



QA Level 2 Award in  
**Safeguarding and  
Protecting Children,  
Young People and  
Adults at Risk (RQF)**

Qualification Specification

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## Key qualification information

Qualification Accreditation Number (QAN)	601/8801/7
Operational start date	01/05/2016
Guided learning hours (GLH):	4
Total Qualification Time (TQT):	5
Number of units:	1 mandatory unit
Assessment methods:	<ul style="list-style-type: none"> <li>Theory assessment/multiple choice question paper:</li> <li>1 x 20 question paper minimum score 14</li> </ul>

## Qualsafe Awards

Not only is Qualsafe Awards (QA) one of the largest Awarding Organisations (AO) in the UK, we are also the biggest AO for First Aid qualifications, making us an extremely trusted and recognisable name that employers look for when selecting a training provider.

We are recognised and regulated by the Office of Qualifications and Examinations Regulation (Ofqual), Qualifications Wales and the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA). This means we can offer Centres an extensive range of qualification suites including First Aid; Prehospital Care; Health and Safety; Food Safety; Fire Safety; Education and Training; Manual Handling; and Health and Social Care.

With a specialist team of subject matter experts on hand to support our Centres, including A&E Consultants, doctors, paramedics, nurses, physiotherapists and specialists in the other sectors, you can be confident that you are truly working with the industry experts.

## Qualification overview

This qualification forms part of the QA Health and Social Care suite of qualifications. The qualification and learning outcomes are based on the recommendations of:

- National Health Service (NHS) protect guidelines
- National and local safeguarding policies
- Children Act 2004
- HM Government Prevent Strategy

This qualification should give Learners the knowledge and understanding to safeguard and protect children, young people and adults at risk of harm and abuse in the workplace as well as how to recognise the signs and symptoms and respond to evidence or concerns a child, young person or adult at risk has been abused.

This qualification specification provides information for Centres about the delivery of the QA Level 2 Award in Safeguarding and Protecting Children, Young People and Adults at Risk (RQF) and includes the unit information, assessment methods and quality assurance arrangement.

### Objective

The objective of the qualification is to develop Learner's understanding of their role and responsibilities, in line with current guidelines, when safeguarding and protecting children, young people and adults at risk.

### Purpose

The purpose of this qualification is updating and continuing professional development (CPD) of knowledge of safeguarding.

### Intended audience

This qualification is for people who are working with children, young people and adults at risk. This includes those in voluntary or unpaid positions. In particular it has been designed for people who have a responsibility for safeguarding and protecting in environments such as the NHS, education and healthcare providers and social services.

## Structure

This qualification contains 1 mandatory unit with a Total Qualification Time (TQT) of 5 hours. Full details of this unit are in *Appendix 1*.

Learners must complete all assessments in the unit successfully within the registration period to achieve the qualification. The maximum period to achieve this qualification, including any referrals is 4 weeks.

TQT is the total number of hours required for a Learner to achieve this qualification. It has 2 elements:

- Guided Learning Hours (GLH) is the time a Learner is being taught and assessed under the immediate guidance of a Trainer/Assessor, which for this qualification is 4 GLH (minimum), and
- The number of hours a Learner will reasonably be likely to spend in preparation and study, including assessment, as directed by, but not under the immediate guidance or supervision of a Trainer, e.g. pre-course reading, which for this qualification is 1 hour.

## Relationship with other related qualifications

The QA Level 2 Award in Safeguarding and Protecting Children, Young People and Adults at Risk (RQF) can be transferred to other qualifications under Recognition of Prior Learning (RPL) providing it is achieved within its registration period.

## Recognition of Prior Learning

RPL is not allowed for this qualification.

## Entry requirements

Learners must be at least 16 years old on the first day of the training.

There are no other formal entry requirements but to benefit from the learning we advise that Learners have a minimum of Level 1 in literacy.

## Progression

The QA Level 2 Award in Safeguarding and Protecting Children, Young People and Adults at Risk (RQF) qualification may be used towards other qualifications at the same and higher levels, plus aid career progression in a relevant profession.

## Requalification requirements

We recommend you refresh your training every 3 years.

