



**Level 2 Award in Understanding the Safeguarding and
Wellbeing of Children and Young People**

Qualification Specification

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Introduction

This qualification, developed by subject experts, is aimed at frontline workers in Police, Health and Social Care, Social Work, Education, Community Work settings, etc. to give them a greater awareness of being able to provide appropriate care and welfare and to identify issues of concern.

The awarding body for this qualification is ProQual Awarding Body and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual). The specification for the qualification has been approved by the Qualifications Wales for use by centres in Wales and by the Council for the Curriculum Examinations and Assessment (CCEA) for use by centres in Northern Ireland.

This qualification has been accredited onto the Regulated Qualifications Framework (RQF), and provides a progression route to discipline related qualifications.

Qualification Profile

Qualification title	ProQual Level 2 Award in Understanding the Safeguarding and Wellbeing of Children and Young People
Ofqual qualification number	600/6795/0
Level	Level 2
Guided learning hours	50
Total qualification time	70 hours
Assessment	Pass or fail Internally assessed and verified by centre staff External quality assurance by ProQual verifiers
Qualification start date	1 October 2012
Qualification end date	

Entry Requirements

There are no formal entry requirements for this qualification.

Centres should carry out an **initial assessment** of candidate skills and knowledge to identify any gaps and help plan the assessment.

Qualification Structure

Candidates must complete all of the Mandatory units.

Mandatory Units		
Unit Reference Number	Unit Title	Unit Level
Y/501/9799	Introduction to Safeguarding Children	2
K/601/3323	Safeguarding the Welfare of Children and Young People	2
J/504/3211	Understanding the main organisations/agencies who share a responsibility for the safeguarding of children and young people	2

Recognition of Prior Learning

Candidates may request credit for non-certificated skills, knowledge or understanding that they already possess, to avoid repetition. This is called '**recognition of prior learning**' and is the process to follow if learners can demonstrate they meet the assessment criteria of that particular unit.

Centre Requirements

Centres must be approved to offer this qualification. If your centre is not approved please complete and submit form **ProQual Additional Qualification Approval Application**.

Staff

Due to the nature and content of this qualification it is imperative that it is assessed by occupationally competent assessors who are currently working in the environment.

Assessors/Internal Quality Assurance

For each competence-based unit centres must be able to provide at least one assessor and one internal verifier who are suitably qualified for the specific occupational area. Assessors and internal verifiers for competence-based units or qualifications will normally need to hold appropriate assessor or verifier qualifications, such as:

- Award in Assessing Competence in the Work Environment
- Award in Assessing Vocationally Related Achievement
- Certificate in Assessing Vocational Achievement
- Award in the Internal Quality Assurance of Assessment Processes and Practices
- Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practices

Support for Candidates

Materials produced by centres to support candidates should:

- enable them to track their achievements as they progress through the learning outcomes and assessment criteria;
- provide information on where ProQual's policies and procedures can be viewed;
- provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence

Assessment

Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification.

This qualification must be internally assessed by an appropriately experienced and qualified assessor.

Assessors must:

- be occupationally competent
- be able to provide evidence of their recent experience in the sector
- hold an assessor qualification
- demonstrate a commitment to continuing professional development

Each candidate is required to produce a portfolio of evidence which demonstrates their achievement of all the learning outcomes and assessment criteria for each unit.

Evidence can include: assignments/projects/reports, record of professional discussion, worksheets, workbooks, record of oral and written questioning.

Learning outcomes set out what a candidate is expected to know, understand or be able to do.

Assessment criteria specify the standard a candidate must meet to show the learning outcome has been achieved.

Learning outcomes and assessment criteria can be found from page 7 onwards.

Internal Quality Assurance

An internal quality assurance verifier confirms that assessment decisions made in centres are made by competent and qualified assessors, that they are the result of sound and fair assessment practice and that they are recorded accurately and appropriately.

Adjustments to Assessment

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

Results Enquiries and Appeals

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

Certification

Candidates who achieve the requirements for the qualification will be awarded:

- A certificate listing all units achieved, and
- A certificate giving the full qualification title -

ProQual Level 2 Award in Understanding the Safeguarding and Wellbeing of Children and Young People

Claiming certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the requirements for a qualification. All certificates will be issued to the centre for successful candidates.

Unit certificates

If a candidate does not achieve all of the units required for a qualification, the centre may claim a unit certificate for the candidate which will list all of the units achieved.

