



## Higher National Unit specification

### General information for centres

**Unit title:** Develop, Manage and Support Practice in Relation to the Protection of Individuals

**Unit code:** F8VL 36

**Unit purpose:** This Unit is designed to enable candidates to understand and critically evaluate issues in developing services which safeguard individuals. It will enable them to demonstrate that they have the skills and knowledge to manage services and support staff to protect people and promote best practice.

On completion of the Unit the candidate should be able to:

- 1 Critically evaluate the impact of values, policy and legislation in relation to protecting individuals
- 2 Manage and ensure compliance in relation to policies, procedures and best practice relevant to safeguarding and safe practice
- 3 Evaluate own organisation's effectiveness in the implementation of protection issues

**Credit points and level:** 1 HN credit at SCQF level 9: (8 SCQF credit points at SCQF level 9\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

**Recommended prior knowledge and skills:** Candidates should have good communication skills, both written and oral, this could be evidenced by the achievement of Higher English or a Communication Unit at SCQF level 6. It is recommended that candidates have also achieved a relevant qualification at a minimum of SCQF level 7, but preferably at SCQF level 8, coupled with at least two years experience at practitioner level in the care sector, it is preferable that they also have some experience of supervisory responsibilities. This will ensure they have the required cognitive skills and experience to work at SCQF level 9. Candidates will also have to be in a work situation that allows them to demonstrate the Evidence Requirements for this Unit through real work activities. Alternatively, candidates may still be considered through the completion of a pre-course interview, part of which could take the form of a written assignment. The skills to undertake this Unit could also be demonstrated through an employer's reference or the process of application and interview in the absence of certificated learning.

**Core Skills:** There are opportunities to develop the Core Skills of *Communication* at SCQF level 6, *Working with Others* at SCQF level 6 and *Information and Communication Technology* at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

## General information for centres (cont)

**Unit title:** Develop, Manage and Support Practice in Relation to the Protection of Individuals

**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.

**Assessment:** It is recommended that this Unit is assessed holistically with other Units from the Group Award to which it belongs. Further guidance on developing an integrated assessment scheme is contained in the arrangements documentation for the Group Award. It is important that candidates demonstrate evidence of applying their learning in practice therefore centres are encouraged to make use of the candidate's records of actual practice in the assessment of this Unit. For example, supervision notes, personal development plans and workplace presentations can be used alongside traditional methods of assessment, to demonstrate that the candidate has met the Evidence Requirements of this Unit. Please ensure that documentation from the workplace is anonymised.

Where candidates are working in supervisory situations they should write or discuss real work situations to demonstrate their understanding of theory and how it relates to practice. It is expected that candidates will be supported to take on relevant supervisory responsibilities to allow them to meet the Evidence Requirements of the Unit. Hypothetical situations or material should only be used in the most exceptional of situations.

Whether this Unit is being assessed in an integrated manner with other Units or on a stand-alone basis, all Evidence Requirements must be met. Where appropriate, assessment should also be verified by a manager or senior practitioner from the candidate's workplace to ensure authenticity. It is recommended that assessment of this Unit should not total more than 2,500 words or equivalent, excluding appendices.

## Higher National Unit specification: statement of standards

**Unit title:** Develop, Manage and Support Practice in Relation to the Protection of Individuals

**Unit code:** F8VL 36

The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

### Outcome 1

Critically evaluate the impact of values, policy and legislation in relation to protecting individuals

#### Knowledge and/or skills

- ◆ Values and principles guiding the protection of individuals
- ◆ Legislation and policy, including the National Care Standards and the SSSC Codes of Practice, which have an impact on the protection of individuals
- ◆ Cultural factors affecting the protection of individuals
- ◆ Reports, inquiries and research into protection issues, including failures to protect individuals from harm and abuse, and their implications

#### Evidence Requirements

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ Critically evaluate the key legislation in relation to the protection of individuals with whom they work from possible harm and abuse by analysing its impact on practice
- ◆ Critically analyse the impact on practice of at least three reports or inquiries into failures to protect individuals
- ◆ Critically evaluate the impact on practice of relevant sections from the Codes of Practice for Social Service Workers and one from the National Care Standards which bear direct relevance to the protection of individuals
- ◆ Critically analyse how cultural factors may have an impact on protection in practice.

