

City & Guilds Level 2 Award in Introduction to Safeguarding Young People from Harm, Abuse and Exploitation (1890-02)

February 2022 Version 1.2

Qualification Handbook

Qualification at a glance

Subject area	Children
City & Guilds number	1890-02
Age group approved	14+
Entry requirements	There are no entry requirements for this qualification
Assessment types	Portfolio of evidence
Approvals	Automatic approval is not available for this qualification
Support materials	Qualification handbook Workbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds number	Accreditation number
City & Guilds Level 2 Award in Introduction to Safeguarding Young People from Harm, Abuse and Exploitation	12	14	1890-02	601/7490/0

Version and date	Change detail	Section
1.0 September 2015		
1.1 August 2017	Adding GLH and TQT details	Qualification at a glance and Introduction
	Removing QCF	Appendix 1
1.2 Feb 2022	Addition of City & Guilds to qual titles	Throughout

Contents

Qualification at a glance	2
<hr/>	
1 Introduction	4
<hr/>	
2 Structure	5
<hr/>	
Total Qualification Time	5
3 Centre requirements	6
<hr/>	
Approval	6
Resource requirements	6
Human resources	6
Trainer/Tutor	6
Assessor requirements	7
Internal quality assurers	7
Continuing professional development	8
Learner entry requirements	8
Age restrictions	8
Data protection and confidentiality	8
Other legal considerations	8
4 Delivering the qualification	9
<hr/>	
Initial assessment and induction	9
Support materials	9
Recording documents	9
5 Assessment	10
<hr/>	
Assessment method	10
Time constraints	10
Recognition of prior learning (RPL)	10
Unit 201 Safeguarding young people from harm, abuse and exploitation	11
<hr/>	

1 Introduction

This centre handbook tells you what you need to do to deliver the qualification:

Area	Description
Who is the qualification for?	This qualification is for learners who wish to develop understanding of safeguarding young people from harm, abuse and exploitation.
What does the qualification cover?	<p>This qualification will support learners to develop the knowledge and understanding of the ways in which young people may be vulnerable to harm, abuse or exploitation in the workplace and/or the learning environment.</p> <p>It will help learners to understand the personal responsibilities required to keep young people safe, the role and responsibilities of different agencies, the legal context of safeguarding and the national guidelines for recognising and reporting situations where young people may be at risk of harm, abuse and exploitation.</p> <p>This qualification will also support wider government initiatives and inspection frameworks.</p>
What opportunities for progression are there?	N/A
Who did we develop the qualification with?	This qualification has been designed in consultation with employers.
Is it part of an apprenticeship framework or initiative?	No.

2 Structure

To achieve the **City & Guilds Level 2 Award in Introduction to Safeguarding Young People from Harm, Abuse and Exploitation** learners must achieve unit 201.

Level 2 Award in Introduction to Safeguarding Young People from Harm, Abuse and Exploitation				
UAN	City & Guilds unit number	Unit Title	Level	GLH
Mandatory				
F/507/7230	201	Safeguarding young people from harm, abuse and exploitation	2	12

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 2 Award in Introduction to Safeguarding Young People from Harm, Abuse and Exploitation	12	14

3 Centre requirements

Approval

Automatic approval is not available for this qualification.

To offer this qualification:

- existing City & Guilds Centres not currently offering qualifications in this area will need to obtain full qualification approval
- new centres will need to gain both centre and/or qualification approval. Please refer to the City & Guilds Centre Manual for further information.

Resource requirements

Centre staffing

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Human resources

To meet the quality assurance criteria for this qualification, the centre must ensure that the following internal roles are undertaken:

- Quality Assurance Coordinator
- Trainer/Tutor
- Assessor (occupationally competent and occupationally knowledgeable)
- Internal Quality Assurer.

Centre staff may undertake more than one role, eg Trainer/Tutor and Assessor or an Internal Quality Assurer, but must never internally quality assure their own assessments.

Trainer/Tutor

Trainers/tutors must be able to demonstrate that they have sufficient knowledge of the issues relating to safeguarding young people from harm, abuse and exploitation. This must include:

- current legislation
- current local and national requirements for recording and reporting concerns
- current national and local initiatives to safeguard young people from harm, abuse and exploitation.

