



National Unit specification

General information

Unit title: Safeguarding of Children and Young People
(SCQF level 6)

Unit code: HF5D 46

Superclass: PN

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Version: 01

Unit purpose

This Unit has been developed for learners who wish to pursue a career Early Learning and Childcare and is mandatory for the National Progression Award *Social Services (Children and Young People)*. It may also be taken as a stand-alone Unit.

The purpose of this Unit is to introduce the important area of safeguarding children and young people from risk, harm and exploitation. It identifies different types of risk, harm and exploitation, together with signs and symptoms that might indicate they are occurring. The Unit also identifies 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.

The Unit is suitable for learners who have, or are considering, employment in the early learning and childcare sector or to progress onto higher level *Social Services (Children and Young People)*, *Playwork and Childhood Practice* qualifications.

Outcomes

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

- 1 Investigate the safeguarding of children and young people.
- 2 Investigate the legislation and policy which safeguards children and young people in Scotland.
- 3 Investigate the role and responsibilities of the adult in supporting the safeguarding of children and young people.

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Credit points and level

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

Recommended entry to the Unit

While entry is at the discretion of the centre, learners would normally benefit from having attained one of the following, or equivalent:

- ◆ a *Communications* Unit at SCQF 5
- ◆ a Unit from SCQF 5 — *Early Education and Childcare*

Learners would benefit from some knowledge and understanding of the development of children and young people from 0 to 16 years and appropriate play and activities for children and young people.

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.

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 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.

Outcome 1

Investigate the safeguarding of children and young people.

Performance Criteria

- (a) Investigate the concept of 'safeguarding' children and young people.
- (b) Explain the indicators of child abuse, exploitation and neglect.
- (c) Explain the concept of risk in relation to child protection.
- (d) Explain the actions required if there is a safeguarding concern.

Outcome 2

Investigate the legislation and policy which safeguards children and young people in Scotland.

Performance Criteria

- (a) Investigate the rights of children and young people as set out in Legislation and frameworks.
- (b) Investigate national legislation and frameworks which support the safeguarding of children and young people's rights in Scotland.
- (c) Investigate the policy and practice which supports the safeguarding of children and young people in Scotland.

Outcome 3

Investigate the role and responsibility of the adult in supporting the safeguarding of children and young people.

- (a) Explain the collective responsibilities for safeguarding and child protection.
- (b) Explain the role and responsibility of adults working with children and young people in relation to safeguarding.
- (c) Explain how partnership and multi-agency working can promote the safeguarding of children and young people.

National Unit specification: Statement of standards (cont)

Unit title: Safeguarding of Children and Young People

Evidence Requirements for this Unit

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

Outcome 1, 2 and 3

The learner must provide evidence that they can present the information they have investigated and explained for all of the Outcomes and criteria.

This evidence can take the form of a folio or a presentation. As part of the evidence the learner must include the following information relating to all the criteria in the Outcomes.

Investigate the safeguarding of children and young people.

- ◆ Introduction to explain what the term safeguarding means.
- ◆ Indicators and definitions of physical abuse, emotional abuse, sexual abuse, neglect, emotional abuse, exploitation, online exploitation.
- ◆ The risk indicators in relation to safeguarding.
- ◆ The process for dealing with a safeguarding concern.

Investigate the legislation and policy which safeguards children and young people in Scotland.

- ◆ The UNCRC and its role in the rights of the child.
- ◆ Two pieces of legislation which relate to safeguarding children and young people in Scotland, and how that relates to policy and practice.

Investigate the role and responsibility of the adult in supporting the safeguarding of children and young people.

- ◆ The role of the adult in the safeguarding of children and young people, including collective responsibility, multi and single agency.



National Unit Support Notes

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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

Learners will work under the Scottish Social Services Council (SSSC) Codes of Practice.

This Unit aligns to the National Occupational Standards (NOS) for Social Services Children and Young People at level 2 developed by the Skills for Care and Development and also the NOS for Playwork at level 2 developed by SkillsActive

Outcome 1

Investigate the safeguarding of children and young people.

The learners need to understand what is meant by term 'safeguarding' in relation to child protection and abuse. It would be useful to frame this within current policy and legislation.

There are many types of harm and abuse, but it is essential to cover the definitions and indicators within the National Guidance for Child Protection (2014). The national guidelines are regularly updated, so although 2014 is the current version at time of writing the Unit, it would be appropriate to use the most recent version.

These can include:

- ◆ Physical
- ◆ Emotional
- ◆ Sexual
- ◆ Child sexual exploitation
- ◆ Child sexual exploitation — online
- ◆ Bullying
- ◆ Self-harm
- ◆ Trafficking
- ◆ Neglect

This list is not exhaustive. Learners should be made aware that some factors may make some children or young people more vulnerable to harm or abuse.

As part of this investigation, it would be useful for the learner to know about the huge variety of possible behaviours which abusers may display depending on the type of abuse.

National Unit Support Notes (cont)

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Learners should explore the actions that should be taken if harm or abuse is suspected, disclosed or alleged. It should be reinforced that everyone has a duty to raise concerns about possible harm or abuse, poor or discriminatory practices. It is important for learners to understand the concept of confidentiality as part of this process.

