



QUALIFI Level 2 Award in Safeguarding (General Public) (ASG2SFG2017)

Award Specification

March 2017

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- We value and practise equality of opportunity, transparency and tolerance
- We strive for excellence in all we do: locally regionally, nationally and internationally
- We work in partnership with business, the community and other educators
- We encourage and promote research innovation and creativity

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This represents a clear statement of Qualifi Ltd and its partners' intentions to deliver agreed standards for a range of academic and administrative services. It spells out what is expected of you as a student and the contribution that can be made to gain the most benefit from your study time through our courses.

You will get the best out of your study time with Qualifi if you are committed to:

- Preparing for classes and attending punctually
- Completing your work to the best of your ability and submitting it on time
- Not committing plagiarism
- Keeping up to date with course information through email or other channels
- Using the feedback, you are given to improve subsequent work
- Making appropriate use of teaching staff's time
- Taking responsibility for your personal development planning and skills development
- Treating staff, fellow learners and neighbours in the local community with respect at all times

We aim to:

- Start and end all classes on time
- Give you one week's notice of changes to your classes
- Give you feedback on assessed work within 15 working days
- Give you clear, legible and informative feedback on your work
- Be available for timed appointments
- Treat you with respect at all times
- Support you in your preparation for the work place

Supporting Diversity

Qualifi Ltd and its partners recognise and value individual difference and have a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age.

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Award Specification

Award Aims

This award aims to provide learners with an understanding of Safeguarding in the UK today; exploring its meaning, implications, associated terms, and legal context in the UK workplace and volunteer settings today. It also seeks to explore the ways that abuse (physical, emotional, sexual and neglect) can manifest themselves, and when to report an incident or allegation, what to report and how to report it. This unit follows latest legal and governmental guidance, and is appropriate for anyone working (paid or voluntary) with members of the public including children, young people, vulnerable adults and older people.

Award Details

QUALIFI Level 2 Award in Safeguarding (General Public)

Accredited Endorsed Level 2 award accredited by QUALIFI

QUALIFI is a UK Awarding Organisation regulated by OFQUAL

Award Reference	ASG2SFG2017
Award Type	Endorsed Award with equivalence at QCF Level 2
QAN	n/a
Guided Learning Hours	6-8 hours
Level	2
Credit value	1
Assessment	Multiple choice examination (online)
Delivery	Video and text online with tutor support
Launched (review)	2016 (2019)

Award Overview

This Level 2 award is designed to address an identified and growing requirement in the UK for people in paid and volunteer roles to develop a practical and practicable understanding of Safeguarding for members of the public of all age groups in their care. This includes both professional (paid) and volunteer roles such as community projects, events, charities, faith groups, and activity/sports groups or clubs.

Significant changes in attitudes towards safeguarding, in particular the protection of children, young people, vulnerable adults and older people as well as identified failures within policies and procedures, have raised the profile of this issue and highlighted a lack of understanding, training and basic policies and procedures within many organisations. This unit seeks to directly address this deficit through raising awareness, exploring a variety of response scenarios, and providing basic proforma materials in order for an organisation to develop a basic practical policy and reporting procedure.

This award initially explores the meaning of Safeguarding, what legal basis there is and who it seeks to protect, how to identify potential abuse, how to respond and how and what to record following an incident or allegation (indirect or direct disclosure). Finally, it seeks to embed this understanding by exploring a range of scenarios inviting the learner to make decisions on how they would act and considering the consequences of their responses.

Entry Requirements

There are no prerequisites for this award. It is advised that learners have a minimum of Level 1 in English and Maths or equivalent (advisory minimum of Level 2 in English).

Award Structure

This award is made up of one mandatory unit. Candidates must successfully complete the assessment for the unit via online multi-choice examination to achieve the award. The award can be gained as a free standing unit qualification or as part of a wider programme of learning.

Assessment Guidance

This award is assessed via a 30 question multiple-choice examination, tested online and with a guide completion time of 1 hour. Successful candidates must answer a minimum of 25 questions out of 30 correctly (83%). Following assessment, the assessment result will be provided to the candidate, and certificates for those who are successful are generated and provided electronically.

Age Range

This award is provided for delivery to learners aged 16+ yrs.

