

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

Operational start dates: 01 May 2021

# YMCA Level 2 Award in Safeguarding Adults and Adults at Risk (610/0822/9)

Operational start dates: 01 March 2023

## Qualification Specification



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

## YMCA Level 2 Award in Safeguarding Adults and Adults at Risk (610/0822/9)

### Qualification Specification

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# Introduction

YMCA Awards is part of Central YMCA – the world's first YMCA – a national charity that's been helping people make positive changes in their lives since 1844.

We're experts in education, health and wellbeing with over 20 years' experience developing UK-regulated and globally recognised qualifications.

We work closely with industry experts, employers, and training providers to make sure that our products and services deliver life-changing opportunities. With over half a million qualifications awarded, 300,000 people have advanced their career with YMCA Awards.

## Aim

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

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

### **YMCA Level 2 Award in Safeguarding Adults and Adults at Risk (610/0822/9)**

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

## Progression opportunities

These qualifications can lead to further training at the same and/or 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 3 Award in Emergency First Aid at Work (603/1902/1)
- YMCA Level 3 Award in First Aid at Work (603/1903/3)
- YMCA Level 2 Award in Engaging Children Aged 0-5 in Sport and Physical Activity (603/7218/7)
- YMCA Level 2 Award in Delivering Chair-Based Exercise (600/5924/2)

# Stakeholder engagement

These qualifications are fully mapped to The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) technical specialism professional standards:

Qualification	CIMSPA Professional standard
YMCA Level 2 Award in Safeguarding and Protecting Children and Young People (603/7215/1)	Safeguarding and Protecting Children
YMCA Level 2 Award in Safeguarding Adults and Adults at Risk (610/0822/9)	Safeguarding Adults and Adults at Risk

## Entry requirements, prerequisites, and availability

This qualification has been designed for learners who are aged 15 years and older, although learners must be at least 16 years to be certificated.

Learners can take this qualification in:

Location	Regulated by
England	Ofqual
Wales	Qualifications Wales
Other UK regions and outside of the UK	Ofqual

# Grading and structure

These qualifications are graded as either Pass or Refer.

To achieve a Pass, learners must obtain **one** mandatory unit:

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

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This qualification is graded Pass or Refer.

To achieve a pass, learners must complete one mandatory unit from a choice of three:

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

**Guided learning hours (GLH):** 8 hours

**Total qualification time (TQT):** 10 hours.

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## YMCA Level 2 Award in Safeguarding Adults and Adults at Risk (610/0822/9)

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This qualification is graded Pass or Refer.

To achieve a pass, learners must complete one mandatory unit from a choice of three:

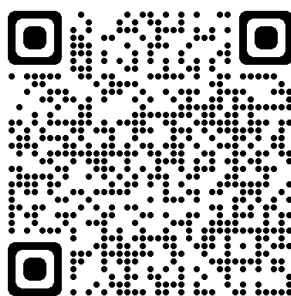
UN	Unit title	Level
T/650/2408	Category 1: A basic awareness of safeguarding adults and adults at risk	2
Y/650/2409	Category 2: An essential understanding of safeguarding adults and adults at risk for anyone with responsibilities for participants' welfare	2
F/650/2410	Category 3: A strategic understanding of safeguarding adults and adults at risk	2

**Guided learning hours (GLH):** 6 hours

**Total qualification time (TQT):** 7 hours.



Find out more about GLH and TQT on our website:



[ymcaawards.co.uk/qualifications/glh-and-tqt](https://ymcaawards.co.uk/qualifications/glh-and-tqt)

The table below outlines the how each unit aligns to the level of contact with individuals and responsibilities within the sector.

YMCA Level 2 Award in:		
	Safeguarding and Protecting Children and Young People (603/7215/1)	Safeguarding Adults and Adults at Risk (610/0822/9)
None or minimal contact with children and no responsibility for instruction	Category 1: An awareness of safeguarding and protecting children and young people	
Minimal contact with adults and adults at risk for anyone in a sport or activity organisation		Category 1: A basic awareness of safeguarding adults and adults at risk
Potential for supervised contact with children and providing instruction	Category 2: A basic understanding of safeguarding and protecting children and young people	
Potential for unsupervised contact with children and providing instruction		
Anyone with the responsibilities for participants welfare, and who has contact with adults and adults at risk		Category 2: An essential understanding of safeguarding adults and adults at risk for anyone with responsibilities for participants' welfare
Anyone with the responsibilities for receiving concerns and making safeguarding referrals		
Managerial/board/senior level of employment or role with responsibility for recruitment decisions	Category 3: A strategic understanding of safeguarding and protecting children and young people	Category 3: A strategic understanding of safeguarding adults and adults at risk

# Using this document

The following pages provide the unit content for this qualification. Each unit includes learning outcomes, assessment criteria and relevant content for delivery. These are set out below.

