

Assignment Brief

Access to HE Diploma Title	Nursing and Midwifery
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Unit Code(s)	Unit Title	Level	Credit Value
QU025409	Safeguarding Children, Young People and/or Vulnerable Adults	3	3

Assignment Title	Safeguarding Children, Young People and Vulnerable Adults
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Tasks

Task 1: Case Study

GUIDANCE: Please read the scenario (Scenario 1) below carefully. This scenario will form the basis of a case study, in which you must include the following:

- An introduction which explains the concept of safeguarding children, young people and vulnerable adults.
- An explanation of the duties related to safeguarding of the professional involved in this scenario.
- The meaning of the term 'significant harm' in the context of safeguarding, outlining which individual or individuals in this scenario are at risk of 'significant harm'.

Scenario 1:

Cherie is a youth worker employed by a further education college as a member of the student guidance team. As part of her role, she helps plan and supervise visits to the college by groups of pupils from local secondary schools, usually aged between 14 and 16 years. During one such event, where 14-15-year-old pupils are taking part in a health and social care department workshop, Cherie is assigned to providing support for the lecturer delivering the activity.

While she is working with one group, Cherie overhears one of the female pupils, Sophie, talking to a friend about her fifteenth birthday, which will be in a few days' time. Sophie expresses a wish to have a party or go out with friends, but tells her friend that this will be impossible, as she has been missing school at least one day a week lately, having become too afraid sometimes to leave her mother, Julie, alone.

Julie, Sophie says, has a history of mental health issues and has been suffering from an episode of serious depression since she lost her job a few months ago, but has not been to see her doctor or sought other help. Sophie tells her friend that Julie is drinking alcohol a lot during the day and that there is now hardly any food in the house, as Julie has largely stopped food shopping and has very little money to give Sophie to buy any food. When she has been drinking alcohol, Julie has also been telling Sophie that she wants to kill herself. Sophie tells the friend that she doesn't want to tell anyone else as she is frightened she will be taken into care.

What actions should Cherie take on hearing this conversation? What responsibilities does she have related to safeguarding and the risk of 'significant harm' to any of the individuals concerned?

Word count 750 words
AC 1.1, 1.2, 1.3

Task 2: Case Study

GUIDANCE: Please read the scenario (Scenario 2) below carefully. This scenario will form the basis of a case study, in which you must include the following:

- a. An introduction which focuses on the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding and how the example provided in the scenario may give cause for concern.
- b. A discussion of the ways in which an individual's health, well-being and development can be damaged by an abusive situation and how this could relate to the scenario provided.
- c. An analysis of how national and local guidelines, policies and procedures for safeguarding affect day to day work with children, young people and/or vulnerable adults.
- d. An explanation of what is meant by partnership working in the context of safeguarding.

Scenario 2:

Adam is a manager in an early years setting – a day nursery for babies and children from 0 to 5 years. Sam is a 2-year-old boy who started at the nursery less than two weeks ago and is dropped off and picked up daily by his mother, Rose, who is the manager of a local hotel. The family moved to the area very recently because of Rose's work.

Since Sam arrived at the nursery, Adam has noticed that the little boy is very quiet. At first, Adam thought this was shyness due to the new environment, but in his second week, Sam has taken to sitting in a corner of the room after withdrawing from play situations and interaction with other children and adults more than once. When Sam did engage in play briefly today, Adam witnessed him pushing and hitting another child quite hard before again withdrawing.

As Adam tries to speak with Sam one-to-one, he notices severe, fresh bruising on the child's right arm and around his neck. These do not appear to be a rash of any kind and Sam does not appear otherwise unwell.

Why should Adam be concerned about Sam and what could be the long-term effects of any possible abuse? What actions should Adam take and how should he be guided by safeguarding procedures? How could partnership working be involved in taking Sam's case forward?

Word count 750 words
AC 2.1, 2.2, 3.1, 3.2

Grade Descriptor profile awarded for this assignment	GD1	GD2	GD3	GD4	GD5	GD6	GD7
	✓	✓					✓

Date Handed Out:	Submission Deadline:	Actual Date Submitted:

Extension Request	
Formal Extension Request:	Yes <input type="checkbox"/> No <input type="checkbox"/>
Extension Deadline:	
Tutor/Assessor Signature to Agree Extension:	
Actual Date Submitted:	
Resubmission Deadline	
Resubmission Deadline:	
Date Resubmission Submitted:	
Date Returned to Student:	
Referral Request?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Learner Name:	
Tutor/Assessor:	
Learner Declaration: I declare that all the work submitted for this unit is my own, and that where I have drawn on the work of others, I have referenced this in accordance with the College Policy.	
Learner Signature:	Date:
Please attach the entire assignment brief to work submitted for assessment. Your work cannot be assessed unless you have signed and submitted this form. Electronic signature will suffice.	

Assessment Information

Access to HE Diploma Title	Nursing and Midwifery
Assignment Title	Safeguarding Children, Young People and/or Vulnerable Adults
Assessment Criteria	
1.1	Explain the concept of safeguarding children, young people and vulnerable adults.
1.2	Explain duties of a specific professional role related to safeguarding children, young people and/or adults.
1.3	Explain 'significant harm' in the context of safeguarding.
2.1	Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding.
2.2	Discuss ways in which an individual's health, wellbeing and development can be damaged by an abusive situation.
3.1	Analyse how national and local guidelines, policies and procedures for safeguarding, affect day to day work with children, young people and/or vulnerable adults.
3.2	Explain what is meant by partnership working in the context of safeguarding.