Delivery Information

All learning, tutor support and examination activity is carried out online. There is no fee for additional examination entry, however unsuccessful candidates are encouraged to contact the course tutor for support and advice. Please contact delivery partner The Safer Food Group (East GB Ltd) 0800 612 6784 info@thesaferfoodgroup.com for more information.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
1. Understand the importance of safeguarding and protecting children, vulnerable adults and older people and be able to recognise signs and symptoms of abuse.	1.1 Be familiar with the legislative and procedural framework for safeguarding and protecting children, vulnerable adults and the elderly and be aware of the historical and social context of these policies 1.2 Be able to recognise the signs and symptoms of the 4 Types of Abuse 1.3 Understand key terms and definitions relating to safeguarding protecting children, vulnerable adults older people
2. Be aware of appropriate ways to respond to direct disclosures or concerns raised about the health and well-being of children, vulnerable adults and older people.	2.1 Understand best practice approaches to listening to those reporting an incident or potential incident. 2.2 Be aware of the actions to take following a disclosure of abuse.
3. Understand the key steps to take in reporting suspected and/or alleged safeguarding and child protection issues.	3.1 Be able to describe the procedures practitioners must take to report any alleged instances of abuse. 3.2 Be aware of other people with whom information of suspected and/or alleged abuse may be shared with and those who it must be shared with.
4. Be aware of the way in which suspected and/or alleged safeguarding and child protection concerns must be reported.	4.1 Understand the importance of a full and clear document of events 4.2 Know which information to include in a reporting document 4.3 Understand the chain of escalation of information and the importance of placing the needs of the person who is experiencing, has experienced or is at risk of experiencing abuse at the centre of this.

Programme Syllabus

A. Defining Safeguarding

Candidates should understand the meaning and context of Safeguarding and the protection of members of the public including children, vulnerable adults and older people, and within a range of settings. They should be able to define important terms, understand the historical and social perspective relating to the protection and well-being of children and young people and the visibility and classification of vulnerable adults and older people, and be able to explain the critical role those who work with children and young people play in ensuring their safety and well-being. They should be able to:

- I. Define the terms 'Safeguarding' and 'abuse' in the context of a range of settings
- II. Define the terms 'disclosure', 'direct disclosure' and 'incident' in the context of safeguarding
- III. Explain what constitutes a safe environment for a range of age groups and associated environments
- IV. Describe the historical and social perspective causing the need for legislation in relation to the protection of vulnerable persons and the need for safeguarding training, policies and procedures
- V. Identify the key laws, policies and procedures governing practice and procedure in relation to vulnerable people of all age groups

B. Recognising signs of abuse

Candidates should understand the concept of cognitive and emotional development and be able to outline the development path and indicators of healthy progress and maintenance plus the signs and symptoms of the aging process. Candidates should be able to define how abuse is classified and how to recognise the signs and symptoms relating to a range of types of abuse, along with an understanding of wider causes of harm and potential harm to vulnerable people of all age groups. They should be able to:

- I. Briefly explain the importance and significance of appropriate healthy development, maintenance and the natural aging process
- II. Demonstrate an awareness of indicators of physical, emotional and sexual abuse
- III. Demonstrate an understanding of 'neglect', and be able to identify indicators of neglect
- IV. Demonstrate an understanding the term 'online grooming' and identify indicators
- V. Demonstrate an understanding of the term 'bullying' and identify indicators

C. Responding to Concerns

Candidates should understand how best to respond to persons (either victim of alleged abuse or third party) making a disclosure of abuse, and how to deal with any implied or explicit concerns raised from a range of sources. They should be able to:

- I. Explain the importance of listening to the person;
- II. Identify appropriate responses to disclosures and/or allegations of abuse

- III. Explain the critical importance of placing the victim's needs at the centre of the concern and action
- IV. Identify strategies that can help practitioners dealing with abuse cope with distressing situations

D. Recording information

Candidates should understand the importance of full, frank and accurate recording of information which may be used as evidence including practical considerations in the workplace (reporting form/procedure) in order to give a true reflection of the situation. They should be able to:

- I. Explain the importance of recording information as early as possible
- II. Explain the importance of using the words you have heard in reporting
- III. Identify key information points that must be captured on a reporting form

E. Reporting Information

Candidates should understand the process of completing an incident or report recording form, taking into account all key learning points to complete this task in the most thorough and appropriate way and without the pressure of a 'face-to-face' first hand disclosure. Candidates should also understand the stages in the chain of escalation in relation to safeguarding within the setting, as well as demonstrate an awareness of potential outcomes following reporting a concern. They should be able to:

- I. Identify appropriate record entries in the completion of an incident recording form
- II. Understand the importance of a thorough and timely completion of an incident form
- III. Identify who an incident should be reported to and who should receive the completed incident form
- IV. Explain the legal and professional duty to report and act upon a disclosure or incident
- V. Explain the importance of confidentiality in an appropriate response to an incident/disclosure

F. Practical Considerations

Candidates should understand how to practically interpret and apply an example organisational safeguarding policy and procedure to deal with an incident. They should be able to demonstrate appropriate responses to a range of scenarios covering a range of age groups and settings.

They should be able to:

- VI. Understand the scope and purpose of an example organisational safeguarding policy
- VII. Demonstrate appropriate responses to a range of incidents, scenarios and vulnerable groups

Further professional development and training

Qualifi supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

You can request customised training through your registered centre in the first instance. If you need to contact Qualifi directly:

Our customer service number: +44 (0) 161 818 9904
or delivery partner

The Safer Food Group Tel **0800 612 6784** info@thesaferfoodgroup.com