

Qualification Specification

QNUK Level 2 Award in Safeguarding Adults in Health and Social Care (RQF)

603/1398/5

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1. Introduction

Qualifications Network Limited (QNUK) is an Awarding Organisation recognised and regulated by the Office of Qualifications and Examinations (Ofqual) in England, the Council for Curriculum, Examinations and Assessment (CCEA) in Northern Ireland and Qualifications Wales.

This specification outlines key information required by users of the qualification to ensure they can make an informed decision about the suitability of the qualification they are taking or proposing to take for the purposes that they intend to use it.

2. Contact Us

Please get in touch if you need any advice or guidance with this qualification.

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3. Version Number

Centres should make sure they are using the most up to date document by checking the footer which will confirm the current version number.

Document owner	Qualifications Manager
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4. Qualification Objective

The purpose of this qualification is for learners to understand the key principles of safeguarding adults. The qualification is aimed at those working in the Health and Social Care sector. The qualification has been mapped against standard 10 of the Care Certificate.

This qualification prepares learners for employment within the Health and Social Care setting; however, it can also be undertaken by those already working in the sector as part of continual professional development. This qualification will support a role in the workplace.

5. Geographical Coverage of this Qualification

This qualification is available in England, Wales and Northern Ireland.

6. Benefit for Learners

This qualification will provide learners with principles of safeguarding adults which will support a role in a Health and Social Care setting or other sector and may also support adults in leisure and social activities.

7. Progression

Learners could progress to:

- QNUK Level 2 Award in Handling Information in Health and Social Care (RQF)
- other Health and Social Care qualifications

8. Recognition of Prior Learning

QNUK are unable to accept requests for recognition of prior learning (RPL) for this qualification.

9. Complementary Courses

This qualification will complement any occupational course, providing learners with additional knowledge that could enhance employment opportunities.

10. Qualification Information

Qualification Number (QN)	603/1398/5
Learning Aim	60313985
Total Qualification Time (TQT)	6
Guided Learning Hours (GLH)	6
Credit value	1
Level	2
Validity	It is recommended this qualification is refreshed every 3 years
Assessment	Invigilated MCQ paper
Achieving the qualification	Learners must achieve the mandatory unit

11. Qualification Structure

Unit No.	Unit Title	Level	Credit	GLH
Mandatory units				
K/615/6739	Principles of Safeguarding Adults in Health and Social Care	2	1	6

The learning outcomes for the qualification may be found in Appendix 1. The Assessment Guidance details the assessment criteria which are used to determine if a learner has met the requirements of the learning outcomes. Further depth of coverage is also provided in the Assessment Guidance.

12. Learner Entry Requirements

There are no specific recommended prior learning requirements for this qualification. Entry is at the discretion of the centre; however, learners should be at least 18 years and over to take this qualification, due to the nature of the content.

Learners must have sufficient command of the English language to understand and undertake the recommended assessment methods for this qualification.

There are no other pre-requisites for this qualification. However, learners should be able to work at level 1 and above.

13. Delivery

This qualification is typically delivered in a face-to-face format over a one-day period for new learners. Learners should complete the qualification within 3 weeks.

13.1. Venue Requirements

The training venue should be suitable for learning and meet all relevant Health and Safety requirements.

13.2. Blended Learning

Blended learning is acceptable for this qualification provided suitable controls are in place to ensure learners complete all elements.

13.3. Trainer to Learner Ratio

The maximum Trainer to learner ratio for this qualification is 1:16

14. Centre Personnel Requirements

This qualification is delivered by suitably qualified trainers.