# Qualification approval requirements

Quasafe Awards requires the Centre:

- To have appropriate policies, systems and procedures in place
- To appoint suitable individuals from their personnel team to train, assess and quality assure their QA qualifications
- To have suitable and adequate venues, equipment and learning resources



# QA Level 2 Award in Safeguarding and Protecting Children, Young People and Adults at Risk (RQF)



In order to secure and maintain approval from QA, Centres need a minimum staffing requirement for each qualification suite they deliver, which for this qualification is:

<b>One Trainer/Assessor</b>	Responsible for the delivery and assessment of qualifications
<b>One Internal Quality Assurer</b>	Responsible for quality assuring the delivery, assessment and awarding of this qualification

Quallsafe Awards requires the Centre staff to read and understand QA's key policies and procedures, and to abide by their contents.

## Trainer

All Trainers should have the skills, knowledge and experience to be able to teach and demonstrate the subject. Each Trainer must be approved by Quallsafe Awards and provide evidence of:

1. A relevant vocational qualification (see *Vocational qualifications* table )
2. A formal teaching/training qualification (see *Teaching qualifications* table)

Vocational qualifications	
Ofqual Regulated Level 3 or higher Safeguarding qualification	Advanced safeguarding training
Level 3 Certificate or Diploma in a related subject, which must have an element of safeguarding, such as: <ul style="list-style-type: none"> <li>• Health and Social Care</li> <li>• Childcare</li> <li>• Playwork</li> </ul>	Verifiable experience as a safeguarding Officer (a statement of relevant experience in a safeguarding role or a reference may be required)
Registered Social worker, Nurse, Paramedic or Doctor with up to date safeguarding CPD	

Teaching qualifications	
B.Ed, M.Ed	City and Guilds Teacher's Certificate or equivalent
PGCE, PCET, Cert Ed	Ofqual Regulated Level 3 Award and Level 4 Certificate in Education and Training
NVQ Level 3 in Learning and Development	PTTLS, CTTLS, DTTLs
NVQ Level 4 in Learning and Development	Further Education Teacher's Certificate

(If relevant qualifications or experience do not appear on this list, please provide us with details as these alternatives could be acceptable).

Trainers are expected to keep up to date with the subject area and provide evidence of continuing professional development (CPD).

## Assessors

There is no requirement for a separate Assessor when delivering this qualification. Once Trainers have been approved to deliver the qualification, they can assess Learners.

It is best practice for Trainers to hold a formal (regulated) assessing qualification or attend relevant Assessor CPD training with an Awarding Organisation (AO). However, as a minimum, Trainers must follow the principles outlined in the current *National Occupational Standards for Learning and Development: Standard 9 – Assess learner achievement*. Centres must be able to prove this.



### Internal Quality Assurers

All Internal Quality Assurers (IQAs) should have the skills, knowledge and experience to be able to carry out quality assurance activities. Each IQA must be approved by Qualsafe Awards and provide evidence of:

1. A relevant vocational qualification (see Vocational qualifications table above)
2. Holding (or be working towards) a formal IQA qualification or have attended QA approved IQA training relevant to this qualification (see IQA qualifications table)

IQA qualifications	
Level 4 Award In Understanding the Internal Quality Assurance of Assessment Processes and Practice	Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice	Conduct the Internal Verification Process SCQF Level 8 (SQA Unit)
V1 Conduct Internal Quality Assurance of the Assessment Process or D34 Internally Verify the Assessment Process	Regulated Qualifications based on the Learning and Development NOS 11 Internally Monitor and Maintain the Quality of Assessment
IQA Training based on the Learning and Development NOS 11 Internally Monitor and Maintain the Quality of Assessment e.g. QA Internal Quality Assurance CPD Training day	L&D Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment SCQF Level 8 (SQA Accredited)

As a minimum Centre staff who hold a formal assessing qualification and are committed to following the principles outlined in the current *National Occupational Standards for Learning and Development: Standard 11 – Internally monitor and maintain the quality of assessment* (Centres must be able to prove this through, for example, IQA experience) will be considered

(If relevant qualifications or experience do not appear on this list, please provide us with details as these alternatives could be acceptable).