Grade Descriptors –

This assignment is graded using elements from the grade descriptors below

If you achieve **all** assessment criteria listed above at Level 3, you will be awarded a **Pass**. To gain a Merit or Distinction, your work must match the performance described in the following grade descriptors.

Grade Descriptor	To achieve a Merit:	To achieve a Distinction:
GD1 Understanding the Subject	To achieve a Merit: The learner, learner's work or performance: a. demonstrates a very good grasp of the relevant knowledge base.	To achieve a Distinction: The learner, learner's work or performance: a. demonstrates an excellent grasp of the relevant knowledge base.
GD2 Application of Knowledge	To achieve a Merit: The learner, learner's work or performance: a. makes use of relevant <ul style="list-style-type: none"> • facts • models • concepts with either b. breadth or depth that goes beyond the minimum required to Pass.	To achieve a Distinction: The learner, learner's work or performance: a. makes use of relevant <ul style="list-style-type: none"> • facts • models • concepts with both b. breadth and depth

<p>GD7</p> <p>Quality</p>	<p>To achieve a Merit:</p> <p>The learner, learner’s work or performance:</p> <p>a. is structured in a way that is generally logical and fluent</p> <p>c. taken as a whole, demonstrates a very good response to the demands of the brief/assignment.</p>	<p>To achieve a Distinction:</p> <p>The learner, learner’s work or performance:</p> <p>a. is structured in a way that is consistently logical and fluent</p> <p>c. taken as a whole, demonstrates an excellent response to the demands of the brief/assignment.</p>
<p>Additional Guidance</p>		
<p>To achieve a Merit:</p>		<p>To achieve a Distinction:</p>
<p>Your work should show a very good grasp of safeguarding responsibilities, policies, procedures and legislation, making use of relevant facts, concepts and models related to safeguarding, ‘significant risk’ and potential damage and harm to individuals, with either breadth or depth that goes beyond the minimum requires to achieve a Pass.</p> <p>Your work should also be well-structured and fluent and show a very good response to the tasks set.</p>		<p>Your work should show an excellent grasp of safeguarding responsibilities, policies, procedures and legislation, making use of relevant facts, concepts and models related to safeguarding, ‘significant risk’ and potential damage and harm to individuals, with both breadth and depth that goes beyond the minimum requires to achieve a Pass.</p> <p>Your work should also be well-structured and fluent throughout and show an excellent response to the tasks set.</p>

Assignment Feedback and Grading

Access to HE Diploma Title	Nursing and Midwifery
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Date Handed Out:	Submission Deadline:	Tutor/Assessor:

Internally Moderated:	Yes <input type="checkbox"/> No <input type="checkbox"/>	Moderation Date:	
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Submission Feedback (referring to Assessment Criteria achievement):

Guidance:

Where all ACs are NOT met:

In this situation, provide **only feedback which identifies which ACs are incomplete and what the student must produce in order to address the missing AC evidence**. Do not make any summative comment, suggest any corrections or provide developmental feedback at this stage

Where all ACs are met:

Ensure that annotation appears on the student's work to show IV/EV where this evidence is found. Confirm achievement of all ACs in the boxes below.

Assessment Criteria Achieved				
LOs	ACs Covered	Achieved	Resubmitted	Referral
LO1	AC 1.1			
LO1	AC 1.2			
LO1	AC 1.3			
LO2	AC 2.1			
LO2	AC 2.2			
LO3	AC 3.1			
LO3	AC 3.2			

Comments

Resubmission Feedback (where appropriate)

Guidance:

Complete this section to evidence that the ACs which were missing from above have now been completed. Ensure that BOTH original and resubmission work is included on the portfolio as evidence.

Resubmission Comments

Referral Feedback (where appropriate)

Guidance:

Follow the formal referral process with the approval of the Centre Moderator. Complete this section to evidence that the ACs which were incomplete, as detailed above, have now been completed. Ensure that all original, resubmission & referral work is included on the portfolio as evidence. IV this assignment to confirm that the student has met all the ACs. Pass grade only for referred work.

Referral Comments

Guidance:

Complete this section to evidence how the element from the GD has been met.

Ensure that 'very good' and 'excellent' correspond to the actual work quality and match the appropriate grade descriptor.

Grade Descriptor	Grade Awarded	Comment
GD1 Understanding the Subject		
GD2 Application of Knowledge		
GD7 Quality		

Learner Feedback

Reflect on your academic progress. Critical reflection is a well-established means by which all students, at all levels of study, are encouraged to think about their own progress and development, acknowledging where progress has been made and identifying areas for further improvement and development.

How would you score your approach to this assignment?

**1- Significant Strength 2 – Strength 3 – Competent 4- Development Needed
5 -Significant Development Needed**

Time set aside for study	①	②	③	④	⑤
Organisation of your research	①	②	③	④	⑤
Satisfaction with the submission	①	②	③	④	⑤
Meeting the hand in deadline	①	②	③	④	⑤

What gaps did you identify in your knowledge in completing this assignment? What did you do about this?

Which skills did you find most challenging? What could you do to improve these skills?

What would you do differently next time?

What would you change in this assignment to make it clearer for you to complete successfully?

Learner Signature:

Date: