

YMCA Level 2 Award in Safeguarding and Protecting Children and Young People (603/7215/1)

Qualification Specification



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YMCA Awards

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YMCA Level 2 Award in Safeguarding and Protecting Children and Young People (603/7215/1)

Qualification Specification

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Contents

Introduction	1
Category 1: An awareness of safeguarding and protecting children and young people (T/618/6214) ..	10
Category 2: A basic understanding of safeguarding and protecting children and young people (A/618/6215).....	12
Category 3: A strategic understanding of safeguarding and protecting children and young people (F/618/6216)	15

Introduction

About YMCA Awards

At YMCA Awards we are passionate about learner progress. Our qualifications support every learner, whether they are taking their first steps into fitness or simply wish to boost their skills. Our high quality resources and assessment materials have been created by industry experts in consultation with employers and training providers.

YMCA Awards are an internationally recognised organisation. We are highly respected in health and fitness circles, and most importantly of all, we have helped over 200,000 people launch and advance their careers.

Qualification overview

This qualification is regulated by:

- Ofqual
- Council for Curriculum, Examinations and Assessment (CCEA Regulation)
- Qualifications Wales (QW).

Qualification aim

The aim of this qualification is to provide learners with the skills, knowledge and competence they need to safeguard and protect young people within the context of their chosen role.

Overview of knowledge, skills and understanding

- Definitions of terminology: safeguarding, child protection, 'appropriate' and 'inappropriate' behaviour and differences between poor working practice and abuse
- Factors influencing children's behaviour.
- Key legislation
- Types of abuse and indicators
- Procedures to follow in response to a report or suspicion of child abuse
- Sources of advice
- Scope of roles in protecting children and young people
- Recognising and responding to indicators of child abuse and poor practice

Target group and age range

This qualification has been designed to be accessed by those 15 years or above, although learners must be at least 16 years to be certificated.

Qualification structure

To achieve the **YMCA Level 2 Award in Safeguarding and Protecting Children and Young People (603/7215/1)** the learner must successfully complete **1** unit from the following:

Unit reference number	Unit title	Level	Credit
T/618/6214	Category 1: An awareness of safeguarding and protecting children and young people	2	1
A/618/6215	Category 2: A basic understanding of safeguarding and protecting children and young people	2	1
F/618/6216	Category 3: A strategic understanding of safeguarding and protecting children and young people	2	2

Choosing the right standard for your role

The table below outlines the appropriate category based on level of contact with children and aligned with different roles and responsibilities within the sector.

Role	Category 1: An awareness of safeguarding and protecting Children and young people.	Category 2: A basic understanding of safeguarding and protecting children and young people.	Category 3: A strategic understanding of safeguarding and protecting children and young people.
None or minimal contact with children and no responsibility for instruction	x		
Potential for supervised contact with children and providing instruction		x	
Potential for unsupervised contact with children and providing instruction		x	
Managerial/board/senior level of employment or role with responsibility for recruitment decisions			x

The total credit value for this qualification is 1 - 2 credits.

The total qualification time (TQT) for this qualification is 10-20 hours.

The guided learning hours (GLH) assigned are 8-16 hours.

Total Qualification Time (TQT)

This is an estimate of the total amount of time (measured in hours) that a learner would reasonably need to be able to show the level of achievement necessary for the award of a qualification.

Total Qualification Time is made up of the following 2 elements:

- a) The number of hours an awarding organisation has assigned to a qualification for guided learning (see below), and
- b) An estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training. This includes assessment which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Guided Learning Hours (GLH)

This is:

- Face-to-face delivery (learning delivered by a lecturer, supervisor, tutor or other appropriate member of the training team).
- eLearning with a lecturer, teacher or tutor present/available in real-time (the learner and tutor can be either remote or in the same physical place during eLearning).
- Invigilated assessment (external tests sat under controlled or open book conditions).
- Internal assessment carried out by the learner with a lecturer, teacher or tutor present/available in real-time (the learner and tutor can be either remote or in the same physical place during assessment).