#### Assessment Guidelines

To lessen assessment burden it is recommended that this Outcome is assessed holistically with Outcomes 2 and 3 as part of a portfolio of evidence, totalling no more than 2,500 words. For guidance on the assessment of all Outcomes, see under assessment guidelines for Outcome 3.

Alternatively this Outcome could be assessed on a stand-alone basis by a written assignment, which analyses the implementation of the law, policy and procedures in relation to the candidate's workplace, supported by relevant documentation.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Develop, Manage and Support Practice in Relation to the Protection of Individuals

### **Outcome 2**

Manage and ensure compliance in relation to policies, procedures and best practice relevant to safeguarding and safe practice

#### **Knowledge and/or Skills**

- ◆ Theories relating to abuse and vulnerability and potential indicators of abuse
- ◆ Agency policies, procedures and inter-agency protocols for protection of individuals, and how they link to legislation
- ◆ Risk assessment and safe caring strategies
- ◆ Collaborative working
- ◆ Roles and responsibilities of key people
- ◆ Managing concerns and incidents of abuse

#### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ Critically analyse abuse and vulnerability using at least three theoretical perspectives
- ◆ Critically evaluate the effectiveness of organisational and inter-agency protection procedures in the workplace and their relationship to the relevant legislation
- ◆ Critically analyse the relationship of risk assessment to the protection of individuals
- ◆ Critically evaluate systems for collaboration in relation to protecting individuals and reflect on the roles of key agencies in protection processes

#### **Assessment guidelines**

To lessen assessment burden it is recommended that this Outcome is assessed holistically with Outcomes 2 and 3 as part of a portfolio of evidence, totalling no more than 2,500 words. For guidance on the assessment of all Outcomes, see under assessment guidelines for Outcome 3.

Alternatively this Outcome could be assessed on a stand-alone basis by a written assignment, which analyses the implementation of the law, policy and procedures in relation to the candidate's workplace, supported by relevant documentation.

## Higher National Unit specification: statement of standards (cont)

**Unit title:** Develop, Manage and Support Practice in Relation to the Protection of Individuals

### Outcome 3

Evaluate own organisation's effectiveness in the implementation of protection issues

#### Knowledge and/or skills

- ◆ Safer recruitment and selection procedures to protect service users
- ◆ Staff induction, support, development and training in relation to protection issues
- ◆ Importance of developing a culture of openness in the workplace
- ◆ Principles of safe caring and good practice
- ◆ Allegations of abuse against staff, carers or service users
- ◆ Approaches to review and evaluation of processes and procedures
- ◆ Sources of external support

#### Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ Review and critically evaluate staff support and human resources procedures to support the protection of individuals.
- ◆ Critically analyse aspects of their organisation's culture and practice in relation to protection issues, including responses to allegations against staff, carers or service users.
- ◆ Research and evaluate the effectiveness of protection policies and procedures in practice in their workplace.
- ◆ Critically evaluate your own skills, knowledge and role in promoting safeguarding and protection and identify at least one situation where you may require external support.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Develop, Manage and Support Practice in Relation to the Protection of Individuals

### **Assessment Guidelines**

It is strongly recommended that this Unit is assessed holistically by a portfolio of evidence. The three Outcomes of this Unit may be assessed by a portfolio of work relating to experiences of supporting and managing the protection of individuals from possible harm and abuse in the workplace. The portfolio can have a range of material and the content could be quite varied. For example, anonymised work products such as reports or minutes of meetings are welcomed. It is important that when using work products, that confidentiality is assured. Individual class presentations on particular topics may also be used. The portfolio should include a critical reflection of no more than 2,500 words, which should critically analyse the effectiveness of the systems for managing the protection of individuals. The evidence within the portfolio must demonstrate that candidates can meet all Evidence Requirements listed under each Outcome.

