

# Qualification Unit

This unit forms part of a regulated qualification.

**Unit Title:** Safeguarding Children

**Unit Reference Number:** F/651/0287

**Level:** Two (2)

**Credit Value:** One (1)

**Minimum Guided Learning Hours:** 9

| Learning Outcome (The Learner will): | Assessment Criterion (The Learner can):  |
|--------------------------------------|--|
| 1. Know how to safeguard children    | 1.1 Outline <b>circumstances</b> where there could be contact with a child or young person in the normal course of work within adult social care   |
|                                      | 1.2 Describe <b>factors</b> that may contribute to a child or young person being more at risk of abuse   |
|                                      | 1.3 Identify <b>types of abuse</b> that a child or young person could be at risk from  |
|                                      | 1.4 Outline how to <b>respond</b> to a risk, suspicion, or disclosure that a child or young person is being abused or neglected in line with relevant <b>legislation</b> , agreed ways of working and local procedures |

| Indicative Content |   |
|--------------------|---|
| LO1                | <p><b>Circumstances:</b> For example, when relatives or groups visit individuals, when providing support in the community or when providing care in an individual's own home.</p> <p>The learner must show awareness:</p> <ul style="list-style-type: none"> <li>there may be occasions when there is contact with a child or young person when working in adult social care</li> <li>as an adult social care worker, that there is a responsibility to ensure the child or young person's wellbeing is safeguarded at all times.</li> </ul> <p><b>Factors:</b> May include but are not limited to:</p> <ul style="list-style-type: none"> <li>a setting or situation</li> <li>the child or young person and their care and support needs.</li> </ul> <p><b>Types of abuse:</b> could include but are not limited to:</p> |

- sexual
- physical
- neglect
- emotional
- domestic
- bullying and cyber bullying and online abuse
- exploitation
- trafficking
- female genital mutilation
- grooming.

**Respond:** This should include raising concerns in accordance with employer/organisational policies and procedures and local multi-agency arrangements. This should also consider any relevant legislation, such as the Mental Capacity Act 2005 which applies to people aged 16 and over.

## Assessment Guidance

The learners understanding for this unit should be demonstrated as an independent element and not inferred from Adult Safeguarding.

Every adult social care worker needs to know what to do if they suspect a child or young person is being abused or neglected. As a minimum adult social care workers should be able to explain what they must do if they suspect a child, young person (met in any circumstances) is being subjected to neglect, harm, abuse, exploitation, or violence. This will include the worker knowing how to recognise such situations and how to respond.

If the adult social care worker is also in a role which involves working directly with children and young people, for example:

- in a transitional social care service i.e., supporting young people under 18 who are moving from children's service provision to adult care service provision
- in a registered adult care service i.e., a domiciliary care agency which is also registered to provide care to children and young people
- or is working in a healthcare setting.

Then the organisation and worker must meet the most up to date national minimum training standards for Safeguarding Children at the level appropriate to their workplace/role and duties as set out in the current guidance issued by the Intercollegiate Royal College of Paediatrics and Child Health. There will also be requirements set within the Local Authority area.

Any knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment. The final assessment decision must show application of knowledge which relates to the work environment and local policies, procedures, and arrangements.