Replacement certificates

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement certificates.

Learning Outcomes and Assessment Criteria

Y/501/9799

Introduction to safeguarding children

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the needs and rights of children	1.1 Describe the needs and rights of children. 1.2 Assess activities which will encourage children to protect themselves.
2 Understand the different forms that child abuse can take	2.1 Describe the signs and symptoms of possible abuse. 2.2 Describe the effects abuse can have on children.
3 Understand the importance of responding professionally to a child's disclosure of abuse	3.1 Assess ways to communicate with, respond to and care for abused children. 3.2 Describe three professional issues associated with disclosure.
4 Understand the safeguards an organisation must have in place to protect and promote the welfare of children	4.1 Describe an organisation's duty of care towards the children with whom they have contact. 4.2 Assess actions that an organisation should take where there are concerns about children's welfare. 4.3 Describe the measures an organisation needs to have in place to ensure that the risks of harm to children's welfare are minimised. 4.4 Describe the key features of child protection policies and procedures.
5 Understand the importance of confidentiality and information sharing in relation to child protection	5.1 Explain the importance of developing procedures for confidentiality and information sharing that has the protection of the child as the key consideration. 5.2 Identify the key features of a procedure for confidentiality and information sharing.
6 Understand ways in which workers and organisations can protect themselves and work safely with children	6.1 Give examples of positive behaviours workers should employ when working with children. 6.2 Give examples of negative personal behaviours workers should avoid when working with children. 6.3 Explain the importance of developing a policy to protect workers. 6.4 Describe the key features to include in a policy to protect workers.

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Due to the nature and content of this qualification it is imperative that it is assessed by occupationally competent assessors who have recent relevant experience in this area.

K/601/3323

Safeguarding the welfare of children and young people

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety	1.1 Identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety 1.2 Describe the roles of different agencies involved in safeguarding the welfare of children and young people
2 Know what to do when children or young people are ill or injured, including emergency procedures	2.1 Identify the signs and symptoms of common childhood illnesses 2.2 Describe the actions to take when children or young people are ill or injured 2.3 Identify circumstances when children and young people might require urgent medical attention 2.4 Describe the actions to take in response to emergency situations including: a) fires b) security incidents c) missing children or young people
3 Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied	3.1 Identify the characteristics of different types of child abuse 3.2 Describe the risks and possible consequences for children and young people using the internet, mobile phones and other technologies 3.3 Describe actions to take in response to evidence or concerns that a child or young person has been abused, harmed (including self harm) or bullied, or maybe at risk of harm, abuse or bullying 3.4 Describe the actions to take in response to concerns that a colleague may be: a) failing to comply with safeguarding procedures b) harming, abusing or bullying a child or young person 3.5 Describe the principles and boundaries of confidentiality and when to share information

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Due to the nature and content of this qualification it is imperative that it is assessed by occupationally competent assessors who have recent relevant experience in this area.

J/504/3211

Understanding the main organisations/agencies who share a responsibility for the safeguarding of children and young people

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Identify and understand the roles and/or functions of organisations and agencies coming into contact with children and young people	1.1 Identify organisations and agencies which work/engage with children and young people 1.2 Explain the role and functions of identified organisations and agencies including expectations for frontline staff in protecting children and young people 1.3 Describe how to objectively evaluate the quality of services provided by other organisations and agencies
2 Understand the expectations of other organisations and agencies on their staff and how that relates with their own agency or organisation	2.1 Demonstrate an understanding of the relationship their organisation has with others in enhancing the safeguarding of children and young people 2.2 Demonstrate an understanding of the potential tensions between their organisation and others sharing responsibilities for safeguarding children and young people 2.3 Describe how their organisation effectively communicates with other organisations and agencies with whom it shares responsibilities for safeguarding children and young people 2.4 Explain how their organisation establishes a constructive dialogue and maintains contact with agencies to the benefit of safeguarding children and young people 2.5 Explain how to share information with other organisations while maintaining confidentiality
3 Promote effective relationships with organisations and agencies that work with young people	3.1 Demonstrate how to identify key players, issues and cultures that assist or bar effective relationships with other organisations 3.2 Explain how to use appropriate communication styles with key groups and individuals 3.3 Identify how to build positive relationships based on mutual respect 3.4 Describe how to keep accurate records in line with joint organisational requirements/procedures

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Due to the nature and content of this qualification it is imperative that it is assessed by occupationally competent assessors who have recent relevant experience in this area.



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