In exceptional circumstances, the critical reflection could be based on a centre devised case study. The case study should be around 1,500 - 2,000 words long and should describe a scenario where an individual is suspected of being abused. The case study would need to include indicators of abuse, participants involved (both agency and family/carer) and an outline of the circumstances in which the individual lives. It will require the candidate to critically analyse policy, procedure and practice and the role of the manager.

It is suggested that tutors devise a grid/matrix listing the Evidence Requirements which would track how material in the portfolio meets the Evidence Requirements for all three Outcomes.

## Administrative Information

**Unit code:** F8VL 36

**Unit title:** Develop, Manage and Support Practice in Relation to the Protection of Individuals

**Superclass category:** PM

**Original date of publication:** August 2009

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### History of changes:

Version	Description of change	Date

**Source:** SQA

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## **Higher National Unit specification: support notes**

### **Unit title: Develop, Manage and Support Practice in Relation to the Protection of Individuals**

This part of the Unit specification is offered as guidance. The support notes 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**

This Unit will provide opportunities to develop underpinning knowledge for the following units in the SVQ Leadership and Management level 4:

- ◆ **LMC B1** Lead and Manage the Provision of Care Services.

#### **Outcome 1**

In this Outcome the candidate should examine the values, principles, policy and legal context that underpin the support and management of the protection of individuals. This should focus upon the rights of all individuals as enshrined in Codes of Practice, National Care Standards and the Law, as well as general principles such as the right to protection from harm and abuse, the right to fair and equal treatment in society, to respect, social justice and welfare, to be enabled to reach potential and to expect that those working with them will act professionally. Legislation could include the Protection of Vulnerable Adults Act or the Children (Scotland) Act. Principles of choice and confidentiality also require consideration, especially as they underpin some of the ethical dilemmas associated with protecting vulnerable people.

An examination, using examples from practice (Community Care magazine is a good source of these) should promote an awareness of how differences between cultures may influence an understanding of abuse. Candidates should be aware of the complexity of the way in which cultural values, beliefs and practices influence how individuals view abuse. This is true of candidates' own cultures as well as of other cultures. Such awareness is designed to be an aid to working sensitively with individuals and does not imply acceptance of abuse nor equally the stereotyping of individuals, cultures or communities (eg debates round forced marriage and smacking children).

There are several definitions of abuse but for this Unit it is defined as causing physical, and/or emotional harm or failing to protect individuals from harm or neglect.

The implications of the reports on failures to protect should be examined in terms of their implications for practice eg Caleb Ness, the Baby P & Laming reports, the Borders Inquiry and the Kerelaw enquiry. These implications should be examined at the micro (worker) level, the meso (organisation) and macro (policy) levels.



## Higher National Unit specification: support notes (cont)

### Unit title: Develop, Manage and Support Practice in Relation to the Protection of Individuals

#### Outcome 2

Candidates should already be aware of the possible signs and symptoms of abuse and demonstrate this awareness in discussing the wider issues of why abuse occurs, vulnerability to abuse and in analysing practice. They should be able to reflect on the spectrum ranging from a one-off concern about a person's welfare, a pattern of consistent and concerning signs to strong evidence that harm or abuse has occurred. They should be able to reflect on the policy and legal context in relation to these circumstances and their role as a manager in responding to them. They should also be able to reflect on the role of the manager in promoting awareness of issues round protection and compliance with policies and procedures.

The importance of skills in assessment, particularly risk assessment, are emphasised. An approach to helping that does not label and shares the process of assessment and assistance is likely to be the most helpful.