Assessor requirements

Assessors of knowledge based units and knowledge based learning outcomes must:

- be occupationally knowledgeable. This means that each assessor should possess relevant knowledge and understanding to assess units designed to test specific knowledge and understanding **or** units where knowledge and understanding are components of competency. Assessors must also be able to demonstrate that they have sufficient knowledge of the issues relating to safeguarding young people from harm, abuse and exploitation. This must include:
 - current legislation
 - current local and national requirements for recording and reporting concerns
 - current national and local initiatives to safeguard young people from harm, abuse and exploitation
- hold **or** be working towards one of the following qualifications:
 - D32//D33
 - the A1 replacement qualifications such as the City & Guilds 6317:
 - Level 3 Award in Assessing Vocational Competence **or**
 - Level 3 Award in Assessing Vocationally Related Achievement **or**
 - Level 3 Certificate in Assessing Vocational Achievement **or**
 - another suitable qualification in the assessment of knowledge, which must be agreed in advance with the EQA and may include nationally recognised teaching qualifications.

Assessors are reminded that the content of the qualification is sensitive and may distress learners. The centre should have robust systems in place to ensure learners who require advice and guidance relating to personal concerns raised by studying for this qualification are provided with suitable support.

Internal quality assurers

Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those performing the internal quality assurance role must be occupationally knowledgeable and possess the skills necessary to make quality assurance decisions.

Although it is not a requirement to hold a qualification to quality assure this qualification, City & Guilds recommends that it is best practice to hold a quality assurance qualification. These include:

- D34 or V1
- the V1 replacements eg the City & Guilds 6317 such as the:
 - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice **or**
 - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.

If the internal quality assurer does not hold a qualification they must be able to demonstrate evidence of working to their own organisation's QA standards which clearly link to other equivalent standards for Internal Quality Assurance.

Continuing professional development

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and quality assurance and that it takes account of any national or legislative developments.

Learner entry requirements

City & Guilds does not set entry requirements for this qualification.

Centres must ensure that learners have the potential and opportunity to gain the qualification successfully.

Age restrictions

The City & Guilds Level 2 Award in Introduction to Safeguarding Young People from Harm, Abuse and Exploitation is not approved for learners under 14 years of age.

Data protection and confidentiality

Data protection and confidentiality must not be overlooked when planning the delivery of this qualification. Centres offering these qualifications may need to provide City & Guilds with personal data for staff and learners. Guidance on data protection and the obligations of City & Guilds and centres are explained in *Centre Manual - Supporting Customer Excellence*.

Other legal considerations

Learners may be legally required to undergo criminal record checks prior to taking up or continuing in employment. Centres and employers will need to liaise closely with one another to ensure that any requirements for the particular area of work are fully met. As the requirements vary between work contexts, checks should be made with the appropriate regulatory body and/or government departments if centres or employers are uncertain of these requirements. These are usually the responsibility of the employer. The appropriate service regulator identifies any 'fit person' criteria, not the Awarding Body.

4 Delivering the qualification

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs
- support and guidance they may need when working towards their qualification
- any units they have already completed, or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract, a personalised learning plan or a similar document.

Support materials

The following resources are available for this qualification:

Description	Availability
Workbook	Available for every registered learner

Recording documents

City and Guilds has developed a workbook that learners and centres may wish to use for recording evidence. This document is available to centres free of charge for all registered learners.

5 Assessment

Assessment method

The mandatory unit (201) in the **City & Guilds Level 2 Award in Introduction to Safeguarding Young People from Harm, Abuse and Exploitation** is assessed by portfolio of evidence.

City & Guilds has produced a workbook which may be used to record the evidence. Please see the document for details and requirements.

Where the workbook is not used, centres are required to devise their own assessment which must be approved by the External Quality Assurer.

Time constraints

The following must be applied to the assessment of this qualification:

- centre staff should guide candidates to ensure excessive evidence gathering is avoided. Centres finding that the assessment is taking longer should contact their External Quality Assurer for guidance
- the unit undertaken and related requirements must be completed and assessed within the candidate's period of registration. Centres should advise candidates of any internal timescales for the completion of assessment.

Recognition of prior learning (RPL)

The City & Guilds policy on RPL can be found at: <http://www.cityandguilds.com/Provide-Training/Centre-Support/Centre-Document-Library/Policies-and-Procedures/Quality-Assurance-Documents>.

Unit 201

Safeguarding young people from harm, abuse and exploitation

UAN:	F/507/7230
Level:	2
GLH:	12

What is this unit about?

The purpose of this unit is for learners to develop an understanding of the ways in which young people may be vulnerable to harm, abuse or exploitation in the workplace and/or the learning environment. It will help the learner to understand the personal responsibilities required to keep young people safe, and the role and responsibility of different agencies. The unit also provides learners with an understanding of the legal context of safeguarding and examines the national guidelines for recognising and reporting situations where young people may be at risk of harm, abuse and exploitation.