All those who deliver and assess this qualification must:

1. Hold a Certificate or Diploma in health and social care; or
2. Have Occupational experience as a Designated safeguarding officer; or
3. Hold a recognised social work qualification; or
4. Hold a Level 2 Safeguarding qualification; or
5. Have attended a Recognised safeguarding train the trainer course or CPD event
6. Hold one of the following qualifications or their recognised equivalent:
 - a. Cert Ed/PGCE/B Ed/M Ed
 - b. CTLLS/DTLLS
 - c. PTLLS
 - d. Further and Adult Education Teacher's Certificate
 - e. IHCD Instructional Methods
 - f. IHCD Instructor Certificate
 - g. S/NVQ level 3 in training and development
 - h. S/NVQ level 4 in training and development

- i. TQFE (Teaching Qualification for Further Education)
 - j. English National Board 998
 - k. Nursing mentorship qualifications
 - l. NOCN Tutor Assessor Award
 - m. Level 3 Award in Education and Training (QCF/RQF)
 - n. Level 4 Certificate in Education and Training (QCF/RQF)
 - o. Level 5 Diploma in Education and Training (QCF/RQF)
 - p. Accredited Qualifications based on the Learning and Development NOS 7 Facilitate Individual Learning and Development
 - q. Training Group A22, B22, C21, C23, C24
 - r. SQA Accredited Planning and Delivering Learning Sessions to Groups
7. Show current evidence of continuing professional development in teaching, assessment and the subject matter.

Internal quality assurance requirements

Each centre must have access to a suitably qualified IQA. The IQA cannot verify the delivery or assessment of individual learners or cohorts of learners where the IQA has been involved in the delivery or assessment of the qualification for those learners.

All those who are involved with the quality assurance of this qualification **internally** must:

- 1. have up-to-date working knowledge and experience of best practice in assessment and quality assurance;
- 2. meet the delivery staff requirements for this qualification:
- 3. hold one of the following internal quality assurance qualifications or their recognised equivalent:
 - a. Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice (QCF/RQF); or
 - b. Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF/RQF); or
 - c. V1 Conduct internal quality assurance of the assessment process; or
 - d. D34 Internally verify the assessment process; and
- 4. show current evidence of continuing professional development in assessment, quality assurance and the subject matter.

Please note whilst centre personnel may be approved for both roles, those assigned the role of Trainer/Internal Verifier are not permitted to operate in both these roles for any learner.

15. Assessment Requirements

Learners are assessed for this qualification through:

15.1. Multiple-Choice Question Paper

The MCQ paper will be taken under examination conditions, i.e. learners will sit a minimum of 1.25 metres apart, will not confer during the examination and no electronic devices (such as mobile phones) or books, including dictionaries, will be permitted.

Language of assessment	English
Duration	30 minutes
Pass mark	70% (11/15)
Grading	Pass/Fail

Example MCQs are included at Appendix 2.

16. Moderation

The level of external moderation required for this qualification will be risk based and in line with the Centre Assessment Standards Scrutiny Strategy applicable to this qualification.

There may be situations within the centre devised assessment methodology that require observations, in these situations QNUK EQA Department will also require to conduct verification visits to ensure the accuracy and consistency of assessment decisions.

QNUK EQA Department will advise the centre of the required levels of moderation/verification to anticipate for this qualification upon centre approval for delivery.

17. Reasonable Adjustments

Learners are required to complete the assessments in a manner appropriate to the purpose of the qualification.

The prescribed assessment methods for this qualification should not unfairly disadvantage learners who would otherwise be able to demonstrate competence in line with the purpose of the qualification. Learners should contact their centre to discuss reasonable adjustment if they feel the prescribed assessment methods would disadvantage them.

18. Results

The centre is required to submit learner results within 10 working days of assessment to Qualifications Network UK for moderation. We will issue verified results and appropriate certification to the approved centre within 7 working days of receiving the results. Centres will forward results and/or certificates to learners, who can expect to receive them within 20 working days of taking the assessment. If learners have not received results and/or certificates within 25 working days, they should contact the centre in the first instance.

Appendix 1: Units

Unit 1 Principles of Safeguarding Adults in Health and Social Care (K/615/6739)

Unit Summary

This unit develops the principles of safeguarding adults at risk and enables learners to identify those at risk of harm in Health and Social Care settings. Learners will know how to reduce the likelihood of abuse in Health and Social Care and how to respond to suspicion or reports of abuse.

