putting objects or body parts (like fingers, tongue or penis) inside the vagina, in the mouth or in the anus of a child for sexual pleasure

### Some examples of non-touching activity include:

- ◆ showing pornography to a child
- ◆ deliberately exposing an adult's genitals to a child
- ◆ photographing a child in sexual poses
- ◆ encouraging a child to watch or hear sexual acts
- ◆ inappropriately watching a child undress or use the bathroom

[http://www.parentsprotect.co.uk/warning\\_signs.htm](http://www.parentsprotect.co.uk/warning_signs.htm)

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Many elderly adults suffer abuse in their own homes, in relatives' homes, and even in facilities responsible for their care. Learners need to know that when an elderly person is at risk from a neglectful or overwhelming caregiver, or where they suspect financial abuse, it is important they speak up. In order to do this they should learn about the warning signs of elder abuse. They should be able to recognise what the risk factors are, and how they can prevent and report the problem.

[http://www.helpguide.org/mental/elder\\_abuse\\_physical\\_emotional\\_sexual\\_neglect.htm](http://www.helpguide.org/mental/elder_abuse_physical_emotional_sexual_neglect.htm)

Vulnerability factors can be defined as the diminished capacity of an individual or group to anticipate, cope with, resist and recover from the impact of a natural or man-made hazard. Vulnerability is most often associated with poverty, but it can also arise when people are isolated, insecure and defenceless in the face of risk, shock or stress.

People differ in their exposure to risk as a result of their, social group, gender, ethnic or other identity, age and other factors such as poverty, disability, sexual orientation.

Research does tend to evidence social factors influence the prevalence of depression, but this effect is not independent of genetically determined vulnerability.

<http://www.stem4.org.uk/depression/For-Parents-and-Families/vulnerability-factors.html>

A positive approach to risk must include the basic principles of person-centred approaches. Achieving a balance between the right of an individual to control the arrangements for their care and ensuring adequate protections are in place to safeguard well-being is a very challenging task and can often be a barrier to the choice and control of the individual.

Other useful reports include:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/183231/DFE-RR164.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/183231/DFE-RR164.pdf)

<http://www.scotland.gov.uk/Resource/Doc/1095/0065023.ppt>

<http://www.nuffieldbioethics.org/sites/default/files/files/Chapter%206%20Dilemmas%20in%20care.pdf>

<http://www.scotland.gov.uk/Topics/Justice/law/17867/fm-children-root/fm-children-links>

Learners also need to be aware of their own safety and in particular how to ensure that their private internet activities such as social media are not putting those they work with at risk. They should be reminded of the codes of practice and their duty to respect and protect, and ensure that they work within their organisation guidelines whether on placement or in employment.

Much of the published work on risk enablement focuses on the rights of adults, particularly older adults with dementia. A great deal of work in this area has been carried out by Alzheimer Scotland and this link will be useful to learners, it should be considered by all learners as children's workers are increasingly more likely to encounter children living with relatives with dementia.

[http://www.google.co.uk/url?q=http://www.jitscotland.org.uk/downloads/1305274288-risk-enablement-thinking-outside-the-box.pdf&ei=QNzXUvjbEIWi0QX\\_2oEg&sa=X&oi=unauthorizedredirect&ct=targetlink&ust=1389880136277496&usg=AFQjCNHZtDT8okvIRuGgd1bbC2TnaCcEAw](http://www.google.co.uk/url?q=http://www.jitscotland.org.uk/downloads/1305274288-risk-enablement-thinking-outside-the-box.pdf&ei=QNzXUvjbEIWi0QX_2oEg&sa=X&oi=unauthorizedredirect&ct=targetlink&ust=1389880136277496&usg=AFQjCNHZtDT8okvIRuGgd1bbC2TnaCcEAw)

Learners need to know and understand their employing or placement organisations recording and reporting systems and what their role within those will be, this should be done by them discussing their duties and responsibilities in their learning groups and by then discussing these with the person supervising them in the work setting. It is important that learners learn how to make explicit to other staff what is important to the people they are paid to support, and how to take managed risks to make progress. Organisations also need to make it clear in risk management policies that staff engaged in reasonable risk taking are acting under their employer's instructions.

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Some useful reading found at:

<http://www.scie.org.uk/publications/reports/report36/practice/personcentredpractice.asp>  
<http://www.hse.gov.uk/pubns/hsis1.pdf>

Information sharing between workers and services are vitally important to ensuring safe environments are created and maintained in all aspects of care provision.

