

Title:	Leading Safeguarding in the Youth, Community and Further Education and Training Sectors: Part 2
Level:	4
Credit value:	5
GLH:	30
Unique Reference Number:	K/651/2774
Sector Subject Area:	13.1 Teaching and Lecturing
Aim:	The aim of this unit is to provide learners with the skills and knowledge to be able to implement safeguarding practices, enabling them to effectively differentiate and manage various types of concerns, assess and address training needs, utilise case management processes, and understand the impact of identity, culture, equality, and diversity on safeguarding, while making informed decisions that consider the relevance of consent for young people and adults at risk.
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Learning outcomes

The learner will:

1. Be able to explore the differences between escalations, low level concerns, allegations, and complaints and how to identify and manage risks.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to develop a clear understanding of the definitions and distinctions between escalation, low-level concerns, allegations, and complaints, and to critically examine organisational approaches and policies related to these areas.

The learner must:

- 1.1 Define and explain differences between; an **escalation, low level concern, an allegation and complaint.**

1.2 Examine how your organisation reviews and defines **low level concerns**.

Using 2 examples, consider the potential risks involved in these processes.

1.3 Review the **key processes and policies** related to these areas.

2. Be able to understand the training needs of your organisation and safeguarding.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to understand the impact of online harm, Prevent ideologies, associated indicators of abuse, and sexual harassment on the organisation, and to review and plan training to develop workforce knowledge in these areas.

The learner must:

2.1 Explain the following **four areas** and their potential impact on the organisation:

- Online harm
- Prevent ideologies
- Online harm and associated indicators of abuse
- Sexual Harassment

2.2 Review the current **training on offer**, and outline plans to develop your workforce's knowledge in these areas (choose a minimum of 2).

3. Be able to review how cases are managed using case management processes or software and explore the benefits and barriers making recommendations for potential implementation.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to develop practical skills and critical insights in handling safeguarding referrals, documenting case notes, and engaging in supervision, while identifying barriers and exploring innovative solutions and partnership opportunities to enhance the effectiveness of safeguarding practices.

The learner must:

3.1 Undertake a minimum of **four safeguarding referrals, developing case notes, and undertaking supervision** (linked to an existing unit).

3.2 Outline at least two identified barriers that have hindered referrals.

3.3 **Discuss opportunities** for innovation or partnership working when attempting to overcome the identified barriers.

4. Be able to understand how identity, culture, equality, and diversity impact on safeguarding in terms of practice and accessibility.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to understand and critically examine the influence of identity and culture on the accessibility and experiences of safeguarding support within the organisation, fostering a more inclusive and responsive safeguarding environment for both staff/volunteers and young people/adults at risk.

The learner must:

4.1 Outline key areas of **identity and culture** that may impact accessibility to safeguarding support within your organisation.

4.2 Explore how **culture and identity may influence experiences of safeguarding** as both a member of staff/volunteer or as a young person/adult at risk needing support.

5. Be able to explain decision making process and the relevance of consent with young people and adults at risk.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to actively engage in and critically evaluate the decision-making processes within the organisation, demonstrating participation and learning from multiple decisions, and identifying opportunities and barriers to effective decision-making. Learners will also need to have a clear understanding of Consent and the UN Convention of the Rights of the child and Safeguarding Adults, and capacity legislation explored in Part 1.

The learner must:

5.1 Provide **evidence of participation and learning** from at least four decisions.

5.2 Evaluate your **experience of decision making** within your organisation identifying any potential opportunities or barriers.

Scope of Training

The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

Requirements

Escalation, Low Level Concern, an Allegation and Complaint.

The learner must consider the legal status of each of these terms, and how they are required to apply GDPR and Data Protection Act guidance. This must also cover how decisions are made (using the governance framework), and who is accountable and responsible. Reporting of incidents is also a requirement for some, so learners must know how to report effectively and accurately. Therefore, key reporting processes must be covered i.e. who to report to; what needs to be included, by when, by whom, who within the organisation has responsibility, recording of decisions made, what the criteria is and what would be the implications if they did not do so.

The learner must also understand the difference between reporting a concern and whistleblowing and the different approaches organisations will need to check to comply with current legislation. Whistleblowing law is in the Employment Rights Act 1996 (as amended by the Public Interest Disclosure Act 1998). It provides the right for a worker to take a case to an employment tribunal if they have been victimised at work or lost their job because they have 'blown the whistle'. The retention of information is often overlooked, so learners must consider how they will store sensitive data, for how long and how it should be either retrieved or destroyed.

