

All Wales Basic Safeguarding Awareness Training **Version 3**

Workbook

All Wales Basic Safeguarding Training
Level 2, Credit 1

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As part of your induction programme as a volunteer / worker you will need to demonstrate your understanding of basic safeguarding by completing this workbook. The workbook should then be presented to your tutor for assessment. Following this, you should keep a copy as a manager or future employer may wish to see it.

Please sign when completed	
Learner	
Date	
Tutor	
Date	



Introduction

In this workbook you will be asked to complete a series of questions and exercises that will allow you to collect the evidence required to complete the All Wales Basic Safeguarding Training unit for volunteers or workers.

The unit and workbook are based on the Social Care Induction Framework (SCIF) for Wales. This means that if you go on to work in the social care sector, this will count as accredited learning toward your induction.

If you wish to find out more information about the SCIF, please go to:

socialcare.wales



Title	SCIF - Induction to safeguarding in social care in Wales
Ref	
Level	2
Credit	1

Learning outcomes The learner will	Assessment criteria The learner can
1. Know own role in relation to safeguarding adults and 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

Guidance for developing assessment arrangements for the unit (if appropriate)	Individuals would include adults or children and young people accessing the service
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Workbook notes

This page can be used to record any notes during the training session



Workbook exercises

Induction to safeguarding in social care in Wales

Workbook Section 1: The legislative framework and your role

All volunteers and workers must become familiar with safeguarding requirements at the earliest opportunity and build on their knowledge and understanding over time and as their role develops.

In the initial stages all volunteers and workers must have a basic understanding of the legal and procedural framework that underpins safeguarding and know what abuse or harm is and the potential signs. Volunteers and workers should also know what their responsibilities are to the individuals that they support and how to report any concerns and the procedures that must be followed.

Additional guidance:

In the section below answer the questions to show your understanding of what the term safeguarding means and the relevant legislation and key policies that applies to safeguarding for both adults and young people.

1. What is meant by the term 'safeguarding'?



2. Outline legislation, national and local policies that apply to safeguarding.

3. Thinking about the legislative frameworks you have outlined describe how they underpin the rights of individuals to be protected from harm, abuse and neglect?



Volunteers / workers have responsibility for protecting and safeguarding individuals at all times. This will not only include reporting any concerns that they may have but ensuring that their behaviours and ways of working are not detrimental and could cause harm to individuals. Please complete the questions to show your understanding of this.

4. Outline the role of volunteers or workers in safeguarding individuals.

5. Give three examples of ways of working that would safeguard individuals from harm and neglect.



6. Give three examples of actions or behaviours of volunteers or workers that may be harmful or abusive.

7. How can you ensure that your actions or behaviours do not contribute to situations, actions or behaviour that may be harmful or abusive?

The information recorded in Workbook Section 1 may provide evidence towards the SCIF induction unit 'Induction to safeguarding in social care in Wales'

Learning outcomes 1 Assessment criteria 1.1, 1.2

Learning outcome 2 Assessment criteria 2.1, 2.2



Workbook Section 2 – Categories of abuse, harm, neglect

1. As a volunteer / worker you must be able to recognise the different types of abuse, harm and neglect that you could encounter. Each category will have common signs and it is important workers are familiar with these.

Using the table below please:

A: Identify the categories of harm, abuse and neglect

B: Describe the signs and symptoms associated with each category of harm, abuse, neglect

Additional guidance:

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



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