By this stage in the Unit learners will have looked at a wide range of issues all of which have relevance to the role of safeguarding in its widest sense. For example, the impact of low socio-economic status on nutrition and the negative effects this can have on an individual's physical and mental health. How lifestyle is influenced by environmental factors, and how these contribute to long-term Outcomes for children. It is important that learners are able to link this learning to the conflicts and dilemmas they will face in their practice.

The following link will take learners to the Scottish Social Services Council pages on Self-Directed Support it is important that all learners become familiar with the principles and processes of this.

[http://www.ssks.org.uk/topics/self-directed-support.aspx?utm\\_source=Spotlight\\_SSKS&utm\\_campaign=a4f2d22507-SSKS\\_61\\_21\\_2014&utm\\_medium=email&utm\\_term=0\\_e1f994990c-a4f2d22507-136367145](http://www.ssks.org.uk/topics/self-directed-support.aspx?utm_source=Spotlight_SSKS&utm_campaign=a4f2d22507-SSKS_61_21_2014&utm_medium=email&utm_term=0_e1f994990c-a4f2d22507-136367145)

Recording is a crucial part of day-to-day social care practice, and takes up a substantial amount of worker's time. Recording involves:

- ◆ writing down the work you do
- ◆ noting the progress people make towards their desired Outcomes
- ◆ including the views of the person
- ◆ analysis and assessment
- ◆ life history of the person and its interpretation

Good records are an essential tool for practitioners to reflect on their on going work with people and plan future work. When shared with the person they are caring for it is important they encourage transparency.

Recording is also part of the code of practice for social services workers published by the Scottish Social Services Council (SSSC). The purpose of this code is to set out the conduct expected of social service workers and to inform people using social work services and the public about the standards of conduct they can expect from social service workers. Recording comes under section 6:

This link is a paper to provide an introduction to various models and tools associated with adopting an Outcomes approach within social care and support settings

<http://www.ccpscotland.org/assets/files/ccps/pubilcations/Outcomes%20briefing.pdf>

Considering risk enablement at the end of this Unit is designed to enable learners to achieve a balanced approach to their practice and recognise the need to work in a person centred way.

Risk enablement is a way of helping with challenging or complex decisions, which may occur as part of the support plan. The emphasis is on supporting positive risk taking while maintaining duty of care and decisions made in a shared and informed way, with transparent, shared responsibility.

Providing real choice and control for people who use social care means enabling people to take the risks they choose, particularly in the use of self-directed support and personal budgets.

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With the support of staff, people using services should be enabled to define their own risks and to recognise, identify and report abuse, neglect and safeguarding issues. Informed choice is vital. Good quality, consistent and trusted relationships and good communication are particularly important. Risk enablement can transform care, not just prevent abuse.

Multi-agency arrangements have been influenced by the Dignity in Care campaign, equalities and human rights legislation, Fair Access to Care Services guidance, mental health legislation and wider debates about child protection systems.

Relevant issues in assessing the seriousness of risk of abuse include:

- ◆ Factors which could increase exposure to risk, eg environmental, social, financial, communication and recognition of abuse
- ◆ existence of networks and support to minimise risk
- ◆ nature, extent and length of time of abuse
- ◆ impact on the individual and on others

It is worth noting the UK research review on risk perceptions and risk management strategies in adult social care (Mitchell & Glendinning, 2007). This review found that studies tended to concentrate on risk in relation to mental capacity and competence of people with mental health problems, physical risks for older people, and competence and some positive risk taking for people with learning disabilities.

The views of people who use services were largely absent, and there were few evaluations of risk management systems and interventions.

Professional assumptions about the competence and capacity of people with mental health problems were found to be linked to perceptions of these people as dangerous individuals. This was particularly true for black people.

The review also showed that both people who use services and practitioners might withhold, or be reluctant to share, risk-related information. This can leave people without support when taking the risks that are important to them, or conversely leave them ill-informed about options and choices.

### Guidance on approaches to delivery of this Unit

This Unit is designed to be delivered as part of the Group Award for direct entry learners, it can also be used for workers as continuous professional development.

It provides evidence of knowledge and understanding that can be used to evidence aspects of Units from the SVQ level 3 Health and Social Services and the SVQ level 3 Social Services Children and Young People.

Learners wishing to use the Outcomes of their work for this purpose are advised to complete the assignment based on either work based practice or placement experience.

It is recommended that learners work through this Unit in class groups and small groups in order to be able to give and receive feedback.