This is **not**:

Unsupervised learning such as:

- eLearning that the learner carries out unsupervised and with no real-time support from a lecturer, teacher or tutor.
- Assessment internally carried out by the learner without a lecturer, teacher or tutor present/available in real-time eg, completing a Learner Assessment Record (LAR) at home.
- Any additional further study, revision and training activities that the learner does unsupervised to support their learning.

Recommended Guided Learning Hours – our ongoing review

Your External Quality Assurer (EQA) will ask you to give feedback on GLH annually as part of the quality assurance visit. You should base your feedback on a typical learner taking this qualification and the time spent on supervised learning (GLH). If you feel the GLH is different from the above and you wish to give feedback before your next EQA visit, please email us awards.support@ymca.co.uk.

Entry requirements

These qualifications have been designed to be accessed by those 15 years and older, although learners must be at least 16 years to be certificated.

Opportunities for progression

The qualification can also lead to further training at the same and higher levels in a range of qualifications. For example:

- YMCA Level 3 Award in Emergency Paediatric First Aid (603/7211/4)
- YMCA Level 3 Award in Paediatric First Aid (603/7212/6)
- YMCA Level 2 Award in Engaging Children and Young People in Sport and Physical Activity (603/7216/3)
- YMCA Level 2 Award in Engaging Children Aged 0-5 in Sport and Physical Activity (603/7218/7)
- YMCA Level 2 Award in Delivering Sport and Physical Activity in the School Environment: Out of Curriculum (603/7217/5).

Mapping to standards

This qualification is fully mapped to The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) professional standards for Safeguarding and Protecting Children.

Centre approval

This qualification can only be offered by centres approved by YMCA Awards to deliver it. Details of the YMCA Awards approvals processes can be found on our website:

www.ymcaawards.co.uk/centres/become-a-ymca-awards-centre.

Qualification approval

If your centre is already approved, then you should only need to complete and submit a qualification approval application, through Y-Connect to deliver this qualification. However, you may also need to complete an additional staff approval form if the qualification is going to be delivered by staff who are not currently approved by YMCA Awards. Details of additional approvals can be found on our website:

www.ymcaawards.co.uk/approvals

Tutor, assessor and IQA approval requirements

Staff carrying out the delivery, assessment and internal quality assurance of these qualifications must be able to demonstrate that they meet the requirements listed below.

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

Tutors

Tutors must:

- Be technically competent in the areas for which they are delivering training. This competence must be at least to the same level as the training being delivered.
- Have recent relevant experience in the specific area they will be delivering.
- Be occupationally knowledgeable in all areas for which they are delivering training. This knowledge must be at least to the same level as the training being delivered.
- Have credible experience of providing training.

Tutors should ideally hold or be working towards one of the following qualifications:

- Level 3 Award, Level 4 Certificate or Level 5 Diploma in Education and Training
- Bachelor of Education (BEd)
- Certificate in Education (Cert Ed)
- Preparing to Teach in the Lifelong Learning Sector (PTLLS)
- Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS)
- City & Guilds Further and Adult Education Teaching Certificate
- Postgraduate Certificate in Education (PGCE)
- SVQ Learning and Development (units should relate to provision of learning and development).

If none of the above are held, the centre's YMCA Awards External Quality Assurer will discuss appropriate timescales by which tutors may achieve a recognised teaching qualification.

Assessors

Assessors must:

- Be technically competent in the areas for which they are assessing. This competence must be at least to the same level as the assessment.
- Have recent relevant experience in the specific area they will be assessing.
- Be occupationally knowledgeable in all areas for which they are carrying out assessment. This knowledge must be at least to the same level as the assessment.
- Have credible experience of providing training and assessment.

Assessors should ideally hold or be working towards one of the following qualifications:

- Level 3 Certificate in Assessing Vocational Achievement
- Level 3 Award in Assessing Competence in the Work Environment
- Assessor unit A1 Assess Candidates Using a Range of Methods
- D32/33 Assess Candidate Performance Using Differing Sources of Evidence.

Note: Holders of A1 and D32/33 qualifications must work to the reviewed National Occupational Standards (NOS) for Learning and Development which can be found on the NOS Database:

www.ukstandards.org.uk.

