

# Awareness of safeguarding in health and social care (adults and children and young people), early years and childcare

## Assessment marking guide

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# Awareness of safeguarding in health and social care (adults and children and young people), early years and childcare

## Assessor guidance

### Assessment requirements

Candidates must successfully complete all parts of an assessment to a satisfactory and appropriate standard in order to gain a pass for that assessment. The assessments have been designed to assess the ability of candidates to cover a range of issues associated with a given unit. Consequently, it is not appropriate for parts of any assessment to be omitted, submitted incomplete or of an unsatisfactory standard.

All assessments must be completed and assessed within the candidate's period of registration. It is up to centres to decide how long they give candidates to complete their assessments, and this may vary from one unit to another.

Tutors/ assessors are reminded of their responsibility to provide written feedback to candidates regarding their assessments and of the fact that candidates should not be encouraged to submit work for final assessment until it is complete and to the appropriate standard for the task.

Bearing in mind the above responsibility which lies with centres, candidates will normally have two opportunities to submit each individual assessment. Candidates who fail any task should not resubmit work within one week of receiving their result. Centres must provide precise written feedback and where necessary, further learning opportunities to maximise the candidate's potential to succeed on their second attempt.

Candidates may choose to word process their answers. Assessors may guide candidates in the length of their responses. They should use the marking guidance as a rough indication of what should be covered, and use the space provided in the task box (where applicable) as a guide as to how much should be written.

### Grading and marking

Assessments are marked by the centre and graded Pass/Fail only. The highest grade for any of the assessments in this qualification is a **pass**.

If a candidate does not display the required knowledge/competence to achieve a pass for a task, their second opportunity to meet the criteria should be by way of oral questioning. This questioning should take place between the assessor and candidate, and must be evidenced using the correct City & Guilds recording form, available here:

[http://www.cityandguilds.com/~media/Documents/ProvideTraining/Centre%20Document%20Library/Quality-Assurance-documents/Recording\\_Forms\\_for\\_centres\\_and\\_candidates.ashx](http://www.cityandguilds.com/~media/Documents/ProvideTraining/Centre%20Document%20Library/Quality-Assurance-documents/Recording_Forms_for_centres_and_candidates.ashx)

### What the results mean

Pass: is achieved when all assessment tasks have been passed.

Fail: when, after the second attempt, there are still a significant number of tasks that have not been completed to the required standard.

Resubmission: normally candidates may resubmit their assessment work once, if tasks were failed on the first submission. However, should centres think that a further assessment opportunity would result in a positive outcome for the candidate, the centre should seek the approval of their Qualification Consultant.

## Marking guidance

<b>Task A: Guide for staff</b>
<b>Section 1</b>
<b>Outline the meaning of the term ‘safeguarding of adults at risk’.</b>  Candidates must use their own words to explain that ‘safeguarding of adults at risk’ refers to anyone over the age of 18 who may, for however short a period of time, require additional support to be protected from known danger, harm, abuse or neglect.  Any other acceptable answer.
<b>Outline the meaning of the term ‘safeguarding children’.</b>  Candidates must explain in their own words that ‘safeguarding children’ refers to anyone under the age of 18. It covers all forms of protection from, harm abuse and neglect.  Any other acceptable answer.
<b>Explain the meaning of the term ‘harm, abuse and neglect’.</b>  Candidates must explain in their own words the meaning of this term. Harm refers to the result of any kind of danger, abuse or exploitation of another person. It is the result of an action or failure to act. It is important to understand that harm can be caused intentionally or unintentionally. The outcome for the individual will be the same whether the abuse was intentional or not. Abuse refers to a deliberate act or failure to act designed to cause harm to an individual or group of individuals. Neglect refers to a failure to provide for the needs of the individual. This may be deliberate, unintentional or through carelessness.  Any other acceptable answer.

## Section 2

Candidates must identify **two** examples for **each** of the different types of abuse (adults).

### Physical abuse

Examples include:

- injuries – without sufficient or credible explanation (an answer of injuries is not acceptable)
- bruising – without sufficient or credible explanation (an answer of bruising is not acceptable)
- burn marks
- bite marks
- flinching when approached.

NB: This is not an exhaustive list but indicates a few of the more common signs and symptoms.

Any other acceptable answer.

### Financial abuse

Examples include:

- no money
- unable to pay bills
- references to gifts to others.