Group and individual presentations provide opportunities for each learner to demonstrate their learning and increase their self-awareness.

Parts of this Unit could be supported using learning from relevant field trips, and or visits, for research purposes.

## Higher National Unit Support Notes (cont)

### Unit title: Health Wellbeing and Safeguarding (SCQF level 7)

Some self-directed learning and research are also encouraged in order that learners recognise the importance of this to their own self-development.

In order to achieve this Unit, learners are required to present sufficient evidence that they have met all the Knowledge and Skills requirements for each Outcome.

An understanding of both theory and its relation to practice are required for all Outcomes. Hence, assessment must include both the requirement to discuss various issues and the opportunity to relate these to practice. Where learners are already working in practice it is asked that they write about real work situations

### Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of instruments of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Centres are encouraged to adopt a holistic approach to the assessment of this Unit where it forms part of a Group Award. It is suggested, assessment for this Unit could be a research project based on their own area of practice with adults, children or young people.

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they can:

- 1 Understand and explain significant current legislation and policies related to health wellbeing and safeguarding.
- 2 Identify and explain the role of preventative and protective health measures.
- 3 Explain the role of the worker in the safeguarding of individuals.

Each section of the project should contain evidence of:

- ◆ Knowledge contained in main theories, concepts and principles
- ◆ Present and evaluate information, ideas and arguments related to health wellbeing and safeguarding
- ◆ Convey complex ideas in a structured and coherent form
- ◆ Evidence initiative in the approach taken to research the area

It is recommended that each section is approximately 500-750 words in length and that the sections link together for presentation as a project.

Where the Unit is delivered alone and not as part of the HN Group Award, it is recommended that all Outcomes should be assessed together.

### Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

## Higher National Unit Support Notes (cont)

**Unit title:** Health Wellbeing and Safeguarding (SCQF level 7)

### Opportunities for developing Core and other essential skills

Learners will have the opportunity to develop the following Core Skills:

*Communication:* Written communications will be developed through learners producing written work in a variety of formats: oral communication will be developed through discussion, debate and evidence of engagement with other learners, professionals and key people.

*Working with Others:* Will be developed as learners will be required to work collaboratively with colleagues from their own and other service areas in the preparation and research for their assignments.

*Information and Communication Technology (ICT):* Learners will develop their ICT skills through research and the presentation of written assignments.

## History of changes to Unit

Version	Description of change	Date

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## General information for learners

### Unit title: Health Wellbeing and Safeguarding (SCQF level 7)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

The Unit aims to enable you to gain an understanding of health, wellbeing and safeguarding issues, for those who access provision from social services, care and/or education settings. In order to achieve these aims you will learn the importance of the holistic nature of health wellbeing and safeguarding and the need to apply a person centred approach to the care of those they are working with.

**Outcome 1** is about current legislation and policies related to health wellbeing and safeguarding, it will look at: how our welfare state has developed, and changed, and some of the health inequalities that exist for groups of citizens today. Following on from this you will consider current legislation that relates to safeguarding and look at some of the current policy drivers in the Government health programmes and socio-economic factors that contribute to health and wellbeing.

**Outcome 2** is about the role of preventative and protective health measures. You will look at the concept of early intervention, health inequalities, the prevention and control of disease and safety issues related to moving and lifting people. You will also have the opportunity to look at a range of health issues, how these affect and influence the lives of the people your service supports.

**Outcome 3** is about how your role as a worker can support the safeguarding of individuals. This will involve you in learning about the signs of harm and abuse, considering conflicts, and dilemmas and vulnerability factors people face. You will learn about how you can provide support to individuals to keep them safe through adhering to the codes of practice.

Your assessment will allow you to undertake research into specific areas of practice related to your work role, your practice placement experience and or your career aspirations.

Completion of this Unit will prepare you for the SVQ Unit H5LF 04 (SCDCCLD0034) Promote the Safeguarding of Children and Young People *or* H5S0 04 (SCDHSC0035) Promote the safeguarding of Individuals.

You will also have the opportunity to develop the following Core Skills:

*Communication:* Written communications will be developed through you producing written work in a variety of formats. Oral communication: will be developed through discussion, debate and evidence of engagement with other learners, professionals and key people.

*Working with Others:* will be developed as you will be required to work collaboratively with colleagues from your class or from your own and other service areas in the preparation and research for assignments.

*Information and Communication Technology (ICT):* you will develop ICT skills through research and the presentation of written assignments.