Handbook

SGA2 – VTCT (Skillsfirst) Level 2 Award in Safeguarding Principles (RQF)

603/3344/3

Version 2

About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, iTEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at www.vtct.org.uk and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

Contents

1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 2 Award in Safeguarding Principles (RQF)
Qualification number	603/3344/3
Product code	SGA2
Age range	There are no age limits attached to learners undertaking this qualification, unless this is a legal requirement of the process or the environment.
Total Qualification Time (TQT)	43
Guided Learning (GL) hours	32
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: • Portfolio of evidence
Entry requirements	There are no formal entry requirements for learners undertaking this qualification; however, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place
Legal considerations	There are no formal entry requirements for learners undertaking this qualification however, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 Qualification aim and design

This qualification has been designed to provide the learner with the necessary knowledge and skills needed to identify and deal with child abuse. It also covers the policies and legislation that affect safeguarding practice and the principles of Prevent. It could also be suitable for those seeking employment who having the ability and the opportunity to demonstrate recognisable competences. It could also be used as CPD for experienced and specialist staff seeking a qualification to recognise their competence.

2.2 Progression opportunities

This qualification provides progression to the following qualifications:

- VTCT (Skillsfirst) Level 2 Certificate for the Children & Young People's Workforce (RQF)
- VTCT (Skillsfirst) Level 2 Diploma in Care (RQF)
- VTCT (Skillsfirst) Level 3 Diploma in Adult Care (RQF)
- VTCT (Skillsfirst) Level 3 Diploma for the Children & Young People's Workforce (RQF)

and other related qualifications within child/adult care.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 2 Award in Safeguarding Principles (RQF) learners must achieve the mandatory unit.

The minimum TQT required to achieve this qualification is **43**.

Product code	Unit title	Level	GLH	Unit reference number
Mandatory units (Group M):				
BB1	Principles of safeguarding	2	32	K/617/0916

4 Centre requirements

4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.2 Occupational expertise of those who deliver, provide expert witness, assess performance, moderate and verify assessments

Assessors and those responsible for internal quality assurance are appointed by the recognised centre and approved by Skillsfirst through the external verifier

4.3 Occupational competence

To be occupationally competent, an assessor must be capable of carrying out the full requirements within the competence unit/s they are assessing. Occupational competence must be at the unit level which might mean different assessors across a whole qualification. Being occupationally competent means that the assessor is also occupationally knowledgeable. This occupational competence should be maintained through clearly demonstrable continuing learning and professional development. This can be demonstrated through current statutory professional registration.

4.4 Occupational knowledge

To be occupationally knowledgeable, each assessor should possess knowledge and understanding relevant to the qualifications and/or units they are assessing. Occupationally knowledgeable assessors may assess at unit level for specialist areas within a qualification, while the final assessment decision for a qualification remains with the lead assessor. Those carrying out internal quality assurance must be occupationally knowledgeable in the unit they are assuring and be qualified to make quality assurance decisions.

This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

4.5 Qualification requirements of those involved in assessment and internal quality assurance

While the Assessor/Verifier (A/V) and the Assessor/Internal Quality Assurance (TAQA) units are valued as qualifications for centre staff, they are not currently a requirement for this qualification. It is strongly recommended, however, that staff must be able to show occupational competence, through mapping their competences and knowledge against the relevant NOS and the assessor and verifier requirements.

Centre staff should have verifiable relevant experience and current knowledge of the occupational working area at, or above, the level they are assessing or verifying. This experience and knowledge must be of sufficient depth to be effective and reliable when judging learner competence or verifying assessment processes and decisions. This could be verified by:

- curriculum vitae and references
- possession of a relevant qualification
- corporate membership of a relevant professional institution

Centre staff may undertake more than one role, e.g. tutor and assessor or moderator/IV, but must never internally verify their own assessments

4.6 Expert witnesses

4.6.1 Overview

Where the assessor is not occupationally competent in a specialist area, expert witnesses can be used for direct observation where they have occupational expertise in the specialist area. The use of expert witnesses should be determined and agreed by the assessor, in line with internal quality assurance arrangements and Skillsfirst's requirements for the assessment of units within the qualification and the sector. The assessor remains responsible for the final assessment decision.

4.6.2 Requirements for expert witnesses

An expert witness must:

- have a working knowledge of the units for which they are providing expert testimony
- be occupationally competent in the area for which they are providing expert testimony
- have EITHER any qualification in assessment of workplace performance OR a work role which involves evaluating the everyday practice of staff within their area of expertise.

4.7 Continuous professional development (CPD)

Centres are responsible for ensuring that deliverers, assessors and those responsible for internal quality assurance plan and maintain their CPD. Centres are expected to support their deliverers, assessors and IQAs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments. Centres may have generic criteria and personnel specifications in addition to these requirements.

4.8 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

5 Assessment

5.1 Summary of assessment methods

This qualification will be assessed by internally-set questionnaire, which will be marked by centre staff. This will then be sampled and moderated by Skillsfirst Awards Limited. All aspects of the learning outcomes will be tested in every questionnaire although details will vary between questionnaires.

5.2 Assessment principles

Learners must be registered with Skillsfirst before formal assessment commences.

The questionnaires will be multiple choice/short answer, all of which should be completed by the learner, but the order in which they are undertaken will not be specified.

Centres should ensure they are familiar with all requirements for the conduct of using written examinations prior to offering the assessments.

Centres must retain copies of learner assessment records for at least three years after certification.

Qualification certificates will be issued to learners who have met the full requirements of the qualification and successfully achieved the requirements of the qualification.

5.3 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness.

Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process. In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current the skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the skills and knowledge requirements.

6 Unit

Unit Handbook

BB1 – Principles of safeguarding

Unit reference number: K/617/0916

Level: 2
Guided Learning (GL) hours: 32

Unit aim

The aim of this unit is to enable learners to develop the skills and understanding to identify and deal with child abuse. It also enables the learner to gain an understanding of the policies and legislation that affect safeguarding practice and the principles of Prevent.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Know the policies and legislation that affect safeguarding practice

LO2 Understand the principles of Prevent

LO3 Know how to identify and deal with child abuse

Version 1

Unit content

Evidence requirements

Learners must demonstrate the minimum requirements of knowledge and understanding for this module.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the policies and legislation that affect safeguarding practice	1.1 Define safeguarding
	1.2 Describe the type of activities that could be implemented to safeguard children
	1.3 Explain the principles of the legislation relating to people who work with children
	1.4 Describe the role of the Local Authority Designated Officer (LADO)
	1.5 Explain the principles of 'Every Child Matters'
	1.6 Explain the principles of working with others to safeguard children

Learning Outcome	Assessment Criteria
LO2 Understand the principles of Prevent	2.1 Define: • extremism • radicalisation • terrorism
	2.2 Explain the principles of the Counter Terrorism and Securities Act

Learning Outcome	Assessment Criteria
LO3 Know how to identify and deal with child abuse	3.1 Identify the main forms of abuse
	3.2 Describe the impact on a child of: • indirect abuse • slavery • FGM • grooming
	3.3 Describe the effects of short-time and long-term abuse
	3.4 Describe actions to be taken in the event of a child abuse disclosure

BB1 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

SGA2 Document History

Version	Issue Date	Changes	Role
v2	31/01/2023	Formatting and re-branding. No content amendment.	Qualifications Administrator