Low Level Concerns

The learner must examine low level concerns in the context of their organisation and using the current guidance, case reviews and OFSTED requirements to complete a review of 2 incidents where

	<p>low level concerns were not recorded. This activity may be achieved by using a case study or set of scenarios.</p> <p>When looking at Risk, learners will need to understand the risk matrix and the scoring mechanism -</p> <p>https://www.nya.org.uk/skills/safeguarding-and-risk-management-hub/</p> <p>When using the risk matrix learners must link this to Part 1 where they considered governance framework for your organisation.</p>
Key Processes and Policies	<p>The learner must consider whether they undertake a full review of the processes and policies involved in these areas or scope out a smaller part of the organisation, Learners must also include a rationale for their decision. There are safeguarding standards which can be used as a tool, or any other self-assessment toolkit used to review safeguarding.</p> <p>It is important to note that learners' processes and procedures must be interconnected with their partners frameworks as well as be appropriate to the needs of the local safeguarding partnership requirements and protocols. (Link to part 1)</p>
Four Areas	<p>Online Harm: This must include the Online Safety Act 2023</p> <p>Prevent ideologies: This should be in line with current Prevent focussed ideologies.</p> <p>Sexual harassment: In alignment with Keeping Children Safe in Education - KCSIE guidance</p>
Training on Offer	<p>The learner must undertake a training needs analysis or review that covers all levels of training needed within the organisation. The needs will be plotted against current good practice guidance.</p> <p>Once defined the outline plan must be both SMART and over a 12-month period.</p>
Four Safeguarding Referrals, Developing Case Notes and Undertaking Supervision	<p>Activities could include group reflection, debriefing, or own reflection notes.</p> <p>Ideally the learner should use own examples which are clearly anonymous. However, where this is not possible then a case study or set of scenarios should be used to ensure all criteria have been met. The key focus is to review how the process has worked for</p>

	<p>the DSL, other staff, and user. This will gain insight potentially around the impact of the process (refer to trauma Informed practice in Part 1). It may also raise issues such as thresholds and inter agency working, all of which can add evidence to 3.2</p> <p>If using a software system, then the learner needs to understand its parameters and how data is stored and where. This may mean looking at contracts behind the use of the software. The learner may also reasonably what to explore software available which could be an opportunity to bring in speakers and a group review would assist the learning process.</p>
<p>Discuss Opportunities</p>	<p>The learner will need to produce evidence of actual or reviewed scenarios/case study. This may be an activity linked to earlier LO 1.2 or could be a professional conversation. The learner will need to be clear about the barrier, its potential impact using a risk assessment and mitigation approach as well as understanding the referral processes.</p>
<p>Identity and Culture</p>	<p>Learners will be expected to demonstrate understanding of the concepts of identity, culture equality and diversity. To define them and show how they intersect. To gain an understanding of Social Graces theory that represents aspects of difference in power, beliefs, and lifestyles. To examine beliefs and narratives that are voiced/unvoiced; visible/invisible. Learners will also consider how unconscious bias comes into play and how ingrained stereotypes that are learned, unintentional and automatic can influence the domain. To challenge the idea of “fixed personalities,” for example, ‘all autistic people are at risk of abuse.’</p>
<p>Culture and Identity may Influence Experiences of Safeguarding</p>	<p>Learners will gain the opportunity to self-reflect on which Social Graces influence the supervisor/supervisee and themselves. They will critically examine how these influences affect the supervisory relationship. This could be explored through a number or interactive activities such as micro-supervisions or role plays. They may use the “Daisy Model” (Pearce 1994) to encourage professional discussion.</p>

<p>Evidence of Participation and Learning</p>	<p>Learners will need to provide evidence of minimum 4 decisions they have undertaken within their role. It may be appropriate to offer a case study, where both individual and collaborative decision making has been undertaken. At least two of the examples should show consent of the individual has been sort and correctly processed to ensure their rights have been respected.</p>
<p>Experience of Decision Making</p>	<p>The learners would be able to show how decision making was undertaken, using the correct policies and processes. They should be able to identify the correct legislation and guidance and be clear about who is responsible and accountable for the decision. Where appropriate a risk assessment should be taken and again if appropriate the correct reporting procedure should be followed.</p> <p>This can take the form of a professional discussion or a case review with a minimum of four colleagues who can offer challenge and feedback.</p>