Learning outcomes

In this unit, learners will be able to:

1. understand the concept of safeguarding young people from harm, abuse and exploitation
2. understand ways of safeguarding young people from harm, abuse and exploitation
3. know the legislation, policies and support in place to safeguard young people from abuse, harm and exploitation
4. know how to respond to allegations of harm, abuse and exploitation.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome:

1. Understand the concept of safeguarding young people from harm, abuse and exploitation

Topic:

- 1.1 The concept of safeguarding

Topic:

- 1.2 Signs and symptoms of harm, abuse or exploitation

Topic:

- 1.3 Behaviours and factors that place young people at risk

Topic 1.1

Learners will understand what is meant by the term 'safeguarding.'

Learners will also understand the importance of safeguarding young people from harm, abuse or exploitation in supporting democratic values, individual rights and respect within society.

Topic 1.2

Learners will understand the different types of harm, abuse and exploitation that young people can experience:

- self harm
- offending behavior
- abuse **of** the young person
- abuse **by** the young person
- sexual exploitation
- financial exploitation
- trafficking
- cyber bullying
- modern slavery
- radicalisation.

The learners will know the signs and symptoms of the different types of harm, abuse and exploitation:

- physical
- emotional
- behavioural.

Topic 1.3

Learners will understand the behaviours of young people that place them at risk of harm, abuse and exploitation:

- use of social media
- offending behavior
- excessive drinking
- substance misuse.

Learners will understand the factors that make young people vulnerable to harm, abuse and exploitation:

- disability
- low self-esteem
- family background
- lack of opportunities.

Learners will know the safety precautions that should be taken when using online services:

- social media sites
- chat rooms
- social networking site.

Learning outcome:

2. Understand ways of safeguarding young people from harm, abuse and exploitation

Topic:

2.1 Communication tools and techniques

Topic:

2.2 Inclusive culture

Topic 2.1

Learners will understand the communication tools that can be used to safeguard young people from harm, abuse, and exploitation:

- open discussion of political, social or religious ideas
- active listening skills
- honesty in communication
- trust in communication.

Learners will know how to challenge extremist views in a positive and constructive manner:

- political
- social
- religious

Topic 2.2

Learners will understand how the development of an inclusive culture within the learning environment, workplace and society can protect young people from harm, abuse and exploitation.

Learners will understand how promoting core values in the workplace can help safeguard young people from harm, abuse and exploitation:

- freedom of speech
- acceptance of the rule of law
- respect and tolerance of other views
- accepting personal and social responsibilities
- respecting democratic rights.

Learning outcome:

3. Know the legislation, policies and support in place to safeguard young people from abuse, harm and exploitation

Topic:

3.1 Legislation and national policies

Topic:

3.2 Sources of support

Topic 3.1

Learners will know the legislation and national policies in place to safeguard young people from harm, abuse and exploitation:

- The Children Act 1989
- Safeguarding Vulnerable Groups Act 2006
- Apprenticeship, Skills, Children and Learning Act 2009
- Prevent Strategy
- Multi-Agency Practice Guide: Female Genital Mutilation.

Topic 3.2

Learners will know the support available to help safeguard young people from harm, abuse and exploitation:

- agencies:
 - local authority social care services
 - Police
 - medical professionals
 - designated voluntary organisations
- other support:
 - self-help groups
 - HR departments
 - workplace mentoring
 - workplace and college counselling services
 - online support services.

Learning outcome:

4. Know how to respond to allegations of harm, abuse and exploitation

Topic:

4.1 Responding to allegations of harm, abuse and exploitation

Topic 4.1

Learners will understand their own role and responsibilities in the safeguarding of young people.

Learners will know what actions need to be taken, and what actions must not be taken, when harm, exploitation or abuse has been disclosed or is suspected.

Learners will know the action to take if harm, abuse or exploitation has been reported but no action taken. Learners will understand the reasons why individuals may choose not to report disclosures or suspicions of harm, exploitation or abuse.

Learners will understand the potential outcomes, if disclosure or suspicions of harm, abuse and exploitation is not reported and acted upon for:

- the young person
- other young people
- the individual not reporting the allegation or suspicion.

Learners will understand how to offer positive support to young people who are being harmed, abused or exploited:

- active listening skills
- access to sources of support and information
- reassurance.

Guidance for delivery

Tutors are reminded that the content of the qualification is sensitive and may distress learners. The centre should have robust systems in place to ensure learners who require advice and guidance relating to personal concerns raised by studying for this qualification are provided with suitable support.

Learners must develop an understanding of the different types of harm, abuse and exploitation and be able to recognise signs and symptoms that might indicate a young person is being harmed, abused or exploited. They should be encouraged to think of the types of behaviour that might place someone at risk, and why some young people may be more vulnerable to harm, abuse and exploitation. It is important that learners are encouraged to be non-judgmental when considering these issues.

