



National Unit specification

General information

Unit title: Safeguarding People (SCQF level 6)

Unit code: HD6V 46

Superclass: PM

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Unit purpose

This Unit has been developed for learners who wish to pursue a career in social services, and is a mandatory Unit of the National Progression Award Social Services and Healthcare. It may also be undertaken as a stand-alone Unit.

The Unit is suitable for learners who have not previously studied aspects of social service or had practical experience in this sector, as well as those who have already gained some experience.

The purpose of this Unit is to introduce the important area of safeguarding people from risk, harm and exploitative behaviour. It identifies different types of risk, harm, and exploitative behaviour, together with signs and symptoms that might indicate they are occurring. The Unit also introduces the rights and responsibilities that surround safeguarding, what might be done to reduce the need for safeguarding interventions, and underpinning social services values and principles.

Outcomes

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

- 1 Investigate and explain the need for safeguarding.
- 2 Explain the rights and responsibilities that surround safeguarding.
- 3 Explain what can be done to reduce the need for safeguarding interventions.

Credit points and level

1 National Unit credit at SCQF level 6: (6 SCQF credit points at SCQF level 6)

National Unit specification: General information (cont)

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Recommended entry to the Unit

Entry is at the discretion of the centre. This Unit is suitable for learners who have not previously studied aspects of social services or had practical experience in this sector, as well as those who have already gained some experience. Learners may benefit from previous relevant learning such as National 5 or an equivalent level.

It is recognised that a range of formal and informal prior learning may be relevant, such as:

- ◆ opportunities to carry out research and develop a useful background knowledge base
- ◆ opportunities to think about the needs of self and others
- ◆ skills in review, analysis and evaluation

This Unit is suitable for learners who wish to enter employment in social services settings. It is also suitable for learners undertaking a placement or volunteering in a social services setting.

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. This Unit is a mandatory Unit of the NPA Social Services and Healthcare

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.

National Unit specification: Statement of standards

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Acceptable performance in this Unit will be satisfactory achievement of the standards set out in this part of the Unit Specification. All of the Outcomes and Performance Criteria are mandatory and cannot be altered without reference to the SQA.

Outcome 1

Investigate and explain the need for safeguarding.

Performance Criteria

- (a) Explain the kinds of safeguarding needs adults might experience.
- (b) Describe the signs and symptoms that may indicate an individual requires to be safeguarded.
- (c) Describe the factors that can make some adults more likely to need safeguarding.
- (d) Identify what grooming means and the common features of perpetrator behaviour.

Outcome 2

Explain the rights and responsibilities that surround safeguarding.

Performance Criteria

- (a) Identify the key points of safeguarding law that relate to social services settings.
- (b) Explain what should be done and who should be informed when there are concerns about safeguarding, poor or discriminatory practices; together with the way duty of care overrides confidentiality in these circumstances.
- (c) Describe the appropriate ways to respond to someone who discloses that they are at risk, or are in need of safeguarding.

Outcome 3

Explain what can be done to reduce the need for safeguarding interventions.

Performance Criteria

- (a) Explain the role of social services values in reducing the need for safeguarding interventions.
- (b) Explain the steps you can take to safeguard yourself and others, when working in a social services setting.
- (c) Describe the ways working in a person centered manner can help reduce the need for safeguarding interventions.
- (d) Describe the ways in which partnership working, and appropriate information sharing, can help reduce the need for safeguarding interventions.

National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

Evidence is required to demonstrate that learners have achieved all Outcomes and Performance Criteria.

Written and/or oral evidence is required for all Outcomes and will be gathered in open-book conditions at appropriate points throughout the Unit. Evidence can be generated using a range of techniques. An assessor observation record must be used to support performance evidence.

An appropriate method of gathering evidence for Outcomes 1, 2 and 3 may be through the use of case study material and structured questions. There must be a record of all evidence gathered, including any evidence that is gathered verbally.

Outcome 1

To achieve Outcome 1 learners must produce evidence to show that they can:

- ◆ explain **three** kinds of safeguarding needs adults might experience.
- ◆ describe **four** signs and symptoms that may indicate an individual requires to be safeguarded.
- ◆ describe **three** factors that can make some adults more likely to need safeguarding.
- ◆ identify what grooming means and the common features of perpetrator behaviour.

Outcome 2

To achieve Outcome 2 learners must produce evidence to show that they can:

- ◆ identify **three** key points of safeguarding law that relate to social services settings.
- ◆ provide an explanation of what should be done and who should be informed when there are concerns about safeguarding, poor or discriminatory practices; together with the way duty of care overrides confidentiality in these circumstances (to include awareness of the need to report concerns and who they should be reported to).
- ◆ describe **three** appropriate ways to respond to someone who discloses that they are at risk, or are in need of safeguarding.

Outcome 3

To achieve Outcome 3 learners must produce evidence to show that they can:

- ◆ explain **three** ways in which social services values can help reduce the need for safeguarding interventions.
- ◆ explain **three** steps you can take to safeguard yourself and others, when working in a social services setting.
- ◆ describe **three** ways working in a person centred manner can help reduce the need for safeguarding interventions.
- ◆ describe **two** ways in which partnership working, and appropriate information sharing, can help reduce the need for safeguarding interventions.