IQAs are expected to keep up to date with the subject area and provide evidence of continuing professional development (CPD).

### Venue and equipment

Quality training involves using premises conducive to learning and it is a Centre’s responsibility to make sure all venues used for training and assessment purposes are suitable and adequate – whether these are hired or in-house training rooms. They must also comply with all current legislation.

In addition, it is important to use a wide range of equipment and learning resources to support delivery.

As a minimum, Centres must make sure their venues, equipment and other resources include:

Area:	Requirements:
<b>Training venue</b>	The training venue must meet acceptable health and safety standards and be conducive to learning, with sufficient: Size, floor surfaces, seating, writing surfaces, toilet facilities, ventilation, lighting, heating, access, exits, cleanliness, absence of distracting noise. The theory assessment space should allow Learners to sit at least 1 metre apart to prevent collusion.
<b>Audio visual (AV) equipment and training aids</b>	Sufficient AV equipment and training aids to facilitate learning using varying teaching methods.
<b>Learning materials</b>	Provide Learners with clear and accurate reference books/handouts covering the topics included in the qualification.

Note: Learners should sit at least 1 metre apart to prevent collusion during the theory/multiple choice question paper assessment.



## Course/Centre administration

### Registering Learners

Register Learners with Quallsafe Awards in accordance with the guidance in the *QA Centre Handbook*.

### Certification

After a Learner has completed an assessment, unit or qualification, whether they have passed or not, Centres must enter the details and assessment results on the Customer Portal at:

[www.quallsafeawards.org](http://www.quallsafeawards.org)

Centres will be given login details and guidance on using the Customer Portal when they are approved to deliver a QA qualification.

The Learner receives a certificate on achieving this qualification.

The certificate date is the date the Learner achieves the unit.

QA have developed a verification tool that means the validity of every certificate can be verified online. This verification tool can be found on the QA website.

## Delivery and support

### Learner to Trainer ratio

To maintain the quality of training and assessment, make sure the class ratio is no more than 16 Learners to 1 Trainer. The assessment space should allow Learners to sit at least 1 metre apart to prevent collusion during the theory/multiple choice question paper assessment. Never allow more Learners on the course than you can cater for during the assessment.

While this ratio of 16 Learners to 1 Trainer is strongly recommended for the QA Level 2 Award in Safeguarding and Protecting Children, Young People and Adults at Risk (RQF) qualification, Centres may apply to QA to extend this ratio to 24 Learners to 1 Trainer if there are no practical assessments/skills tests. You must demonstrate that:

- Learners will not be disadvantaged
- The Trainer is experienced in this subject area with a low Trainer risk rating
- The venue has sufficient assessment space to allow Learners to sit at least 1 metre apart (to prevent collusion during the multiple choice question paper assessment)

All requests **must be approved** by Quallsafe Awards **before** any increase in Trainer/Learner ratio.

Note: You should never allow more Learners on the course than you can cater for during the assessment.

### Delivery plan

Quallsafe Awards provides Centres with a complimentary course programme and detailed lesson plans, which are carefully designed to meet the objective of this qualification and the needs of Learners, making sure Learners are adequately prepared for the assessments.

Centres not using QA lesson plans, which are created and provided free, must submit their own delivery plan and have it approved by us **before** delivering this qualification. Note: Charges may apply. The delivery plan should:

- Include a course timetable and detailed lesson plans, clearly showing the required subjects and criteria/ learning outcomes are covered and the minimum 4 GLH are met
- Be carefully designed to meet the objective of this qualification and the needs of Learners, making sure Learners are adequately prepared for the assessments
- Be emailed to: [info@quallsafeawards.org](mailto:info@quallsafeawards.org)



## Learning materials

Centres must provide each Learner with suitable reference materials that cover the learning outcomes for this qualification.

## Ongoing support

Quallsafe Awards Centres should provide appropriate levels of support to Learners throughout the qualification. The purpose of the support is to:

- Assess knowledge and competence in relation to learning outcomes and the detailed assessment criteria of the unit within the qualification, see *Appendix 1*
- Give Learners feedback on their progress and how they might be able to improve

Formative assessment methods during the learning process should be used in order to modify teaching and learning activities as appropriate, with the aim of improving Learner attainment.