If none of the above qualifications are held, the centre's YMCA Awards External Quality Assurer will discuss appropriate timescales by which assessors may achieve a recognised assessor qualification. The assessor may be the tutor. However, the assessor cannot be the Internal Verifier.

Internal Quality Assurers

Internal quality assurers must:

- Be technically competent in the areas for which they are carrying out internal quality assurance. This competence must be at least to the same level as the qualification.
- Be occupationally knowledgeable in all areas for which they are carrying out internal quality assurance. This knowledge must be at least to the same level as the qualification.
- Have credible experience of internal quality assurance.

Internal quality assurers should ideally hold, or be working towards, one of the following qualifications:

- Level 4 Award in Internal Quality Assurance
- Level 4 Certificate in Leading Internal Quality Assurance
- SVQ Learning and Development Unit 11: Internally monitor and maintain the quality of workplace assessment
- V1 Conduct Internal Quality Assurance of the Assessment Process
- D34 Internally Verify the Assessment Process.

Note: Holders of V1 and D34 qualifications must work to the reviewed national occupational standards for learning and development which can be found on the NOS database: www.ukstandards.org.uk.

If none of these qualifications are held, the centre's YMCA Awards external quality assurer will discuss appropriate timescales by which internal verifiers should achieve a recognised internal quality assurance qualification.

It is also recommended that internal quality assurers hold a recognised assessor qualification.

Registration

All learners must be registered within the first 10% of the duration of their course eg, for a course that lasts ten days, learners should be registered on the first day of their course at the latest. For further details on registration please go to our website: www.ymcaawards.co.uk/registration.

Qualification availability

This qualification is available in:

- England and regulated by Ofqual
- Northern Ireland regulated by the Council for Curriculum, Examinations and Assessment
- Wales and regulated by Qualifications Wales
- In other UK regions and outside the UK (regulated by Ofqual).

Reasonable adjustments and special considerations

In making this qualification available, YMCA Awards have made every attempt to ensure there are no unnecessary barriers to achievement. You can find full details of our reasonable adjustment and special considerations policy on our website: www.ymcaawards.co.uk/centres/policies-and-procedures.

Enquiries and appeals procedures

YMCA Awards have an appeals procedure in accordance with the regulatory arrangements in the General Conditions of Recognition. Full details of these procedures are available on our website: www.ymcaawards.co.uk/centres/policies-and-procedures.

Assessment and quality assurance

How the qualification is assessed

Assessment is the process of measuring a learner's skills, knowledge and understanding against the standards set in the qualification.

This qualification is a unit-based qualification and each unit contains learning outcomes and assessment criteria. Learning outcomes set out what the learner is expected to know, understand or be able to do as a result of the learning process. Assessment criteria detail the standards a learner is expected to meet and are broken down into what the learner 'can' do as a result of successfully achieving the unit.

The learner can be assessed holistically or individually as long as they show that the learning outcomes have been achieved.

Competency-based learning outcomes (be able to) are typically assessed through direct observation and these will take place in a real work environment. Where a real work environment is not stipulated the observation can be simulated and be internally assessed.

Knowledge-based learning outcomes (know or understand) can be assessed in a number of different ways such as worksheets, projects and professional discussion. The assessment method chosen should reflect the content of the unit.

This qualification must be assessed in line with the YMCA Awards assessment policies and procedures www.ymcaawards.co.uk/centres/centre-guidance.

YMCA Level 2 Award in Safeguarding and Protecting Children and Young People (603/7215/1) is assessed through Internal assessment.

External assessment

There is no external assessment associated with these qualifications.

Internal assessment

We suggest the following approaches to internal assessment:

Using a Learner Assessment Record (LAR)

This document typically contains assessment guidance and paperwork developed by YMCA Awards to support the assessment of a qualification.

To check if a LAR is available for this qualification, please make sure you are logged into the centre homepage on the website and follow this link:

www.ymcaawards.co.uk/centre-resources/specifications-syllabuses-and-lars.

Creating a portfolio of evidence

If the YMCA Awards LAR is not used to show evidence of internal assessment then the learner must create a portfolio of evidence. Centres must work with learners to create this portfolio and need to make sure that the learner's portfolio shows coverage of the learning outcomes and/or assessment criteria where required.