National Unit Support Notes

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

While the study time allocated to this Unit is at the discretion of centres, the notional time period is 40 hours.

Guidance on the content and context for this Unit

This Unit introduces learners to the important area of safeguarding people who are at risk of harm and exploitative behaviour. It will also promote awareness of different types of risk, harm, and exploitative behaviour, signs and symptoms that might indicate they are occurring, the rights and responsibilities that surround safeguarding, what might be done to reduce the need for safeguarding interventions, and underpinning social services values.

Outcome 1

This Outcome is intended to enable learners to gain knowledge and understanding in relation to the need for safeguarding. This will include:

- ◆ The kinds of safeguarding needs adults might experience
- ◆ The signs and symptoms that may indicate an individual requires to be safeguarded
- ◆ The factors that can make some adults more likely to need safeguarding
- ◆ What grooming means, and the common features of perpetrator behaviour

Outcome 2

This Outcome is intended to enable learners to gain knowledge and understanding in relation to the rights and responsibilities that surround safeguarding. This will include:

- ◆ The key points of safeguarding law that relate to social services settings
- ◆ What should be done and who should be informed when there are concerns about safeguarding, poor or discriminatory practices; together with the way duty of care overrides confidentiality in these circumstances
- ◆ The appropriate ways to respond to someone who discloses that they are at risk, or are in need of safeguarding

National Unit Support Notes (cont)

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Outcome 3

This Outcome is intended to enable learners to gain knowledge and understanding in relation to what can be done to reduce the need for safeguarding interventions. This will include:

- ◆ The role of social services values in reducing the need for safeguarding interventions
- ◆ The steps you can take to safeguard yourself and others, when working in a social services setting
- ◆ The way working in a person centered manner can help reduce the need for safeguarding interventions
- ◆ The ways in which partnership working, and appropriate information sharing can help reduce the need for safeguarding interventions

Definitions relevant to this Unit

Safeguarding is defined as working with individuals in a way which includes taking all reasonable measures to ensure that risks of harm are minimised; and that appropriate action is taken where there are concerns about the welfare of individuals.

The signs and symptoms of different kinds of safeguarding need may include bruising, bite marks, burns, cuts, withdrawn or submissive behaviour, weight loss or gain, distress and behaviour which seems out of character for the individual (this is not an exhaustive list).

Different kinds of safeguarding need may include: physical harm, emotional harm, sexual harm, financial harm, neglect, institutional harm, self-harm, harm relating to social media, discrimination, exploitation, and infringement of rights (this is not an exhaustive list).

Factors that can make adults more likely to need safeguarding includes factors such as age, physical or mental ability, poverty; sensory needs; social deprivation; poverty, substance misuse; family issues or disrupted relationships; stressful life events (including bereavement), and factors specific to the care setting or to particular ways of working (this is not an exhaustive list).

Methods to safeguard yourself and others may include: keeping colleagues informed of your whereabouts, following the workplace lone worker policy and other workplace policies designed for your protection, consistently assessing risk to self and others, and keeping senior staff informed when risk levels appear to have changed (this is not an exhaustive list).

The common features of perpetrator behaviour, and what grooming means, may include: forming relationships with potential targets, pretending to be their friend, and trying to establish the likelihood of their behaviour being reported. Trying to find out as much as possible about family and social networks and, if they think it is 'safe enough', trying to isolate their targets. They may use flattery, promises of gifts, or threats and intimidation to achieve some control (this is not an exhaustive list).

Grooming describes the way in which people who want to harm others sexually or in different ways, get close to them, and gain their trust. Grooming can take place through different routes, such as the internet and social media and in other kinds of places, such as: in the home or locality, at work, or at clubs. On line groomers may seek out potential victims by looking through personal websites and social networking sites. They may pretend to be an age or different gender, and give a false description of themselves (this is not an exhaustive list).

National Unit Support Notes (cont)

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The key points of safeguarding law that relate to social services settings and roles, and the meaning of duty of care will include the Adult Support and Protection (Scotland) Act 2007, and the 3 point test, SSSC Codes of Practice and National Care Standards.

Methods to respond to disclosures of risk, harm or need for safeguarding will include the importance of taking disclosures seriously, and of reporting concerns at the earliest opportunity.

Safeguarding interventions are the actions taken, following an assessment of circumstances, which are designed to promote the safety and well-being of people who use services and protect them from harm.

Guidance on approaches to delivery of this Unit

Learners should be enabled to investigate the need for safeguarding, and learn about the rights and responsibilities that surround this important area of practice, together with methods that can be used to reduce the need for safeguarding interventions. They should then be invited to consider and discuss case study material which will enable them to explore these topics further in the context of a safe learning environment. The nature of this Unit means that integration of learning across Outcomes and Performance Criteria may be possible (at the discretion of the teacher/lecturer). A range of learning approaches and source material could be used, such as:

- ◆ Presentations and discussions facilitated by the teacher/lecturer.
- ◆ Review of media perceptions of safeguarding issues.
- ◆ Guest speakers: to share knowledge provide information and encourage or facilitate discussion. For example a social services worker might be invited to share their experiences in relation to safeguarding (within bounds of confidentiality). Guest speakers could potentially provide helpful insights from the perspectives of: social services professionals, service users or informal carers, and thus contribute to the breadth of learning.
- ◆ Individual or group projects to research different relevant aspects of safeguarding, and share their findings with their peers.
- ◆ On line learning — such as available SSSC learning materials.

