



Category of harm, abuse and neglect	Signs and symptoms of harm, abuse and neglect



2. Outline why some individuals are likely to be more at risk of harm, abuse and neglect.

Who might be responsible for this?

Where might this happen?

The information recorded in Workbook Section 2 may provide evidence towards the SCIF induction unit 'Induction to safeguarding in social care in Wales'

Learning outcome 3 Assessment criteria 3.1, 3.2



Workbook Section 3: Reporting Suspicions

It is important that all new volunteers / workers are able to respond to and report suspected abuse and neglect. In all organisations there will be a reporting structure and policies that outline what you should do and to whom concerns should be reported to.

Additional guidance:

Please answer the questions below to show your understanding of how and why suspicions should be reported immediately.

1. Outline what you should do if you have a reasonable suspicion that someone is being harmed, abused or neglected. Who would you report this to?



2. What should be recorded about your suspicions?

3. How should suspicions be reported? And to whom?



4. Outline actions that you would take if you had on-going suspicions about harm, abuse and neglect.

5. What would you do if an individual asked you not to share suspicions that you had about their experience of harm, abuse and neglect?



6. With whom should you share your suspicions? Who should you not share suspicions with?

The information recorded in Workbook Section 3 may provide evidence towards the SCIF induction unit 'Induction to safeguarding in social care in Wales'

Learning outcome 1 Assessment criteria 1.3, 1.4, 1.5



Reflection is an essential part of volunteering / working practice. In the space below, identify three things that you have learned from completing this unit and how you will put this into practice

Evidence presented in this workbook to achieve the SCIF induction unit 'Induction to safeguarding in social care in Wales' may be used towards achievement of the following:

Social Care Induction Framework Learning Objective 5

National Occupational Standards – SCDHSC0024 – Support the safeguarding of individuals

SCDHSC0034 – Promote the safeguarding of children and young people

SCDHSC0035 – Promote the safeguarding of individuals

Health and Social Care QCF Diploma Units:

CYP M3.3 – Understand how to safeguard the well-being of children and young people

HSC 024 – Principles of safeguarding and protection in health and social care



Line manager notes

This page should be used to record any further discussion with your line manager or volunteer coordinator



Assessor discussion notes

Please use this page to record any discussions between you and your assessor



Tracking sheet

Qualification	
Level	
Credit value	
Unit	
Learner	

Learning outcome	Assessment criteria	Evidence					External quality assurance
1. Know own role in relation to safeguarding children and young people from harm, abuse and neglect	1.1 Outline legislation, national and local policies that apply to safeguarding						
	1.2 Describe own responsibilities in relation to safeguarding						
	1.3 Explain why it is important to report any concerns about possible harm, abuse or neglect immediately						
	1.4 Outline actions that must be taken where there are on-going concerns about harm, abuse or neglect						
	1.5 Explain the boundaries of confidentiality in relation to safeguarding						
2. Understand how individuals are protected from harm, abuse and neglect	2.1 Describe how legislative frameworks underpin the rights of individuals to be protected from harm, abuse and neglect						
	2.2 Describe ways of working that protect individuals from harm, abuse and neglect						
3. Know how to recognise different types of harm, abuse and neglect	3.1 Identify the categories of harm and abuse						
	3.2 Describe the signs and symptoms associated with harm, abuse and neglect						

O = Observation; **S** = Simulation; **Q** = Questioning; **PD** = Professional discussion; **WP** = Work products; **A** = Assignments / Projects / Case studies; **LRA** = Learner / Reflective account; **WT** = Witness testimony; **ET** = Expert witness testimony; **RPL** = Recognition of prior learning



Learner declaration:

I confirm that the evidence listed for this unit is authentic and a true representation of my own work.

Learner
signature:

Date

Registration
number / unique
learner number

Assessor declaration:

I confirm that this learner has achieved all the requirements of this unit with the evidence listed.
The assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor
signature:

Date

Internal quality assurer declaration:

I confirm that the learner's sampled work meets the standards specified for this unit and may be presented for external quality assurance and / or certification.

Internal
quality assurer
signature:

Date