

**AIM Awards L2 Award in Safeguarding Procedures for Life and Work V1**

**Assessment Resource Pack**

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| Learner Name: |  |
| Learner Number: |  |
| Course: |  |
| Tutor: |  |
| Learner Signature: |  |
| Date Started: |  |
| Date Completed: |  |

**About this Qualification**

This qualification is about safeguarding in both work situations and in daily life. You will gain an understanding of what is meant by safeguarding and the risks and duty of care associated with it. You will also develop knowledge of the different sources of help and support that can be accessed in the form of information, advice or guidance.

**Using this assessment pack**

As you work through this pack you will find tasks to complete to provide an introduction to safeguarding in both work situations and in daily life. The tasks will support your learning and so it is expected that you will complete all of them and have them marked. The completed, marked exercises are the assessments on which your achievement of the AIM Awards L2 Award in Safeguarding Procedures for Life and Work is based.

Tracking your evidence

During your course your Tutor/Assessor will ask you to carry out work either in the classroom, or at home which you’ll keep as evidence of your learning.

The work you produce (evidence) will be assessed by your Tutor/Assessor to make sure you have covered everything in sufficient detail. Your evidence could be made from a combination of:

• Written work or class notes

• Products or samples of practical work

• Case studies

• Learning logs

• Video or audio recordings

• Other appropriate formats suggested by your Tutor/Assessor

When all of your evidence is gathered together in a file or folder, this will become your portfolio.

Your centre and Assessor may have systems that they use to plan and monitor your assessment. These may be computer-based (e.g. using ‘e-portfolio’ software) or paper-based (using forms or checklists). These systems are designed to show how each piece of evidence meets the learning outcomes and assessment criteria.

**You will be working to achieve the following learning outcomes:**

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| **Safeguarding Procedures for Life and Work L2**   1. Know about safeguarding and protection responsibilities 2. Know how to recognise unsafe practices 3. Know the procedures for reporting or disclosing safeguarding concerns   **Record of Learner Achievement** |

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| **Learning Outcomes**  **The learner will:** | **Assessment Criteria**  **The learner can:** | **Evidence Location** | **Completed?**  **(Learner Tick)** |
| 1. Know about safeguarding and protection responsibilities | 1.1 Give examples of legislation relating to safeguarding and protection | 6 |  |
| 1.2 Give examples of national policies or guidance relating to safeguarding and protection | 7 |  |
| 1.3. Give examples of an organisation’s policy relating to safeguarding and protection | 7 |  |
| 1.4. Describe the **key responsibilities** of different agencies in safeguarding and protecting individuals from abuse | 8 |  |
| 1.5. Identify **sources** they can use to get information on safeguarding and protecting individuals | 9 |  |
| 2. Know how to recognise unsafe practices | 2.1. Identify **examples** of **unsafe practices** | 10 |  |
| 2.2. Give examples of unsafe practice that might be observed in own work or daily environment | 11 |  |
| 3. Know the procedures for reporting or disclosing safeguarding concerns | 3.1. Describe the **boundaries** of confidentiality for sharing information | 12 |  |
| 3.2. Describe the action to be taken if any:  (a) abuse is suspected or detected  (b) unsafe practice is detected | 14 |  |
| 3.3. Identify who to report any occurrence of suspected or detected abuse or unsafe practice to | 15 |  |
| 3.4. State a **sequence** of actions to be taken when a safeguarding disclosure is made | 16 |  |

**Learning Outcome 1**

**1.4** **Key responsibilities**: the main over-arching responsibilities.

**1.5 Sources:** may be related to own role.

**Learning Outcome 2**

**2.1 Examples:** from a given case study.

**2.1 Unsafe practices**: this may also be signs of potential abuse.

**Learning Outcome 3**

**3.1 Boundaries**: at least three boundaries must be covered.

**3.4 Sequence:** a logical ordered sequence is required.

**Final Tutor Feedback (Strengths and Areas for Improvement):**

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**Learner Submission Disclaimer**

I declare that this is an original piece of work and that all of the work is my own unless referenced.

**Assessor Disclaimer**

I confirm that this learner’s work fully meets all the assessment criteria listed above at the correct level and that any specified evidence requirements have been addressed.

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| **Assessor** |  | **Learner** |  | **Date** |  |

**Expectations**

Complete this section before you start the course.

One expectation you have of the course:

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One thing you would like to get out of the course:

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Please keep hold of this sheet. It can be useful to look at it later and see how it compares with how you found the course at the end.

**Review**

Complete this at the end of the course.