It is not expected or anticipated that all of the above delivery methods be used, this is not an exhaustive list, and other approaches to delivery may also be used.

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types 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.

National Unit Support Notes (cont)

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Assessments must be carried out under supervision. Assessment methods should reflect delivery methods and could include:

- ◆ **Case studies** (electronic, verbal, written or audio visual, or online) with associated questioning of different types to draw out evidence of knowledge and understanding
- ◆ **Group or individual projects** which may be presented on paper or electronically and are based on exploratory or investigative work. Where group projects are undertaken, individual learner's evidence will be tracked and recorded by assessors.
- ◆ **Use of online resources/case studies, blogs.**
- ◆ **Posters or leaflets** which may be presented on paper or electronically and have been designed by individuals or groups which illustrate aspects of relevant learning.
- ◆ **Presentations** prepared and delivered by individuals or groups of learners. Evidence may be generated using a range of techniques such as: e-portfolio, presentation notes, posters, PowerPoint, blogs. Performance evidence will be based on observation of each individual's contribution, and in the case of group work, their ability to work co-operatively. An assessor observation record must be used to support the performance evidence.
- ◆ **Practical activities, electronic practice simulation** with scenarios contextualised to social service settings.

Please note that it is not expected or anticipated that all the above methods be used, and this is not an exhaustive list. Other approaches to assessment may also be used.

Outcomes 1, 2 and 3

An appropriate method of gathering evidence for Outcomes 1, 2 and 3 may be through use of case study material and structured questions. There must be a record of all evidence gathered, including any evidence that is gathered verbally.

The case study material may be presented verbally, in written format, audio visually or electronically (electronic presentation is a recommended route). A single case study and related questions could be used, or it would be possible to use a separate case study and set of questions for each Outcome. The questions will elicit evidence of knowledge and understanding in relation to the need for safeguarding, the rights and responsibilities that surround safeguarding, and what can be done to reduce the need for safeguarding interventions.

The assessment methods discussed for all Outcomes are for guidance purposes, as other methods may prove better suited to learners and the circumstances of assessment. Integration of assessment across the Outcomes and Performance Criteria may be used where this is considered appropriate and to enable holistic assessment.

The issues associated with plagiarism should be discussed with learners. Some written work might be undertaken outside the centre but clear conditions will always be in place to ensure authenticity of evidence. Retention of preparatory or draft work, and any tracking records or e-mail exchanges between learners and teachers/lecturers can help support quality assurance and the internal and external verification processes.

National Unit Support Notes (cont)

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There should be no artificial barriers to learning or assessment. Delivery and assessment will be open to the use of alternative methods to facilitate the inclusion of all learners, and support them towards achievement of this Unit. The nature of learners' needs should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative assessment instruments. Examples could include extensions to the time line for assessments, and use of supportive technology.

Resources

Several relevant web based resources have been identified that may be useful for learners. These can be found on the SQA NPA Social Services and Healthcare web page.

Further resources and information for teachers, lecturers and learners can be accessed via SQA's Ushare site which provides links to open learning resources, including NQ Care.
<http://ushare.education/Ushare/Home>

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.

Opportunities for developing Core and other essential skills

The skills that learners will be expected to develop through this Unit are consistent with the four capacities outlined in the Curriculum for Excellence, which are to enable each learner to be: a successful learner, a confident individual, a responsible citizen and an effective contributor. Specific skill associated with this Unit is listed below and should be built into the learning opportunities where possible.

- 1 Verbal, and written communication
- 2 Information and Communication Technology
- 3 Citizenship
- 4 Employability
- 5 Analysis and evaluation
- 6 Application of learning to practical situations

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Safeguarding People (SCQF level 6)

This section will help you decide whether this Unit is 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.

This Unit is a mandatory part of the National Progression Award Social Services and Healthcare. The Unit is suitable for you even if you have not previously studied aspects of social service or had practical experience in this sector and it could lead you towards employment in social services, or further study.

The Unit will enable you to learn about why safeguarding is important, the roles and responsibilities that are involved and what can be done to reduce the need for safeguarding interventions. It will also raise your awareness of underpinning social services values and principles.

There are three learning Outcomes for this Unit, they are:

- 1 Investigate and explain the need for safeguarding.
- 2 Explain the rights and responsibilities that surround safeguarding.
- 3 Explain what can be done to reduce the need for safeguarding interventions.

There will be assessment of your learning which may involve visual, electronic, verbal and written materials. The submission of these assessment items will help develop your interpersonal and communication skills.

The skills you will develop through working on this Unit are likely to be useful in any context and are consistent with the four capacities outlined in the Curriculum for Excellence, which are to enable each learner to be: a successful learner, a confident individual, a responsible citizen and an effective contributor.