

# Qualification Specification

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## QNUK Level 2 Award in Safeguarding and Protecting Children and Young People (RQF)

601/7305/1

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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
Date last updated	17/02/2021
Next review	17/02/2022
Status	Approved
Version	3
Document control number	QS  L2SPCYP

## 4. Qualification Objective

This qualification provides those working with children and young people the knowledge of how to recognise and respond to cases of alleged or suspected abuse. 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 could support a role working with children and young people in a variety of settings.

## 7. Progression

Learners undertaking this qualification may wish to progress into other safeguarding, or child care related qualifications, including the:

- QNUK Level 2 Award in Safeguarding Adults in Health and Social Care (RQF)
- QNUK Level 3 Award in Paediatric First Aid (RQF)

## 8. Recognition of Prior Learning

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

## 9. Qualification Information

Qualification Number (QN)	601/7305/1
Learning Aim	60173051
Total Qualification Time (TQT)	10
Guided Learning Hours (GLH)	6
Credit value	1
Level	2
Validity	It is recommended that this qualification is refreshed every 3 years
Assessment	Invigilated MCQ paper
Achieving the qualification	Learners must achieve the mandatory unit

## 10. Qualification Structure

Unit No.	Unit Title	Level	Credit	GLH
<b>Mandatory units</b>				
D/504/3750	Introduction to Safeguarding and Protecting Children or Young People	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.

## 11. Learner Entry Requirements

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

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.

## 12. 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.

### 12.1. Venue Requirements

The training venue should be suitable for learning and meet all relevant Health and Safety requirements. It is anticipated that this qualification is taken, in part, in the outdoors environment.

### 12.2. Blended Learning

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

### 12.3. Trainer to Learner Ratio

The maximum Trainer to learner ratio for this qualification is 1: 20, however, a preferred maximum of 16 is recommended.

### 12.4. Recommended Resources

For effective teaching and learning it is recommended that a range of stimulus materials should be available, including:

- Posters
- Case studies
- News reports

Materials used should not disadvantage any group and should comply with relevant legislation.

## 13. 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.

## 14. Assessment Requirements

Learners are assessed for this qualification through:

### 14.1. 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 MCQ is included at Appendix 2.

## 15. 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.

## 16. 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.

## 17. 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 Introduction to Safeguarding and Protecting Children or Young People (D/504/3750)

#### Unit Summary

The following details the Learning Outcomes for this qualification and the assessment criteria referred to within the assessment and used to determine if a learner has met a learning outcome

1. The learner will: Understand how to safeguard and protect children, young people and practitioners in the workplace		
Assessment Guidance		Types of Evidence
1.1	Identify key elements of the law on safeguarding children and young people	MCQ
1.2	Describe how practitioners can take steps to protect themselves from allegations and complaints within their everyday practice in a work setting	MCQ
1.3	Identify ways in which concerns about children and young people can be reported	MCQ

2. The learner will: Know how to respond to evidence or concerns that a child or young person has been abused		
Assessment Guidance		Types of Evidence
2.1	Identify the characteristics of different types of child abuse	MCQ
2.2	Describe actions to take in response to evidence that a child or young person has been abused or is at risk of being abused	MCQ
2.3	Describe how to respond to a child or young person who discloses abuse	MCQ
2.4	Identify those people who the information of abuse or suspected abuse may be shared with	MCQ

Rationale for level			
	Level	Emphasis	Comments
Knowledge	2	Strong	
Skills	N/A	N/A	
Overall	2		

Rationale for TUT and credit			
	Hours	Comments	
Guided learning	6	Learners may undertake additional self-directed study prior to the course. Many learners will have informal learning experiences prior to undertaking this qualification.	
Directed study	N/A		
Independent study	4		
Non invigilated assessment	N/A		
TQT:	10	Credit:	1



