

## Higher National Unit Specification

### General information for centres

**Unit title:** Supporting and Managing the Protection of Individuals

**Unit code:** DV0K 35

**Unit purpose:** To enable candidates to understand, apply and support others to apply: the value base, legislation and guidance in relation to the protection of individuals from possible harm and abuse; relevant theory and practice; the manager's responsibilities for protecting individuals from possible harm and abuse. On completion of the Unit, the candidate should be able to:

- 1 Examine the values and principles, legislation and guidance, cultural factors and roles that relate to the protection of individuals from possible harm and abuse.
- 2 Examine issues surrounding possible harm and abuse and analyse their impact on the practice of supporting and managing protection of individuals.
- 3 Assess the role of a manager in relation to the protection of individuals.

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

*\*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 at least two years experience at practitioner level in the care sector. Ideally they should also have a qualification in SVQ Care 3 or above, HNC in Social Care, Health Care or Early Education and Childcare at SCQF level 7, or equivalent. Candidates without these qualifications would be required to demonstrate substantial occupational competence at a similar level of operation as that carried out by candidates with these qualifications. Candidates should have good communication skills which should be evidenced by an appropriate nationally recognised qualification such as Higher English, or the completion of a pre course selection procedure, part of which should include an assessment of the candidate's communication skills, both oral and written.

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

**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.

## **General information for centres (cont)**

**Assessment:** In order to achieve this Unit, candidates are required to present sufficient evidence that they have met all the knowledge and skill requirements for each Outcome. Details of these requirements are given for each Outcome. An integrative approach to assessment is encouraged.

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 candidates are already working in first line management situations, it is asked that they write about real work situations. Only in exceptional circumstances should a centre-devised hypothetical assessment be used. Candidates are expected to produce evidence relating to undertaking first line management responsibilities wherever possible.

## **Higher National Unit specification: statement of standards**

**Unit title:** Supporting and Managing the Protection of Individuals

**Unit code:** DV0K 35

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

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. Candidates 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**

Examine the values and principles, legislation and guidance, cultural factors and roles that relate to the protection of individuals from possible harm and abuse

#### **Knowledge and/or skills**

- ◆ Values and principles, Codes of Practice and National Care Standards
- ◆ Legislation and organisational policy and procedures, and key government
- ◆ Cultural awareness
- ◆ Reports, enquiries and research into failures to protect individuals from harm and abuse, and their implications
- ◆ Roles and responsibilities of key people

#### **Evidence Requirements**

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

- ◆ identify and explain at least two pieces of legislation in relation to the protection of individuals from possible harm and abuse
- ◆ refer to at least three reports or enquiries into failures to protect individuals
- ◆ identify at least one section from the Codes of Practice for Social Service Workers and one section from the National Care Standards which bears direct relevance to the protection of individuals

#### **Assessment guidelines**

To be assessed together with Outcomes 2 and three as part of a portfolio of evidence. For guidance on the assessment of all Outcomes, see under assessment guidelines for Outcome 3.

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

**Unit title:** Supporting and Managing the Protection of Individuals

### **Outcome 2**

Examine issues surrounding possible harm and abuse and analyse their impact on the practice of supporting and managing protection of individuals

#### **Knowledge and/or skills**

- ◆ Theories relating to abuse and vulnerability
- ◆ Communication strategies
- ◆ Reporting and recording mechanisms
- ◆ The management of assessment and care planning
- ◆ Risk assessment and safe caring strategies
- ◆ Factors predisposing to abuse
- ◆ Approaches to collaboration
- ◆ Protection procedures

#### **Evidence Requirements**

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

- ◆ analyse abuse and vulnerability using at least one theoretical perspective
- ◆ describe at least three of the signs and symptoms of abuse
- ◆ describe application of protection procedures in the workplace
- ◆ explain the concept of risk assessment in relation to protection procedures
- ◆ evaluate systems for collaboration in relation to protecting individuals

#### **Assessment guidelines**

To be assessed together with Outcomes 1 and 3. For guidance on the assessment of all Outcomes, see under assessment guidelines for Outcome 3.

### **Outcome 3**

Assess the role of the manager in relation to the protection of individuals

#### **Knowledge and/or skills**

- ◆ Support, mentoring and supervision
- ◆ Positive ethos and care environment
- ◆ Procedures in line with legislation and guidance
- ◆ Staff development and training
- ◆ Disclosures management
- ◆ Collaborative practice and joint agendas
- ◆ Allegations of abuse against staff, carers or service users
- ◆ Systems for managing the protection of individuals

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

**Unit title:** Supporting and Managing the Protection of Individuals

### **Evidence Requirements**

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

- ◆ critically reflect the role of supervision in the process of managing the protection of individuals
- ◆ chose one method of training and development that would address staff development needs
- ◆ explain the managers role in developing inter agency collaboration
- ◆ evaluate own role in relation to managing systems for the protection of individuals

### **Assessment guidelines**

In exceptional circumstances, the critical reflection could be based on a centre devised case study. The case study should be around 1,000 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.

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 1,000 words, which should address 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.

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**

<b>Unit code:</b>	DV0K 35
<b>Unit title:</b>	Supporting and Managing the Protection of Individuals
<b>Superclass category:</b>	PM
<b>Date of publication:</b>	August 2005
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## **Higher National Unit specification: support notes**

### **Unit title: Supporting and Managing 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**

#### **Outcome 1**

In this Outcome the candidate should examine the values and principles 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, including 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. 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. These implications should be examined at the micro (worker) level, the meso (organisation) and macro (policy) levels.

