Unit 3: Awareness of Protection and Safeguarding in Health and Social Care Adults and Children and Young People, Early Years and Childcare

Unit code: R/602/6194

QCF level 1: BTEC Specialist

Credit value: 3

Guided learning hours: 24

Unit aim

The purpose of this unit is to assess the learner's knowledge and understanding of protection and safeguarding in health and social care (adults and children and young people), early years and child care.

Unit introduction

In this unit learners will explore what is meant by the protection and safeguarding of children and adults who are vulnerable. They will explore the different types of abuse and the signs to look for which may indicate that an individual is being harmed or abused. It is important that learners know what action to take if they have concerns about an individual's wellbeing including the boundaries of confidentiality. They will also explore the responsibilities of organisations to protect children and vulnerable adults and relevant sources of support and information.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Understand protection and safeguarding in health and social care (adults and children and young people), early years and childcare	1.1	Define 'protection of vulnerable adults'
		1.2	Define 'safeguarding children'
		1.3	Explain the term 'harm, abuse and neglect' in the context of: • protecting vulnerable adults • safeguarding children
		1.4	Give examples of the indicators of harm, abuse and neglect
		1.5	Identify what actions should be taken if there are concerns about harm, abuse and neglect
		1.6	Describe the boundaries of confidentiality and when to share information
		1.7	Explain who is responsible for protecting vulnerable adults and safeguarding children
		1.8	Identify what organisations should do to protect vulnerable adults and safeguard children
		1.9	Identify sources of support and information in relation to protection and safeguarding

Unit content

1 **Understand protection and safeguarding in health and social care (adults and children and young people), early years and childcare**

Definition of 'protection of vulnerable adults': individuals over 18 years of age who are vulnerable because of disability or illness or are unable to take care of themselves; protecting individual's health, wellbeing and human rights; working to keep vulnerable adults free from harm or neglect

Definition of 'safeguarding children': promoting children's wellbeing and development; preventing impairment of children's health or development; protecting children from maltreatment

Protecting vulnerable adults: all forms of maltreatment; physical abuse eg hitting, pushing; sexual abuse eg rape or unwanted sexual activity; neglect eg not giving help, support or medical care; emotional/psychological abuse eg shouting or threatening; financial abuse eg illegal or improper use of an individual's money or belongings; self-harm or neglect; discrimination eg racist, sexist because of disability or gender; institutional abuse

Safeguarding children: all forms of maltreatment of children; physical abuse eg manhandling, pushing, pulling, hitting, shaking; sexual abuse eg rape, showing child sexual images; neglect eg not meeting the physical or psychological needs of the child; emotional abuse eg telling the child they are unloved and worthless; bullying eg verbal intimidation or physical bullying; cyberbullying through internet, texting; self-harm; institutional abuse

Examples of the indicators of harm, abuse and neglect: behavioural indicators eg withdrawal, poor concentration, attention seeking behaviour, lack of confidence and self-esteem, not sleeping; signs of physical abuse eg unexplained bruising, grasp or finger marks; burns or scalds, frequent fractures; self-harm eg cuts and slashes on arms/wrists; neglect eg constant hunger, stealing food, inappropriate clothing; sexual abuse eg bruising around genitals, frequent urinary infections; financial abuse eg sudden inability to pay bills; loss of personal possessions, money being suddenly withdrawn from accounts

Actions to be taken if there are concerns about harm, abuse and neglect: what to do if you suspect vulnerable adult or child is at risk; the danger of making inappropriate judgements; concerns because of indicators or disclosure; listening to the individual; not questioning; reassuring; not promising to keep secret; reporting setting; who to report to eg line manager, or person with safeguarding responsibility in the setting; children or adult social care

The boundaries of confidentiality and when to share information: principles of the Data Protection Act 1998; knowing the circumstances when information may be passed on; sharing information with people on a 'need to know' basis

Responsibilities for protecting vulnerable adults and safeguarding children: shared responsibility: all those working with children or vulnerable adults; working with individuals and families; working in partnership with agencies eg adult or children's social services

What organisations should do to protect vulnerable adults and safeguard children: putting in place policies and procedures to ensure privacy, dignity and independence; appointing someone with safeguarding responsibilities; complaints, policy and procedures; reporting procedures; a positive environment to build trusting relationships; protection of human rights; recruitment of suitable staff; providing training for staff in safeguarding

Sources of support and information in relation to protection and safeguarding: support for the person disclosing harm or abuse and the person receiving and reporting; line manager; person with safeguarding responsibility in the setting, third sector organisations eg Society for the Prevention of Cruelty to Children (NSPCC), Action on Elder Abuse, Age UK; adult or children's social services

Essential guidance for tutors

Delivery

Tutors should be aware of the sensitive nature of this subject when delivering sessions and that some learners may be affected. Support should be available.

The knowledge and understanding needed for this unit is likely to be delivered through guest speakers and case studies. Learners should, initially, be introduced to the terminology that will be used within the unit. They could produce a glossary of terms for their folder or workbook to include child; vulnerable adult; safeguarding; harm; abuse; neglect.

Activities such as matching descriptions of abuse to each 'type' or missing word activities could support learner understanding. To develop their understanding of the indicators that abuse may be happening, learners could sort indicators into 'physical signs' and 'behavioural signs'. Learners could work in small groups, with each group focusing on a different type of abuse, to produce a leaflet or poster which identifies the indicators. Case studies could be used for learners to identify if abuse has taken place and the type of abuse that has happened. A quiz based on true/false answers can be useful to dispel common misconceptions about safeguarding.