What needs to be learnt?	
<b>Unit 1 Introduction to Safeguarding and Protecting Children or Young People (D/504/3750)</b>	
<b>1.1</b>	<p>The key elements of the law on safeguarding children and young people including:</p> <p>Key legislation in England and Wales such as:</p> <ul style="list-style-type: none"> <li>• Adoption and Children Act 2002</li> <li>• Borders, Citizenship and Immigration Act 2009</li> <li>• Children Act 2004</li> <li>• Children and Young Persons Act 2008</li> <li>• Criminal Law Act 1967</li> <li>• Data Protection Act 1998</li> <li>• Education Act 2002</li> <li>• Education Act 2011</li> <li>• European Convention on Human Rights</li> <li>• Female Genital Mutilation Act 2003</li> <li>• Protection of Freedoms Act 2012</li> <li>• Safeguarding Vulnerable Groups Act 2006</li> <li>• Sexual Offences Act 2003</li> </ul> <p>Key legislation in Northern Ireland such as:</p> <ul style="list-style-type: none"> <li>• Criminal Law Act (Northern Ireland) 1967</li> <li>• Criminal Justice (Northern Ireland) Order 2008</li> <li>• The Children (Northern Ireland) Order 1995</li> <li>• Safeguarding Board Act (Northern Ireland) 2011</li> <li>• Safeguarding Vulnerable Groups (Northern Ireland) Order 2007</li> <li>• Sex Offenders Act 1997</li> </ul> <p>Key legislation in Scotland such as:</p> <ul style="list-style-type: none"> <li>• Children (Scotland) Act 1995</li> <li>• Protection of Children (Scotland) Act 2003</li> <li>• Protection of Children and Prevention of Sexual Offences (Scotland) Act 2005</li> <li>• Protection of Vulnerable Groups (Scotland) Act 2007</li> <li>• Sexual Offences (Scotland) Act 2009</li> </ul>
<b>1.2</b>	<p>How practitioners can take steps to protect themselves from allegations and complaints within their everyday practice in a work setting. Including:</p> <ul style="list-style-type: none"> <li>• dress and act professionally</li> <li>• consider language used</li> <li>• be professional at work and outside</li> <li>• avoid accepting friend requests on social media sites</li> <li>• do not give out personal contact details</li> <li>• do not socialise either on- or offline with children and/or their parents</li> <li>• do not offer lifts home</li> <li>• do not invite children home with you, unless this is a part of your professional role</li> <li>• ensure appropriate written communication</li> <li>• risk assess the need to work one-to-one with a young person and ensure other adults are aware of this work</li> <li>• only use appropriate physical contact, where contact is needed.</li> </ul>

<b>1.3</b>	The ways in which concerns about children and young people can be reported and should note the importance of reporting concerns; reporting to the police; the NSPCC; the local safeguarding children board; staff in Early Years settings may report their concerns to the designated Safeguarding Officer.
<b>2.1</b>	The characteristics of different types of child abuse including physical; emotional; neglect; sexual.
<b>2.2</b>	The actions to take in response to evidence that a child or young person has been abused or is at risk of being abused including where possible the child can disclose to the designated Safeguarding Officer; if the child is disclosing to others they should follow the principles outlined in AC2.3; concerns should be escalated as appropriate.
<b>2.3</b>	How to respond to a child or young person who discloses abuse including following the principles of receive, reassure, react, record, remember; do not use leading questions; do not make false promises; spend more time listening than talking.
<b>2.4</b>	The people who the information of abuse or suspected abuse may be shared with including the Police child protection unit; local Children’s Safeguarding Board; NSPCC.

## Appendix 2: Specimen Assessment Material

- 1** Information related to a suspected case of abuse in a nursery should be available to be shared with:
- A** the Local Authority Safeguarding Board
  - B** a neighbour of the victim
  - C** any Registered Health Care professional
  - D** all the staff at the setting
- 2** A male PE teacher feels that his female pupil may have a childhood crush on him. What should he do?
- A** Ignore the situation
  - B** Highlight to the whole class the situation and explain that it is unacceptable
  - C** Report the concern
  - D** Meet with the pupil on a one-to-one basis to discuss her feelings
- 3** A child that is suspected of being neglected at home is most likely to show which of the following signs?
- A** Unwashed clothing and poor personal hygiene
  - B** Bruising around the wrists
  - C** Inappropriate touching of others
  - D** A history of unexplained injuries