Learners must understand how harm, abuse and exploitation can impact on individuals and recognise the potential consequences of taking no action if harm, abuse or exploitation is suspected or disclosed. Real examples of harm, abuse or exploitation can be found on Local Safeguarding Children Board websites. These may be useful in providing actual examples of how young people have been affected by their experiences.

Learners will need to be aware of current legislation and government guidance relating to harm, abuse and exploitation, and realise how this impacts on their own role and responsibility. They should be aware of their responsibility for identifying and reporting suspicions or allegations of harm, abuse and exploitation. Learners must also understand the limitations of their responsibility and the potential consequences of acting outside their remit.

Learners will need to have a clear understanding of the need to report all concerns following the requirements of their organisation, and the law and the potential consequences of not following agreed procedures.

Learners should have a basic awareness of the roles and responsibilities of professionals who are likely to be involved in investigating allegations of harm, abuse and exploitation, and be able to identify a range of local and national support services. Learners must also appreciate the need to be sensitive and supportive to those who have been harmed, abused or exploited.

Learners will need to explore the meaning of core values and how these can be applied in a work setting to contribute to an inclusive culture. Learners should be encouraged to think about their own attitudes, behaviour and beliefs in relation to the principles of inclusion, and to question values that do not support inclusion. It will be helpful to encourage learners to develop critical thinking skills and be able to question others in a constructive manner.

Effective communication is an important tool in supporting an inclusive culture that safeguards young people. Learners should be offered opportunities to develop a range of communication techniques and to explore ways of using them to support others and challenge extremist views.

Suggested learning resources

Prevent

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf

Working Together to Safeguard Children 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

NSPCC

<http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect>

Drug Misuse at Work: Health and Safety Executive

<http://www.hse.gov.uk/pubns/indg91.pdf>

Eating Disorders: NHS Choices

<http://www.nhs.uk/conditions/Eating-disorders/Pages/Introduction.aspx>

Self Harm: NHS Choices

<http://www.nhs.uk/conditions/Self-injury/Pages/Introduction.aspx>

CEOP Command

<http://ceop.police.uk/>

Fact Sheet on Discrimination

<https://www.gov.uk/discrimination-your-rights/types-of-discrimination>

Multi-Agency Practice Guide: Female Genital Mutilation

<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

NOTE: Legislation and national guidance may change.

Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

Centre Manual contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

The centre and qualification approval process

Assessment, internal quality assurance and examination roles at the centre

Registration and certification of candidates

Non-compliance

Complaints and appeals

Equal opportunities

Data protection

Management systems

Maintaining records

Assessment

Internal quality assurance

External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

Regulatory Arrangements for the Qualifications and Credit Framework (2008)

SQA Awarding Body Criteria (2007)

NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:

Walled Garden: how to register and certificate candidates on line

Events: dates and information on the latest Centre events

Online assessment: how to register for e-assessments.

Centre Guide – Delivering International Qualifications contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Linking to this document from web pages

We regularly update the name of documents on our website, therefore in order to prevent broken links we recommend that you link to our web page that the document resides upon, rather than linking to the document itself.

Useful contacts

UK Centres

Registrations, Exam entries (Dated/On-Demand/E-volve Scheduling), invoices, Missing or late exam materials, Results entries, Certification. Publication enquiries: logbooks, centre documents, forms, free literature.

E: centresupport@cityandguilds.com

Quality support (new centres)

For Sales advice and support
For quality assurance

E: directsales@cityandguilds.com

E: csdirect@cityandguilds.com

TechBac enquiries

E: Techbac@cityandguilds.com

International centres

Quality assurance, sales advice, results, entries, enrolments, invoices, missing or late exam materials

Please contact your local office:
www.cityandguilds.com/aboutus/international

UK centres

General e-assessment (e-volve) support
Enquiries

E: evolvesupport@cityandguilds.com

UK learners

General qualification information

E: learnersupport@cityandguilds.com

International learners

General qualification information

E: learnersupport@cityandguilds.com

Employer

Employer solutions including, Employer Recognition: Endorsement, Accreditation and Quality Mark,

E: business@cityandguilds.com

Consultancy, Mapping and Specialist
Training Delivery

About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Licence to Practice (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

Copyright

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute and may not be copied, reproduced or distributed without prior written consent. However, approved City & Guilds centres and learners studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching learners working towards a City & Guilds qualification, or for internal administration purposes
- learners may copy the material only for their own use when working towards a City & Guilds qualification.

The Standard Copying Conditions (see the City & Guilds website) also apply.

Please note: National Occupational Standards are not © The City and Guilds of London Institute. Please check the conditions upon which they may be copied with the relevant Sector Skills Council. Published by City & Guilds, a registered charity established to promote education and training

City & Guilds
5-6 Giltspur Street
London EC1A 9DE
www.cityandguilds.com