# Assessment

## Methods

Quallsafe Awards has devised assessment tools to make sure Learners are assessed against the required knowledge, skills and understanding, as detailed in the learning outcomes and assessment criteria shown in the *Appendix 1*. Centres should download all assessment papers from the Customer Portal in advance of the course. For each unit there are:

Quallsafe Awards has devised assessment tools to make sure Learners are assessed against the required knowledge, skills and understanding, as detailed in the learning outcomes and assessment criteria shown in the *Appendix 1*. Centres should download all assessment papers from the Customer Portal in advance of the course. For each unit there is a theory assessment/multiple choice question paper – there is 1 paper for each Learner and Learners should answer all the questions under ‘examination’ conditions, see *QA Multiple Choice Question Paper Guidelines*:

- Maximum time allowed is 35 minutes.
- Minimum mark is 14 out of 20 to be considered for an overall ‘Pass’.

## Access to assessment

Quallsafe Awards is committed to equality when designing the assessments for this qualification. Centres can make sure they do not unfairly exclude the assessment needs of a particular Learner by following the *QA Access to Assessment Policy* to determine whether it is appropriate to make a:

- Reasonable adjustment or
- Special consideration

When a reasonable adjustment is made or requested, e.g. written or theory assessment delivered verbally, Centres must complete a Reasonable Adjustment Form and send it to QA with any relevant supporting evidence. Centres should retain a copy of this form for their own records.

Learners may be eligible for special consideration if they have been affected by adverse circumstances beyond their control. A Special Consideration Request Form should be completed and sent to QA for consideration along with supporting evidence prior to implementation. Centres should retain a copy of this form for their own records.

Note: If you have any suggestions for improvements, please let us know.

Learners should be informed about the Centre’s and QA’s appeals procedures and how they can access these.



## Quality assurance

### Centre internal quality assurance

The Centre is required to sample a reasonable amount of assessments as part of the quality assurance of the qualification. This standardisation of assessment across Learners and Trainers is to make sure there is fairness and consistency in assessment practices. The arrangements for this should be included in the Centre's approved internal quality assurance policy.

Centres must retain all Learner documents and records for a period of 3 years and make sure these are available for review by Qualsafe Awards or our representatives, e.g. External Quality Assurers (EQAs), on request.

### Qualsafe Awards external quality assurance

Qualsafe Awards operates a system of ongoing monitoring, support and feedback for approved Centres across the United Kingdom.

QA employs a risk based model to decide the frequency of EQA visits and each approved Centre will receive at least 1 EQA visit within a 3 year cycle.

Further details of the Qualsafe Awards' external quality assurance programme are available in the *QA Centre Quality Assurance Guidance*.

## Further information

### Contact us

If you have any queries or comments we would be happy to help you, contact us:

Email: [info@qualsafeawards.org](mailto:info@qualsafeawards.org)

Tel: 0845 644 3305

### Useful addresses and websites

- Qualsafe Awards, City View, 3 Wapping Road, Bradford, BD3 0ED  
[www.qualsafeawards.org/home](http://www.qualsafeawards.org/home)
- Office of Qualifications and Examinations Regulation (Ofqual):  
[www.gov.uk/government/organisations/ofqual](http://www.gov.uk/government/organisations/ofqual)
- Scottish Qualifications Authority (SQA) Accreditation:  
<http://accreditation.sqa.org.uk>
- Qualifications Wales:  
[www.qualificationswales.org](http://www.qualificationswales.org)
- Skills for Care and Development:  
[www.skillsforcareanddevelopment.org.uk](http://www.skillsforcareanddevelopment.org.uk)
- National Society for the Prevention of Cruelty to Children (NSPCC):  
[www.nspcc.org.uk](http://www.nspcc.org.uk)
- Safeguarding – GOV.UK:  
[www.gov.uk](http://www.gov.uk)



## Appendix 1 – Qualification Unit

### Qualification unit 1

The QA Level 2 Award in Safeguarding and Protecting Children, Young People and Adults at Risk (RQF) has 1 unit that Learners are required to complete in order to achieve the qualification.