A typical portfolio of evidence could include:

- evidence index
- assessor observation – completed observational checklists and related action plans
- witness testimony
- candidate's proof of work
- worksheets
- assignments/projects/reports/presentations
- record of professional discussion
- record of oral and written questioning
- candidate and peer reports
- recognition of prior learning (RPL)
- summary of achievement.

Centres need to make sure assessment specifications and paperwork are signed off by the EQA before delivery.

The 'Qualification content' section of this specification will give you a guide to selecting appropriate assessment methods.

Assessors

The role of the assessor is to make an informed judgement about the evidence a learner should provide to show they can meet the assessment criteria. For further guidance please see the 'Role of the assessor' document on the website: www.ymcaawards.co.uk/centres/centre-guidance.

Internal and external quality assurance

The role of the IQA is to make an informed judgement regarding the practice of and decisions made by the assessment team to maintain standards. They are a vital link between the IQA and EQA. For further information on the role of the IQA and the EQA go to the website:

www.ymcaawards.co.uk/centres/centre-guidance.

Qualification content

Unit specifications and recommended assessment methods can be found below

Category 1: An awareness of safeguarding and protecting children and young people (T/618/6214)

Unit aim

This unit provides an awareness of safeguarding and protecting children and young people. This category applies to all staff and volunteers working in sport and physical activity where they have limited contact with (but no responsibility for) children and will not be providing instruction eg, coaching. Example roles could include recreation assistant, ground person, parent helper.

Unit content

The learner will:

1. Understand safeguarding and child protection

The learner can:

- 1.1 Outline what is meant by safeguarding and child protection
- 1.2 Outline what is meant by appropriate behaviour in relation to children and young people
- 1.3 Identify factors that could influence a child's behaviour
- 1.4 Outline the difference between abuse and poor working practices when working with children and young people

The learner will:

2. Understand the different types and indicators of abuse

The learner can:

2.1 Outline the different types of child abuse including:

- Physical
- Emotional
- Neglect
- Bullying
- Sexual.

2.2 Outline possible indicators of abuse including:

- Physical
- Emotional
- Neglect
- Bullying
- Sexual.

The learner will:

3. Understand how to respond to reports or suspicions of child abuse

The learner can:

- 3.1 Describe what to do when concerned that a child or young person may be being abused or that someone may pose a risk to a child or young person
- 3.2 Identify the statutory agencies responsible for safeguarding and protecting children and young people

The learner will:

4. Be able to recognise and respond to potential indicators of abuse and poor practice

The learner can:

- 4.1 Identify different indicators of child abuse and poor practice
- 4.2 Identify suitable sources for advice and support in response to suspicion of child abuse or poor practice
- 4.3 Follow the correct procedure(s) regarding safeguarding or child protection concern(s)

Assessment specification	Knowledge questions (category 1)
	Case studies

Category 2: A basic understanding of safeguarding and protecting children and young people (A/618/6215)

Unit aim

This unit provides a basic understanding of safeguarding and protecting children and young people. This category applies to all staff and volunteers working in sport and physical activity who have the potential to provide instruction, supervised or unsupervised, to children. Example roles could include coaching assistant, coach or gym instructor.

Unit content

The learner will:

1. Understand safeguarding and child protection

The learner can:

1.1 Outline what is meant by safeguarding and child protection

1.2 Outline what is meant by appropriate and inappropriate behaviour in relation to children and young people

1.3 Identify factors that could influence a child's behaviour

1.4 Outline the difference between abuse and poor working practices when working with children and young people

The learner will:

2. Understand the different types and indicators of abuse

The learner can:

2.1 Outline the different types of child abuse including:

- Physical
- Emotional
- Neglect
- Bullying
- Sexual.

2.2 Outline possible indicators of abuse including:

- Physical
- Emotional
- Neglect
- Bullying
- Sexual.