Guest speakers, with responsibility for safeguarding, from an adult care and from a childcare setting could outline what actions staff must take if they have concerns about an individual's welfare. They could also refer to the boundaries of confidentiality. It is important that learners understand that abuse can be institutional. Case studies used in earlier activities could be used again here with learners going on to describe the actions that should be taken in different situations, where an individual has disclosed abuse and where signs have been observed. Scenarios could also be used for learners to identify whether information should or should not be passed on. Group discussions should follow with learners producing 'guidelines' for staff.

Learners must understand that those working with children and vulnerable adults have a shared responsibility for safeguarding their welfare. The person responsible for safeguarding in learners' own school or college could be invited to discuss their responsibility and that of others working in the setting, of families and of outside agencies such as social services. Learners could discuss these responsibilities in groups also identifying what organisations can do to protect individuals from harm or abuse. They might then produce a 'best practice' checklist for organisations. Learners could research organisations which provide support and information to individuals and people who work in the sector sharing their information with their peers.

Outline learning plan

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested activities and assessment
Introduction to unit and programme of assignments.
Learning outcome 1: Understand protection and safeguarding in health and social care (adults and children and young people), early years and childcare Tutor-led – information on sources of support/help for learners who may be anxious or concerned. Tutor-led – definitions of essential terminology. Learner activity – produce a glossary of terms.
Assessment for 1.1 and 1.2 – define the terms 'protection of vulnerable adults' and 'safeguarding children'.
Activity – 'missing words'. Activity – sorting indicators into signs of abuse. Group activity – produce poster. Case study – abuse of vulnerable adult/child. Quiz – true/false (misconceptions).
Assessment for 1.3 and 1.4 – an explanation of the terms 'harm', 'abuse', and 'neglect' and examples of the indicators of types of abuse.
Guest speaker – policies, procedures and confidentiality where there are concerns. Activity – confidentiality scenarios. Group activity – producing guidelines for new staff on actions to take if abuse is suspected.
Assessment for 1.5 and 1.6 – identification of actions that should be taken where there are concerns about harm, abuse and neglect and a description of the boundaries of confidentiality.
Tutor-led activity – responsibilities for safeguarding. Guest speaker – person with safeguarding responsibility within an organisation. Group discussion – what organisations should do. Group activity – produce guidelines for best practice. Research – organisations which provide support and information. Presentation – group presentations on organisations which provide support.
Assessment for 1,7, 1.8 and 1.9 – an explanation of those responsible for safeguarding and identification of what organisations should do to protect vulnerable adults. A list of sources of support and information
Review of unit and programme of assignments.

Assessment

To achieve 1.1 and 1.2 learners must define 'protection of vulnerable adults' and 'safeguarding children'. They must demonstrate that they understand what is meant by 'vulnerable' and the age groups involved. They should also show that they understand that safeguarding is about promoting wellbeing as well as working to prevent abuse. For 1.3, learners must refer to the main types of harm, abuse or neglect in the context of protecting vulnerable adults and safeguarding children; physical abuse, sexual abuse, emotional abuse, neglect and, for vulnerable adults, financial abuse. Evidence could be generated through posters, booklets or a presentation.

A case study of a child and a vulnerable adult experiencing different types of abuse could be used to generate evidence for 1.4, 1.5 and 1.6. To achieve 1.4 learners must give examples of the indicators that each individual may show including at least four physical and three behavioural indicators. Learners must then identify the actions that should be taken if they are concerned (1.5). They must show that they understand the importance of listening, reassuring and reporting concerns. They should also show that they understand they must not question further or promise to keep information secret. Learners must describe the boundaries of confidentiality including an understanding that information must be passed on to an appropriate person if there are concerns that an individual is being harmed or may be at risk of harm. If case studies are not used evidence could be captured in a booklet for learners to refer to in future.

For 1.7, learners must explain who is responsible for protecting vulnerable adults and safeguarding children. They must include three examples. Evidence could be through a poster or by completing information on a table – identifying those responsible with an explanation of their responsibilities against each one. To achieve 1.8 learners must identify at least four things that organisations should do to protect vulnerable adults and safeguard children. Evidence could be through a presentation to the group or learners could produce an advice leaflet for organisations. For 1.9, learners must identify at least five sources of support and advice. These should be listed with information on ways to contact, for example telephone numbers or web addresses. At least two sources should be related to safeguarding children and two to protecting vulnerable adults.

Essential resources

There are no special resources required for the unit.

Indicative resource materials

Textbooks

Bickerton S – *Principles of Safeguarding and Protection for Learning Disability Workers* (Learning Matters Ltd, 2011) ISBN 9780857255068

Lindon J – *Safeguarding Children and Young People: Child Protection 0-18 years* (Hodder Education, 2008) ISBN 9780340947401

Guidance Documents

No Secrets Guidelines (Department of Health, 2000)

Safeguarding Disabled Children – Practice guidance (www.education.gov.uk, 2009)

Working Together to Safeguard Children (www.education.gov.uk, 2010)

What to do if You're Worried a Child is Being Abused (www.education.gov.uk, 2006)

Journals

Community Care magazine (Reed Business Publishing)

Disability Now magazine

The Nursing Times (Emap)

Websites

www.ageuk.org.uk	Age UK – Charity for older people
www.beatbullying.org	Information on and support for bullying
www.cwdcouncil.org.uk	Children's Workforce Development Council
www.dh.gov.uk	Department of Health
www.ceop.police.uk	Child Exploitation and Online Protection Centre – information about safety online for parents, children and professionals
www.elderabuse.org.uk	Charity to prevent abuse and support older people
www.keepingchildrensafe.org.uk	Keeping Children Safe – toolkit for supporting those working in child protection
www.kidscape.org.uk	Kidscape – charity established to prevent bullying and child sexual abuse
www.nspcc.org.uk	National Society for the Prevention of Cruelty to Children

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