1. The learner will: Understand the principles of safeguarding adults at risk in Health and Social Care		
Assessment Guidance		Types of Evidence
1.1	Define key terms: <ul style="list-style-type: none"> Safeguarding Harm Restrictive practices 	MCQ
1.2	Identify key principles of legislation, codes of practice and policies which relate to the safeguarding of adults at risk	MCQ
1.3	Outline the roles and responsibilities of those safeguarding and protecting individuals	MCQ

2. The learner will: Know how to identify those at risk from harm		
Assessment Guidance		Types of Evidence
2.1	Outline why an individual may be vulnerable to harm or abuse	MCQ
2.2	List common types of abuse	MCQ
2.3	Identify the characteristics of different types of abuse	MCQ

3. The learner will: Know how to reduce the likelihood of abuse in Health and Social Care		
Assessment Guidance		Types of Evidence
3.1	Describe how to promote an individual's dignity and rights	MCQ
3.2	Explain the importance of individualised, person centred care	MCQ
3.3	Identify ways in which individuals can be supported in keeping themselves safe	MCQ
3.4	Identify sources of information and advice related to the prevention and protection of individuals	MCQ

4. The learner will: Know how to respond to suspicion or reports of abuse		
Assessment Guidance		Types of Evidence
4.1	Explain how to report cases of suspected abuse	MCQ
4.2	List agencies with which information may be shared	MCQ
4.3	Outline the importance of multi-agency working	MCQ

Rationale for level			
	Level	Emphasis	Comments
Knowledge	2	Strong	Learners will be required to interpret available information and apply knowledge with underpinning comprehension.
Skills	N/A	N/A	
Overall	2		

Rationale for TUT and credit			
	Hours	Comments	
Guided learning	6		
Directed study	N/A		
Independent study	N/A		
Non invigilated assessment	N/A		
TQT:	6	Credit:	1

What needs to be learnt?	
Unit 1 Principles of Safeguarding Adults in Health and Social Care (K/615/6739)	
1.1	<p>The importance of key terms including:</p> <ul style="list-style-type: none"> Safeguarding: protection of people's health, wellbeing and human rights Harm: abuse (causing harm to someone, not taking an action that could have prevented harm), deliberate or by omission e.g. lack of knowledge, resources etc restrictive practices: actions that may need to be employed in the best interests of service users, including use of physical restraint to prevent harm or administration of medication or seclusion.
1.2	<p>The key principles of legislation, codes of practice and policies which relate to the safeguarding of adults at risk including:</p> <ul style="list-style-type: none"> Defining adults at risk - 18 years and over; may be in need of community care services due to mental or other disability, age or illness; may be unable to take care of themselves, unable to protect themselves from harm or exploitation. 6 key principles: empowerment, prevention, proportionality, protection, partnership, accountability. <p>Legislation and Codes of Practice:</p> <ul style="list-style-type: none"> Care Act 2014 Public Interest Disclosure NI Order 1998 – Whistle blower guidance The Criminal Law Act (NI) 1967 Mental Capacity Act 2005 Safeguarding Strategy 2019 to 2025: Office of the Public Guardian Safeguarding Policy: Protecting Vulnerable Adults (gov.uk) Sexual Offences Act 2003 Safeguarding Vulnerable Groups Act 2006 Disclosure and Barring Service 2013