The learner will:

3. Understand how to respond to reports or suspicions of child abuse

The learner can:

- 3.1 Describe what to do when concerned that a child or young person may be being abused or that someone may pose a risk to a child or young person
- 3.2 Describe how to appropriately react and respond to a child should they make a disclosure
- 3.3 Identify the statutory agencies responsible for safeguarding and protecting children and young people

The learner will:

4. Understand the key principles of safeguarding and protecting children and young people

The learner can:

- 4.1 Outline key government legislation in relation to safeguarding and protecting children and young people
- 4.2 Describe what constitutes good working practices for safeguarding and protecting children and young people
- 4.3 Describe what is meant by appropriate and inappropriate behaviour with children and young people
- 4.4 Describe the scope of own role and that of others in safeguarding and protecting children and young people

The learner will:

5. Be able to recognise and respond to potential indicators of child abuse and poor practice

The learner can:

5.1 Identify different indicators of child abuse and poor practice

5.2 Identify suitable sources for advice and support in response to suspicions of child abuse or poor practice

5.3 Follow the correct procedure(s) regarding safeguarding or child protection concern(s)

5.4 Demonstrate good practice and appropriate behaviour with children and young people

Assessment specification	Knowledge questions (category 2)
	Case Studies
	Witness testimony

Category 3: A strategic understanding of safeguarding and protecting children and young people (F/618/6216)

Unit aim

This unit provides a strategic understanding of safeguarding and protecting children and young people. This category applies to staff and volunteers with senior operational management responsibilities. Example roles could include board members and senior managers.

Unit content

The learner will:

1. Understand the importance of a safeguarding and protection policies in relation to organisation requirements

The learner can:

1.1 Describe the strategic benefits of embedding safeguarding processes into your organisation

1.2 Explain the risks to the organisation of not embedding safeguarding practice into policy and procedure

1.3 Describe how to develop risk management systems and how this is informed by best practice

1.4 Explain how to access information on latest best practice to keep children safe and respond to concerns

The learner will:

2. Understanding the organisation's vision in relation to safeguarding and protection

The learner can:

2.1 Describe how to plan a vision in relation to the safeguarding and protection of children and young people for your organisation

2.2 Explain how to apply, assess and evaluate the effectiveness of safeguarding policies and procedures across your organisation

The learner will:

3. Understand the key legislation in relation to safeguarding and child protection and its impact on organisational policy

The learner can:

3.1 Identify the key legislation in relation to safeguarding and protecting children and young people

3.2 Explain how to communicate safeguarding strategies and messages across your organisation in an effective manner

3.3 Identify ways in which an effective safeguarding culture can be implemented

3.4 Describe the following processes in relation to safeguarding:

- Disciplinary
- Complaints
- Whistleblowing.

The learner will:

4. Be able to contribute to, implement, review and evaluate own organisation's safeguarding policies and procedures

The learner can:

4.1 Contribute to the development of own organisation's safeguarding and protection policies and procedures

4.2 Maintain and review own organisation's safeguarding and protection policies and procedures

4.3 Evaluate the effectiveness of own organisation's policies and procedures in relation to safeguarding and protection, taking steps to make appropriate changes and apply these as necessary

4.4 Articulate the organisation's vision and processes regarding safeguarding and protecting children and young people

The learner will:

5. Be able to demonstrate the management of risk in relation to safeguarding and protection of children and young people within own role

The learner can:

5.1 Demonstrates the management of risk in relation to safeguarding and the protection of children and young people

The learner will:

6. Be able to work with others to share best practice in safeguarding and protection of children and young people

The learner can:

6.1 Work collaboratively and influence other agencies to promote and share best practice on safeguarding and protecting children and young people

Assessment specification	Knowledge questions (category 3)
	Work product AND professional discussion/witness testimony/reflective account.



YMCA Awards is one of the UK's leading health, fitness and wellbeing specific awarding organisations. It offers training centres and learners across the world a diverse suite of qualifications, from introductory (Level 1) to advanced levels (Level 4).

YMCA Awards issues over 30,500 qualification certificates a year, helping learners in the UK and overseas to launch and progress their careers in the active leisure sector.

*To view YMCA Awards' full range of qualifications please visit
www.ymcaawards.co.uk.*

Awarding excellence

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