<b>Title:</b>	Safeguarding and Protecting Children, Young People and Adults at Risk	
<b>GLH:</b>	4	
<b>Level:</b>	2	
<b>Learning outcomes The Learner will:</b>	<b>Assessment criteria The Learner can:</b>	<b>Indicative content</b>
<b>1. Understand safeguarding and protection responsibilities</b>	1.1 Define 'safeguarding'	<ul style="list-style-type: none"> <li>• Definition of 'safeguarding'</li> </ul>
	1.2 Differentiate between employee's and employer's responsibilities in relation to safeguarding and protection	<ul style="list-style-type: none"> <li>• Employee's safeguarding and protection responsibilities, e.g. be alert, participate in training, reporting</li> <li>• Employer's safeguarding and protection responsibilities, e.g. policies and procedures, safe recruitment practices, reporting</li> <li>• Duty of care</li> </ul>
	1.3 Identify how staff can protect themselves from allegations and complaints in their everyday working practices	<ul style="list-style-type: none"> <li>• Appropriate behaviours and relationships</li> <li>• Working in an open and transparent way</li> <li>• Referral to supervisor/manager/designated safeguarding lead</li> <li>• Recording</li> </ul>
<b>2. Know legislation, statutory guidance and national policies relevant to safeguarding and protection</b>	2.1 State legislation, statutory guidance and national policies relevant to safeguarding and protection	<ul style="list-style-type: none"> <li>• National policies and guidance, e.g. Working Together to Safeguard Children (2018), Office of the Public Guardian safeguarding policy, Keeping children safe in education</li> <li>• Legislation e.g. Children Act (2004), Protection of Freedoms Act (2012), Care Act (2014)</li> </ul>
	2.2 Identify how legislation, statutory guidance and national policies can assist in safeguarding and protection	<ul style="list-style-type: none"> <li>• National policies, e.g. consistent and uniformed approach</li> <li>• Legislation, all practitioners must fully understand their responsibilities in relation to legislation, regulations and guidance</li> <li>• Government strategies e.g. Prevent</li> <li>• Local guidelines, consistent and uniformed approach</li> <li>• Local authorities, e.g. Safeguarding Adults Board, multi-agency safeguarding</li> </ul>



<b>3. Understand abuse and the indicators of abuse</b>	3.1 Describe different types of abuse	<ul style="list-style-type: none"> <li>• Types of abuse, e.g. sexual, physical, financial</li> </ul>
	3.2 Recognise the signs, symptoms and indicators of different types of abuse	<ul style="list-style-type: none"> <li>• Signs, symptoms and indicators of the different types of abuse, e.g. withdrawal, bruises, unusual behaviour</li> </ul>
	3.3 Identify factors that may make someone more vulnerable to abuse	<ul style="list-style-type: none"> <li>• Increase a person's vulnerability to abuse, e.g. lack of mental capacity, previous history of abuse, social isolation</li> </ul>
	3.4 Select reasons why abuse is not always recognised	<ul style="list-style-type: none"> <li>• Reasons why abuse is not always reported, e.g. physical signs may not be apparent, the abused may be too frightened</li> </ul>
<b>4. Know how to respond to disclosure or suspected abuse</b>	4.1 State procedures for reporting and recording abuse	<ul style="list-style-type: none"> <li>• Follow organisational policies and procedures</li> <li>• Information to report and to who</li> </ul>
	4.2 Identify other people and organisations who might need to know disclosed information	<ul style="list-style-type: none"> <li>• Other people and organisations they may be required to share information with, e.g. safeguarding team, police, social services</li> </ul>
	4.3 Distinguish when disclosed information must be shared with others	<ul style="list-style-type: none"> <li>• When disclosed information must be shared with others, e.g. when actual harm has occurred and the abused required urgent medical attention</li> </ul>
	4.4 Identify what is meant by a person-centred approach to safeguarding and protection	<ul style="list-style-type: none"> <li>• Definition of person-centred approach</li> <li>• Best practices, e.g. working together</li> </ul>

Note: Full and detailed qualification content is available to approved Centres in the form of lesson plans and a training presentation which are provided free of charge.



**[www.qualsafeawards.org](http://www.qualsafeawards.org)**

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