One thing you have learned from the course:

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One thing you can take with you for the future:

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**Safeguarding Procedures for Life and Work**

**LO1 Know about safeguarding and protection responsibilities**

1.1. Give examples of legislation relating to safeguarding and protection

Give examples of legislation relating to safeguarding and protection:

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| pencilpointmacro.jpgLegislation: |

In your own words, state how these legislations relate to your organisation:

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1.2. Give examples of national policies or guidance relating to safeguarding and protection

Give examples of national policies or guidance relating to safeguarding and protection:

|  |
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| pencilpointmacro.jpgNational policies or guidance: |

1.3. Give examples of an organisation’s policy relating to safeguarding and protection

Summarise the main features of your organisation’s policies relating to safeguarding and protection.

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1.4. Describe the key responsibilities of different agencies in safeguarding and protecting individuals from abuse

Identify two agencies and describe their key responsibilities in safeguarding and protecting individuals from abuse:

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1.5. Identify sources they can use to get information on safeguarding and protecting individuals

Identify three sources of information about safeguarding and state how you would use them.

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**LO2 Know how to recognise unsafe practices**

2.1. Identify examples of unsafe practices

Using a given scenario\*, identify potential examples of unsafe practice.

2.1. Identify examples of unsafe practices.

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\*case studies available – please contact AIM Awards

2.2. Give examples of unsafe practice that might be observed in own work or daily environment

Give examples of unsafe practice that might be observed in own work or daily environment:

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**LO3 Know the procedures for reporting or disclosing safeguarding concerns**

* 1. Describe the boundaries of confidentiality for sharing information

Describe what is meant by confidentiality:

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Describe at least 3 boundaries of confidentiality relating to disclosing safeguarding concerns:

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Describe problems with making promises about confidentiality relating to reporting and disclosing safeguarding concerns:

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* 1. Describe the action to be taken if any:

3.2 Describe the action to be taken if any:

(a) abuse is suspected or detected,

(b) unsafe practice is detected

Describe what to do:

pencilpointmacro.jpg (a) If abuse is suspected or detected

(b) If unsafe practice is detected

3.3 Identify who to report any occurrence of suspected or detected abuse or unsafe practice to

State who you would report occurrences of suspected or detected abuse or unsafe practice to within yourorganisation:

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In doing so, state how you would be executing your duty of care:

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3.4 State a sequence of actions to be taken when a safeguarding disclosure is made

Draw up an action plan in line with the 5 R’s, if a safeguarding disclosure is made:

* Recognise
* Respond
* Report
* Record
* Refer

The action plan must consist of a sequence of actions in a logical order.

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**Safeguarding References**  
Here are a selection of useful references relating to Safeguarding children and vulnerable adults, drawn from central government, local government and voluntary sector organisations. A search on the web will offer many more links to similar reference sites.

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| 1. Safeguarding Matters. Sharing best practice and information about safeguarding. | <http://www.safeguardingmatters.co.uk/> |
| 1. Dept of Health. No Secrets: guidance on protecting vulnerable adults in care. | <https://www.gov.uk/government/publications/no-secrets-guidance-on-protecting-vulnerable-adults-in-care>  <https://www.gov.uk/government/publications/adult-safeguarding-statement-of-government-policy> |
| 1. Dept of Education. Information and resources about the systems in place to protect children from abuse or neglect and ensure they are growing up in circumstances consistent with the provision of safe and effective care. | <http://www.education.gov.uk/childrenandyoungpeople/safeguardingchildren> |
| 1. NHS. Arrangements to secure children’s and adult safeguarding in the future NHS. | <http://www.england.nhs.uk/wp-content/uploads/2012/09/interim-safeguarding.pdf> |
| 1. Nottingham and Nottinghamshire Safeguarding Adults. Policy, Procedure and Guidance for Alerters and Referrers. | <http://www.nottinghamcity.gov.uk/CHttpHandler.ashx?id=43485&p=0> |
| 1. Derby and Derbyshire Safeguarding Vulnerable Adults Partnership. Policy and procedure. | <http://www.derbyshire.gov.uk/social_health/care_and_health_service_providers/safeguarding/default.asp> |
| 1. NSPCC - Safeguarding children - help, advice and FAQs. | <http://www.nspcc.org.uk/Inform/trainingandconsultancy/consultancy/helpandadvice/helpandadvice_wda47843.html> |
| 1. Childline. | <http://www.childline.org.uk/Pages/Home.aspx> |
| 1. Safe Network. Practical safeguarding advice for parents and carers. Protect your children from harm. | <http://www.safenetwork.org.uk/help_and_advice/parenting/Pages/safeguarding-advice-parents-carers.aspx>  <http://www.safenetwork.org.uk/getting_started/Pages/Why_does_safeguarding_matter.aspx> |
| 1. Parents protect. Protecting children from sexual abuse. | <http://www.parentsprotect.co.uk> |