The issue of collaboration needs to be explored in some depth, especially given the evidence of the major reports into failures to protect individuals (eg the Laming report and the Borders Inquiry) 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 underpinning the practice of such key professions as nursing and teaching, and the conflicts which they present when compared with the values and principles underpinning social care should be analysed when examining potential barriers to collaboration.

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

### **Unit title:** Supporting and Managing the Protection of Individuals

#### **Outcome 2**

The candidate should be able to recognise the types of abuse and the signs and symptoms of abuse. Types of abuse include physical, emotional, sexual, social, financial, bullying, harassment, neglect and failure to thrive where there is no identifiable illness or impairment that causes this. A range of indicators should be considered. Some of the indicators will be common across different ages and service user groups but others will be more specific. Particular importance should be attached to potential symptoms where the explanation is inconsistent with the injury, where there are fears of particular places or people and changes in behaviour or emotional state. Listening, observation and communication skills need to be emphasised, as victims of abuse will sometimes disclose in indirect ways.

For example, a person with a learning difficulty could disclose in the process of an activity such as making a meal, art work etc. Candidates should be aware of this, and able to treat indirect disclosures with the seriousness they deserve.

A consideration of stress factors that can contribute towards abuse should be considered including psychological disturbance, lack of love and attachment, and the use of drugs and alcohol. Some of these factors are usually present when abuse occurs. The most useful approaches to abuse take a broad approach to causation, seeing that factors not only in the individual perpetrators but also in environments and cultures, may potentially predispose some people to abuse others.

The importance of skills in assessment, including risk assessment, care planning, the use of communication and counselling skills and a person centred approach 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.

#### **Outcome 3**

In this Outcome, 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. They should understand and be able to implement the processes of supervision and mentoring, day to day staff support and creating a positive ethos and care environment, and show how these help in 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.



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

### Unit title: Supporting and Managing the Protection of Individuals

Candidates must understand the dynamics of dealing with disclosures of abuse. They should examine what this means for them in their role, what it means for the service and what it means for the individuals involved in supporting disclosure. Similarly, when dealing with allegations of abuse against staff, carers or service users, they must be able to explain their role and what their tasks would be in relation to both the person who makes the allegation and the person against whom the allegation has been made. Candidates should be encouraged to explore the dilemmas they may face in relation to managing disclosures and allegations.

Candidates should understand the key role that training and staff development play in the protection of individuals. They should be able to identify the key components of training and how this is supported by supervision. Some consideration should be given to the role played by registration of care workers in the protection of individuals.

Candidates must also be able to demonstrate that they understand the importance of evaluation and are able to apply this understanding to the systems that exist in relation to the protection of individuals.

#### Some useful references

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

Finkelhor, D. (1979) *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

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

### Unit title: Supporting and Managing the Protection of Individuals

This book looks at encouraging practitioners to explore the reality of the abuse of people with learning difficulties.

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

#### 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/>

Scottish Executive Protecting Scotland's Children and Young People  
<http://www.scotland.gov.uk/about/ED/CnF/00017834/childprotection.aspx>

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)

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

Outcomes 1 and 2 of this Unit should be delivered separately from Outcome 3. This is because of the sensitive nature of the subject matter. It is helpful for tutors to remember that a significant proportion of their candidates are likely to have been abused. Therefore the nature of these two Outcomes should be explained at the start of the Unit and parameters built in to safeguard candidates. However, Outcome 3 may be delivered as part of an integrated programme with the Unit Supervision in Care Settings, if the Unit is being delivered as part of the Group Award for the Diploma in Care Service Management.

Assessment should ideally be related to real life work situations, and evidence for assessment purposes could be generated throughout the time of delivery.

#### *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:

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

**Unit title:** Supporting and Managing the Protection of Individuals

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

### 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).

### Candidates with additional support needs

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Alternative Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).

## General information for candidates

### Unit title: Supporting and Managing the Protection of Individuals

This Unit is designed to enable you to understand the need to provide high quality support to staff to enable them to protect individuals from possible harm and abuse. 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 Diploma in Care Service Management or as part of your continuing professional development as a stand alone Unit. The Unit consists of three Outcomes. These are:

- ◆ Examine the underpinning value base, legislation and guidance, cultural factors and roles that relate to the protection of individuals from possible harm and abuse.
- ◆ Examine theoretical perspectives and their application to the practice of supporting and managing the protection of individuals from possible harm and abuse.
- ◆ Assess the role of a manager in relation to the protection of individuals.

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.

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. The evidence within the portfolio must demonstrate that you can:

- ◆ understand legislation, policies and national guidance in relation to protection
- ◆ describe signs and symptoms of abuse, and relate these to one or more theoretical perspectives
- ◆ demonstrate learning from reports, enquiries and research that relate to serious failures to protect individuals from harm and abuse
- ◆ apply the aspects of knowledge and understanding to at least one case in which you have been involved, or in exceptional circumstances, to a centre devised case study
- ◆ provide evidence of supervision and mentoring to support staff to protect the individuals in their care
- ◆ understand and instigate procedures for the protection of individuals, and clearly outline the roles and responsibilities of the participants in the procedures
- ◆ participate in and manage collaboration in line with your role

Candidates are asked to think about the sensitive nature of the subject matter for this Unit. Abuse and victimisation will be discussed in some detail. Tutors will alert candidates to this, but candidates should be prepared for the types of discussion and material which may arise in the Course of the Unit.