

# L2 Safeguarding and Protecting Children, Young People or Vulnerable Adults

QA Level 2 Award in

Safeguarding and Protecting Children, Young People and Adults at Risk (RQF)

Qualification Specification



## Description

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

## Online resources

Hard copy book sent out, revision materials, copy of presentation, registration and feedback

## Duration

4 hours contact time in the classroom  
5 hours online

## Assessment

Assessment online is via a one to one professional discussion

## Certification

The qualification does not have an expiry date but refresher training and keeping up to date with changes to policies, procedures and new legislation through ongoing CPD is vital.  
By email once assessment is completed successfully online

## Numbers

A maximum of 16 learners can be accommodated on this course in a classroom setting  
A maximum of 8 learners online

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<b>Title:</b>	Safeguarding and Protecting Children, Young People and	
<b>GLH:</b>	4	
<b>Level:</b>	2	
<b>Learning outcomes</b> <i>The Learner will:</i>	<b>Assessment criteria</b> <i>The Learner can:</i>	<b>Indicative content</b>
<b>1. Understand safeguarding and protection responsibilities</b>	<p>1.1 Define 'safeguarding'</p> <p>1.2 Differentiate between employee's and employer's responsibilities in relation to safeguarding and protection</p> <p>1.3 Identify how staff can protect themselves from allegations and complaints in their everyday working practices</p>	<ul style="list-style-type: none"> <li>• Definition of 'safeguarding'</li> <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> <li>• Appropriate behaviours and relationships</li> <li>• Working in an open and transparent way</li> <li>• Referral to supervisor/manager/designated safeguarding lead</li> </ul>
<b>2. Know legislation, statutory guidance and national policies relevant to safeguarding and protection</b>	<p>2.1 State legislation, statutory guidance and national policies relevant to safeguarding and protection</p>	<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</li> </ul>

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2.2 Identify how legislation, statutory guidance and national policies can assist in safeguarding and protection

- National policies, e.g. consistent and uniformed approach
- Legislation, all practitioners must fully understand their responsibilities in relation to legislation, regulations and guidance
- Government strategies e.g. Prevent
- Local guidelines, consistent and uniformed approach
- Local authorities, e.g. Safeguarding Adults Board, multi-agency safeguarding

### 3. Understand abuse and the indicators of abuse

3.1 Describe different types of abuse

- Types of abuse, e.g. sexual, physical, financial

3.2 Recognise the signs, symptoms and indicators of different types of abuse

- Signs, symptoms and indicators of the different types of abuse, e.g. withdrawal, bruises, unusual behaviour

3.3 Identify factors that may make someone more vulnerable to abuse

- Increase a person's vulnerability to abuse, e.g. lack of mental capacity, previous history of abuse, social isolation

3.4 Select reasons why abuse is not always recognised

- Reasons why abuse is not always reported, e.g. physical signs may not be apparent, the abused may be too frightened

### 4. Know how to respond to disclosure or suspected abuse

4.1 State procedures for reporting and recording abuse

- Follow organisational policies and procedures
- Information to report and to who

4.2 Identify other people and organisations who might need to know disclosed information

- Other people and organisations they may be required to share information with, e.g. safeguarding team, police, social services

4.3 Distinguish when disclosed information must be shared with others

- When disclosed information must be shared with others, e.g. when actual harm has occurred and the abused required urgent medical attention

4.4 Identify what is meant by a person-centred approach to safeguarding and protection

- Definition of person-centred approach
- Best practices, e.g. working together