	<p>Company Policies</p> <ul style="list-style-type: none"> • Recruitment and Selection • Adult Safeguarding Policy and Training • Adult Safeguarding Champion • Written Code of Conduct • Whistle Blowing Policy • Complaints Policy
1.3	The roles and responsibilities of those safeguarding and protecting individuals including following the 6 key principles outlined in AC1.2; protect individuals from harm, caused by doing something or doing nothing; following organisation's ways of working, policies and procedures; ensure you work in a way that is safe and legal; duty to report any suspicions of abuse in line with organisation's safeguarding policy.
2.1	Why an individual may be vulnerable to harm or abuse including specific conditions such as learning disability, physical disability, sight or hearing loss, mental health issues, old age and frailty; people considered weak; individual in their own home; organisational abuse caused by poor standards and routines; workplace abuse can occur when individual's display difficult or challenging behaviour which workers have not been trained or supported to deal with.
2.2	Common types of abuse including physical, domestic violence, sexual, neglect, emotional/psychological, financial, institutional/organisational, discriminatory.
2.3	<p>The characteristics of different types of abuse including:</p> <ul style="list-style-type: none"> • Physical: assault (hitting, slapping, pushing, kicking, biting); misuse of medicine; restraint; inappropriate physical sanctions; threat of abuse with or without intent. • Domestic: can include many types of abuse such as psychological; physical; sexual; financial; emotional; coercive or controlling behaviour; 'honour' based violence. • Sexual: rape; sexual assault; indecent exposure; sexual harassment; inappropriate looking or touching; sexual teasing or innuendo; sexual photography; indecent exposure; subjected to pornography or sexual acts; pressured into consenting. • Neglect: ignoring or withholding physical or emotional care, food, heat, basic care, medical care; failing to provide access to appropriate health, care, support or educational services. • Psychological: emotional abuse; threats of harm or abandonment; humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, cyber bullying, isolation or withdrawal from services. • Financial: theft; fraud; internet scamming; misuse of funds; pressure exerted in connection with wills, inheritance or financial transactions. • Institutional: poor standard of care; neglect; poor professional practice; rigid routines; inadequate staffing; poorly trained staff. • Discriminatory: harassment; slurs or similar due to race, gender/gender identity, age, disability, sexual orientation, religion.
3.1	How to promote an individual's dignity and rights including build relationships based on trust; communicate clearly with them; involving them in decisions related to their care; addressing them properly; respect their personal space (and possessions); handle hygiene issues sensitively; ensure the individual is aware of their right to complain; provide choice and control; need for confidentiality; respecting and preserving privacy; maintaining integrity; following organisational codes of conduct.

3.2	The importance of individualised, person centred care including working with the individual to plan their care and support to meet their needs; individual can choose and control how they want or need their care and support to be; reduces risk of negative, unfair or harmful treatment and/or neglect; helps individual to make choices and understand consequences of decisions they make; respecting the individual's values, preferences and needs.
3.3	The ways in which individuals can be supported in keeping themselves safe following the 6 principles outlined in AC1.2
3.4	The sources of information and advice relating to the prevention and protection of individuals including Professional bodies/trade unions; Professional Codes of Practice; Social Care Institute for Excellence; Social Services; Care Quality Commission; Disclosure and Barring Service.
4.1	How to report cases of suspected abuse including ensure person is safe (if there is an immediate threat contacting emergency services); reporting concerns to person in charge; police may need to be involved; document the incident (be clear, brief and factual); follow organisational policy.
4.2	Agencies with which information may be shared including frontline staff/volunteers reporting in line with organisational policy; Safeguarding Adults Board; local authority; GPs and health service; police; service providers; housing; regulators; the Office of the Public Guardian.
4.3	The importance of multi-agency working including Safeguarding Adults Boards, local authority, NHS and police; promote information sharing between workers and organisations in a timely and effective way; facilitate joint decision making; prevent abuse or harm; spotting patterns of abuse and repeat offenders; information sharing protocols.

Appendix 2: Specimen Assessment Material

1. A carer has been reported for shouting and swearing at an individual who is very forgetful. What type of abuse is this?

 - A Physical
 - B Psychological
 - C Institutional
 - D Financial

2. Which of the following is a suitable way for an employer to check that new employees, who will be working with adults at risk, do not hold relevant convictions?

 - A Internet search
 - B Reference from a previous employer
 - C Written statement from the employee
 - D Disclosure and Barring Service check

3. A domiciliary care worker has concerns that the individual they support is having money taken from them by a family member. What action should they take?

 - A Speak to the family member about their concerns
 - B None, it is a family matter
 - C Report their concerns to their manager
 - D Write a note in the individual's files for someone else to take action