It is important that candidates are given the opportunity to explore some of the theory in relation to abuse. Areas of particular importance might include work on resilience, outlining vulnerabilities and protective factors in individuals (Gilligan, Wassell, Daniel) sexual abuse (Finkelhor), power analyses (Thompson), the management of risk (Pritchard and Kemshall) and some psychological perspectives on development of self esteem (eg Seligman on learned helplessness, Festinger on cognitive dissonance). In terms of support and helping, a knowledge of counselling skills and the importance of good communication should be encouraged.

The candidate should develop a clear understanding of the important role they will play in managing the protection of individuals from possible harm and abuse. Candidates must understand the procedures which ensure the protection of individuals, and be able to identify where these originate, with reference to legislation, SSSC Codes of Practice, National Care Standards, policy documents and ethical issues. In relation to this, they will also be expected to analyse the systems and structures for protecting individuals, in a constructively critical way. They should understand investigative procedures and explore the dilemmas between the need to preserve evidence versus the need to support individuals in need of protection.

The issue of collaboration needs to be explored in some depth, especially given the evidence of the major reports into failures to protect individuals. These reports consistently show that failures in collaboration contributed to the harm of individuals in these cases. The differences between such terms as inter-disciplinary, inter-professional, multi-disciplinary, partnership and collaboration should be understood. The professional codes and cultures underpinning the practice of such key professions as nursing and teaching, and the conflicts which they present when compared with the values and cultures of social care should be analysed when examining potential barriers to collaboration.

## Higher National Unit specification: support notes (cont)

### Unit title: Develop, Manage and Support Practice in Relation to the Protection of Individuals

#### Outcome 3

Candidates should understand and be able to analyse the importance and conflicts which arise from safer recruitment practices, including the process of disclosure and registration for staff, and volunteers. They should understand what the support and development needs of staff are both in terms of general good practice but also what additional requirements there might be where there have been particular incidents of abuse or allegations against staff. They should be able to analyse the functions of different forms of support and development and their roles in supporting staff and providing safe environments for staff and individuals. They should be able to reflect on the role of the manager in promoting positive working environments and good practice.

Candidates must be able to evaluate the role of individual managers and the wider organisational context of how processes, policy and practice are implemented, monitored, evaluated and reviewed in relation to protection issues. They should be able to analyse the priority given to protection issues, overall cultures of practice, learning and development and how these contribute to positive practice. For example, how does the organisation respond to external developments such as findings from key enquiries or to internal issues such as critical incidents?

#### Some useful references

Learning from Child Deaths and Serious Abuse in Scotland, Vincent, S Ed. (2010) Dunedin Academic Press

Child Neglect: experiences from the frontline, (2009) Action for Children

How Well Do We Protect Scotland's Children? a report of the findings of the joint inspections of services to protect children 2005-2009 (2009) HM Inspectorate of Education

No Secrets: Guidance on Developing and implementing multi agency procedures to protect vulnerable adults from abuse. (2000) Dept. of Health

Penhale, Bridget & Parker, Jonathan Working with Vulnerable Adults (2008) Routledge

Mowlam, Alice et al. UK study of Abuse and Neglect of Older People (2007) Comic Relief/Dept of Health

Bennett, G., Kingston, P., and Penhale, B. (1997) *The dimensions of elder abuse: perspectives for practitioners*. Basingstoke: Macmillan

This readable book examines the prevalence of elder abuse

Daniel, B., Wassell, S. and Gilligan, R. (1999) *Child Development for Child Care and Protection Workers* London: Jessica Kingsley

This text is good on the development of resilience and the existence of vulnerabilities to harm

Calder, Martin C., Harold, G. & Howarth, E. Children living with Domestic Violence (2004) Russell House Publishing

## Higher National Unit specification: support notes (cont)

### Unit title: Develop, Manage and Support Practice in Relation to the Protection of Individuals

MacLean, S. MacLean I & Basnett, F. *The Abuse of vulnerable Adults What Care Workers Need to Know* 2<sup>nd</sup> Edition (2007) Kirwin MacLean

*Finkelhor, D. () (1981) Sexually Victimized Children. New York: The Free Press*  
*Finkelhor's work on sexual abuse and the cycle of abuse is seminal in this area.*

Hayes.N. and Orrell. S. (1998) *Psychology: an Introduction 3rd. Edition.* Essex, Longman  
Any basic psychology text should have sections on learned helplessness and cognitive dissonance.  
The above text is a popular one, and contains discussions on both of these areas.