Any other acceptable answer.

### Sexual abuse

Examples include:

- STDs
- pain or injury to genital or anal area
- bites to sensitive or sexual areas
- discharges.

Any other acceptable answer.

### Neglect

Examples include:

- hunger
- thirst
- loss of weight
- excessive weight gain
- conditions worsen due to failure to administer medication.

Any other acceptable answer.

### Emotional abuse

Examples include:

- withdrawn
- change to emotional state without explanation
- trying to please
- self harm.

Any other acceptable answer.

Candidates must identify **two** examples for **each** of the different types of abuse (child or young person).

The signs and symptoms for children and young people may be similar to those found in adults, but learners must be aware that children and young people may also present with different symptoms of abuse.

Differences might include:

- unexplained gifts or money
- overt sexualised behaviour
- wearing clothing that is not suitable for the weather eg long sleeved garments in hot weather
- reluctance to undress for activities eg games or swimming
- behavioural changes.

NB: This is not an exhaustive list but indicates a few of the more common signs and symptoms.

Any other acceptable answer.

### Section 3

#### **Identify the different policies and procedures that organisations must have in relation to safeguarding adults, children and young people.**

Candidates must identify the range of policies and procedures organisations need to have in relation to safeguarding. It is important to understand that organisations who work primarily with adults will still require a policy for safeguarding children and vice versa.

The types of policy and procedure required will cover aspects, such as:

- identifying abuse
- health and safety policies
- reporting concerns (who to, when and how)
- whistle blowing procedures
- recording concerns.

Any other acceptable answer.

#### **Outline the responsibilities people in the caring professions have for ensuring adults and children are safe.**

Candidates must recognise that there is a legal obligation (the Duty of Care) to protect the individuals they work with. This covers all aspects of potential danger harm and abuse. Those in the caring professions and related areas such as health, education and police have a responsibility to:

- assess risks
- put in place risk management procedures and processes
- listen to individuals and take their concerns seriously
- take immediate steps to protect if necessary
- report concerns to the correct people
- record concerns accurately and promptly.

Any other acceptable answer.

#### **Outline the actions that must be taken if harm, neglect or abuse is disclosed or suspected for:**

- i. an adult**
- ii. a child or young person.**

Candidates must outline the actions they have to take if they suspect or are told of instances of harm, neglect or abuse. This will include:

- reassuring the individual they have been listened to
- explaining that the matter has to be reported
- reporting it to the correct person in the setting
- recording what was said
- following the directions of the person to whom they report the concerns
- not attempting to investigate or ask questions of the individual.

NB: Answers to both sections may be the similar, but candidates must understand that they have a duty to report any concerns. This applies even if they are not working directly with the individual. An example might be that they are supporting an older person and a grandchild visits. The support worker sees the child being hit by an adult and is concerned about the way the adult speaks to the child.

Any other acceptable answer.

**Give one example of when a social care worker may need to share information about an individual with others, even when the individual has asked them not to.**

Candidates must identify a situation where they would report concerns even when the individual does not wish them to do this. The situation may be a real example but identifying features must be avoided. The example may refer to children or adults.

Any other acceptable answer.

**Using the example given above, explain why this information must be shared with other practitioners.**

An example may be that they are a support worker for a young adult with learning disabilities who is being financially abused by their friend. The individual may have capacity to make the decision to give monetary gifts to the friend, but it must be reported using the organisations procedures. The support worker has a duty of care to the individual which means they must recognise and report anything that places them at risk of being harmed or abused.

An example may also be that as a nursery worker, a young child asks to tell them a secret and then reveals that they are touched in a sexual manner by a family member. The candidate must understand that they cannot agree to keep such secrets and have a duty to report this to a senior member of staff.

Candidates are expected to provide examples of their own.



## Section 4

**For each of the following people, identify one source of support on safeguarding adults.**

- **The individual who has been harmed.**

Examples include:

- Regulatory Body for the nation
- social worker or adult social care services
- websites (named)
- local safeguarding boards
- counselling or charitable services (named).

Any other acceptable answer.

**For each of the following people, identify one source of support on safeguarding adults.**

- **The social care worker who reports the suspicion of harm.**

Examples include:

- colleagues
- senior staff
- counselling services (support for the care worker).

Any other acceptable answer.

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