Learners need to be aware of the workplace policy which describes the process of how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.

Learners need to consider the role of the support worker within a setting for children and young people to ensure that they follow policy and understand how to protect themselves and others from harm and abuse, and the responsibility the setting has to ensure their wellbeing.

The risk indicators in relation to safeguarding and child protection can be identified from the National Risk Framework, and GIRFEC wellbeing indicators.

Outcome 2

Investigate the legislation and policy which safeguards children and young people in Scotland.

At the beginning of this Unit it is important for the learners to research the United Nations Convention on the Rights of the Child (UNCRC) and they need to consider the current legislative framework, such as, the Children and Young People (Scotland) Act 2014 and relevant charters and policies, such as, GIRFEC, The National Care Standards: early education and childcare up to the age of 16; Protecting Children and Young People: The Charter.

Learners must have the opportunity to look at significant, relevant and current legislation in place which ensures the safeguarding of children and young people. They should also consider the impact on policy and practice, for settings for children and young people.

Outcome 3

Investigate the role and responsibility of the adult in supporting the safeguarding of children and young people.

The learner should be aware of the National Guidance for Child Protection (2014) the Children and Young People (Scotland) Act 2014, and SSSC Codes of Practice which set out the roles and responsibilities of adults working with children and young people. These roles and responsibilities will also be reflected in local policies and procedures, and workplace practice. However, the learner should be aware of the collective responsibility of everyone in the community to ensure the safeguarding of children and young people.

Partnership and multi-agency working is framed within the Children and Young People (Scotland) Act 2014, Getting it Right for Every Child GIRFEC guidance, National Care Standards, and other national and local policy documents.

National Unit Support Notes (cont)

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Learners need to have the opportunity to discuss the concepts of 'safe' and 'valued', and also how they support the rights, inclusion and wellbeing of children and young people. They should discuss and explore the adult role in supporting this. This may be through personal reflection, case studies or visiting speakers, and other potential opportunities to extend their learning.

There should be an awareness of partnership with children and young people themselves and with their parents and families. Learners need to understand that this is as essential as partnership with other agencies and professionals to support the safeguarding of children and young people.

Guidance on approaches to delivery of this Unit

The content of this Unit must be delivered in a sensitive manner and with an awareness of the impact on learners. It may be useful to have information available to support any learners affected by this Unit content.

This Unit is a mandatory Unit in the National Progression Award *Social Services Children and Young People*. It is recommended that it should be delivered within the context of this award, but it is also suitable for learners wishing to study this Unit on its own.

In delivering this Unit there should be a balance between teacher/lecturer presentation and learner-centred learning. This can be taught using a variety of methods, such as:

- ◆ small group exercises
- ◆ group discussion
- ◆ case studies
- ◆ worksheets
- ◆ individual research
- ◆ videos
- ◆ lectures
- ◆ use of ICT such as searching appropriate and relevant websites

It is suggested that the Unit be taught Outcome by Outcome, although there is scope for parts of the Outcomes to relate to others, so a holistic approach may be preferred.

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The evidence guidelines for this Unit is a folio of written evidence or a presentation of the evidence relating to the criteria in the Outcomes. 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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- ◆ group discussion.
- ◆ case studies.
- ◆ worksheets.
- ◆ individual research.
- ◆ videos.
- ◆ lectures.
- ◆ use of ICT such as searching appropriate and relevant websites.

Learners should have the opportunity to discuss their own views on the development of children and young people, and the fundamental importance of development in the future life chances of children and young people

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.

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.

National Unit Support Notes (cont)

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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 are 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

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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.

This Unit will help you to know and understand some of the concepts of safeguarding children.

It will help you to understand what is meant by term 'safeguarding' in relation to child protection and abuse. This will be related to current legislation and policy.

There are many types of harm and abuse, but it is essential to know and understand the definitions and indicators within the National Guidance for Child Protection (2014). The national guidelines are regularly updated, so although 2014 is the current version at time of writing the Unit, it is appropriate to use the most recent version.

These can include:

- ◆ Physical
- ◆ Emotional
- ◆ Sexual
- ◆ Child sexual exploitation
- ◆ Child sexual exploitation — online
- ◆ Bullying
- ◆ Self-harm
- ◆ Trafficking
- ◆ Neglect

This list is not exhaustive. You should also be aware that there are some factors may make some children or young people more vulnerable to harm or abuse.

In Outcome 2, you will learn about the United Nations Convention on the Rights of the Child (UNCRC) and other current legislative framework, such as, the Children and Young People (Scotland) Act 2014 and relevant charters and policies, such as, GIRFEC, The National Care Standards: early education and childcare up to the age of 16; Protecting Children and Young People: The Charter.

As part of Outcome 3, you will investigate the role and responsibility of the adult in supporting the safeguarding of children and young people. The adult can be the teacher, childcare worker, parent, or any adult in the child life.

You should be aware of the National Guidance for Child Protection (2014) the Children and Young People (Scotland) Act 2014, and SSSC Codes of Practice which set out the roles and responsibilities of adults working with children and young people. These roles and responsibilities will also be reflected in local policies and procedures, and workplace practice. However, it is important that you as the learner are also aware of the collective responsibility of everyone in the community to ensure the safeguarding of children and young people.