Milligan. I and Stevens. I. (2005) *Residential Child Care and Collaborative Practice in Social Work*  
London: Sage  
This book is very useful when looking at collaboration as it discusses some of the main participants in collaboration, and barriers to these.

Pritchard. J and Kemshall. H (1997) *Good practice in risk assessment and risk management 2: protection, rights and responsibilities* London: Jessica Kingsley  
This is a helpful text when looking at protection and risk assessment. Pritchard's book on supervision is also a clear discussion of the role of supervision for a good manager

Thompson. N. (2002) *People Skills 2nd. Edition* Basingstoke: Palgrave  
This popular book contains interesting discussions on power, bullying and the use of supervision

Williams, C. (1995) *Invisible victims: crime and abuse against people with learning disabilities*  
London: Jessica Kingsley This book looks at encouraging practitioners to explore the reality of the abuse of people with learning difficulties.

Haringay Joint Children's Services Authority Area Joint Area Review (2008) Ofsted  
The Victoria Climbié Inquiry: A Report by Lord Laming (2002). London: Crown Office

Social Work Services Inspectorate (2004) *Investigations into Scottish Borders Council and NHS Borders Services for People with Learning Disabilities: Joint Statement from the Mental Welfare Commission and the Social Work Services Inspectorate.* Edinburgh: Scottish Executive

Justice Denied, Report of the Mental Welfare Commission for Scotland into the Care and Treatment of Ms A, 2006

Journals such as *Child Abuse Review* and the *Journal of Adult Protection* are an excellent source of up to the minute reports, research and practice and policy developments in a quickly developing area of practice.

## **Higher National Unit specification: support notes (cont)**

**Unit title:** Develop, Manage and Support Practice in Relation to the Protection of Individuals

### **Useful Websites**

Action on Elder Abuse <http://www.elderabuse.org.uk>

Fire in Ice (Fire in Ice is a Merseyside based self-help project run by and for adults who have experienced childhood abuse and or adult sexual assault) <http://www.fireinice.co.uk/>

Rape Crisis Scotland <http://www.rapecrisisscotland.org.uk>

Childline <http://www.childline.org.uk/>

Barnardos [www.barnardos.org.uk](http://www.barnardos.org.uk)

Action for Children [www.actionforchildren.org.uk](http://www.actionforchildren.org.uk)

National Society for the Prevention of Cruelty to Children [www.nspcc.org.uk](http://www.nspcc.org.uk)

Scottish Government <http://www.scotland.gov.uk> Up to date information on issues such as legal and policy developments, joint working guidance and research and reports of enquiries in child and adult protection eg:

Getting it Right for Every Child & GIRFEC Practice model

Framework for Standards and Charter - Protecting Children & Young People

Protection of Vulnerable Groups Scheme

Adult Support and Protection Act and its implementation

Children (Scotland) Act 1995 and its implementation

Caleb Ness Report

[http://download.edinburgh.gov.uk/CalebNess/Caleb\\_Ness\\_Report\\_Summary\\_and\\_Recommendations.pdf](http://download.edinburgh.gov.uk/CalebNess/Caleb_Ness_Report_Summary_and_Recommendations.pdf)

## **Higher National Unit specification: support notes (cont)**

**Unit title:** Develop, Manage and Support Practice in Relation to the Protection of Individuals

### **Guidance on the delivery and assessment of this Unit**

It is helpful for tutors to remember that a significant proportion of their candidates are likely to have been affected by abuse. Therefore the nature of the Unit should be explained at the start and parameters built in to safeguard candidates.

It is important that candidates demonstrate evidence of applying their learning in practice therefore centres are encouraged to make use of the candidate's records of actual practice in the assessment of this Unit. For example, supervision notes, personal development plans and workplace presentations can be used alongside traditional methods of assessment, to demonstrate that the candidate has met the Evidence Requirements of this Unit. Please ensure that documentation from the workplace is anonymised.

Where candidates are working in supervisory situations they should write or discuss real work situations to demonstrate their understanding of theory and how it relates to practice. It is expected that candidates will be supported to take on relevant supervisory responsibilities to allow them to meet the Evidence Requirements of the Unit. Hypothetical situations or material should only be used in the most exceptional of situations.

Whether this Unit is being assessed in an integrated manner with other Units or on a stand-alone basis, all Evidence Requirements must be met. Where appropriate, assessment should also be verified by a manager or senior practitioner from the candidate's workplace to ensure authenticity. It is recommended that assessment of this Unit should not total more than 2,500 words or equivalent, excluding appendices

Most candidates will be working mainly with either adults or children and will be expected to have an in-depth knowledge of the law, policy, procedures and practice in relation to their client group, nevertheless they should also have awareness of issues in relation to other groups.

#### ***Opportunities for developing Core Skills***

Assessment of this Unit will assume the development of such Core Skills as would be necessary in the performance of work tasks at this level. For example, assessments may include the use of appropriate information technology and demonstration of skills required to undertake presentations. The following Core Skills will be developed

*Communication:* Written communications will be developed through candidates producing written work in a variety of formats in their portfolios.

*Working with Others:* will be developed as candidates are required to work collaboratively with colleagues from their own and other agencies in researching issues for their assessment.

*Information Communication Technology:* Candidates will develop basic skills in the use of IT skills for research and written presentations.

## **Higher National Unit specification: support notes (cont)**

**Unit title:** Develop, Manage and Support Practice in Relation to the Protection of Individuals

### **Open learning**

This Unit is suitable for open learning, provided there is authentication of the candidate's evidence. For information on normal open learning arrangements, please refer to the SQA guide *Assessment and Quality Assurance of Open and Distance Learning* (SQA, 2000).

### **Disabled candidates and/or those with additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)

## General information for candidates

### Unit title: Develop, Manage and Support Practice in Relation to the Protection of Individuals

This Unit is designed to enable you to develop the skills and knowledge to lead and manage the provision of services which provide safe environments for individuals and staff.

The Unit is aimed at candidates who are already in a supervisory role, or who are aspiring to such a role in the near future. It can be undertaken as part of the PDA in Leadership and Management for Care Services SCQF level 9 or as part of your continuing professional development as a stand-alone Unit. The Unit consists of three Outcomes. These are:

- ◆ Critically evaluate the impact of values, policy and legislation in relation to protecting individuals
- ◆ Manage and ensure compliance in relation to policies, procedures and best practice relevant to safeguarding and safe practice
- ◆ Evaluate own organisation's effectiveness in the implementation of protection issues

In the course of the Unit, you will learn about the value base, legislation and other important factors that have a bearing on protecting individuals from abuse. You will look at some of the reports in relation to abuse inquiries and have an opportunity to think about the lessons that must be learned from these. You will look at some of the theoretical perspectives which are important when looking at abuse, and how to support staff to understand these. Finally, you will be expected to reflect on the role of the manager in relation to this highly sensitive area and examine some of the more pertinent skills with regard to the protection of individuals.

You will get a chance to develop Core Skills in *Communication, Working with Others* and *Information and Communication Technology*.

It is likely that the Unit will be assessed using a portfolio. This portfolio of work will relate to experiences of supporting and managing the protection of individuals from possible harm and abuse in the workplace. The portfolio should be accompanied by a critical reflection of no more than 1,000 words, which should address the effectiveness of the systems for managing the protection of individuals.

You are asked to think about the sensitive nature of the subject matter for this Unit. Abuse and victimisation will be discussed in some detail; therefore you should be prepared for the types of discussion and material which may arise in the course of the Unit.