Learning outcome ('The learner will')	
<b>Assessment criteria</b> (‘The learner can’) What a learner is expected to know, understand or be able to do following their learning.	<b>Relevant content</b> (additional delivery guidance) Suggestions on depth and breadth of content to cover

At the end of each unit, the assessment specification outlines how we expect to measure or confirm the learner has met the standard set in the learning outcomes and assessment criteria.

# Assessment overview

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

This qualification contains three units, with each unit reflecting a different category of responsibility. Learners will need to complete one unit in order to achieve the qualification. By achieving the qualification, learners will fully meet the relevant category requirements of CIMSPA Safeguarding and Protecting Children professional standard.

The table below provides details of the tasks for each unit.

Assessment task	Details	Unit(s) assessed
<b>1.1 Questions/ answers</b>	<p><b>Categories 1, 2 or 3</b></p> <p>Learners will complete safeguarding knowledge questions relevant to the unit they are studying:</p> <ul style="list-style-type: none"><li>• Category 1: An awareness of safeguarding and protecting children and young people</li><li>• Category 2: A basic understanding of safeguarding and protecting children and young people</li><li>• Category 3: A strategic understanding of safeguarding and protecting children and young people</li></ul> <p>The pass mark is 100% and responses will be centre assessed by an assessor. Learners must complete their own work, and group completion is not permitted.</p> <p>Questions for this activity can be found in the YMCA Level 2 Award in Safeguarding and Protecting Children and Young People (603/7215/1) Learner Assessment Record (LAR).</p>	<p>Category 1: An awareness of safeguarding and protecting children and young people</p> <p>or</p> <p>Category 2: A basic understanding of safeguarding and protecting children and young people</p> <p>or</p> <p>Category 3: A strategic understanding of safeguarding and protecting children and young people</p>

<b>1.2 Applied case studies</b>	<p><b>Categories 1 and 2 only</b></p> <p>Learners will apply their knowledge and conduct additional independent research to answer a series of questions relating to three realistic case studies.</p> <p>The pass mark is 100% and responses will be centre assessed by an assessor. Learners must complete their own work, and group completion is not permitted.</p> <p>Questions for this activity can be found in the YMCA Level 2 Award in Safeguarding and Protecting Children and Young People (603/7215/1) Learner Assessment Record (LAR).</p>	<p>Category 1: An awareness of safeguarding and protecting children and young people</p> <p>Category 2: A basic understanding of safeguarding and protecting children and young people</p>
<b>1.3 Witness Testimony</b>	<p><b>Category 2 only</b></p> <p>Learners will be observed demonstrating good practice and appropriate behaviour with children and young people.</p> <p>The observation can be completed by a tutor/assessor as part of a practical observation if this unit is being taken as part of or alongside another YMCA Awards qualification.</p> <p>Paperwork for this activity can be found in the YMCA Level 2 Award in Safeguarding and Protecting Children and Young People (603/7215/1) Learner Assessment Record (LAR).</p>	<p>Category 2: A basic understanding of safeguarding and protecting children and young people</p>
<b>1.4 Portfolio and professional discussion</b>	<p><b>Category 3 only</b></p> <p>Learners will produce a portfolio of evidence to:</p> <ul style="list-style-type: none"> <li>• Show how you they contributed to the development of an organisation's safeguarding and protection policies and procedures.</li> <li>• Show how they have maintained and reviewed an organisation's safeguarding and protection policies and procedures.</li> <li>• Articulate an organisation's vision and processes in regard to safeguarding and protecting adults and adults at risk.</li> </ul>	<p>Category 3: A strategic understanding of safeguarding and protecting children and young people</p>

	<ul style="list-style-type: none"> <li>• Demonstrate the management of risk in relation to safeguarding and the protection of adults and adults at risk.</li> <li>• Show how they have worked collaboratively and have attempted to influence other agencies to promote and share best practice on safeguarding adults and adults at risk</li> </ul> <p>Suitable form(s) of evidence could include:</p> <ul style="list-style-type: none"> <li>• Work products</li> <li>• Witness testimonies</li> <li>• Reflective accounts.</li> </ul> <p>Learners will also participate in a planned, in-depth, two-way professional discussion with a centre assessor, to further ascertain their knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• How to implement, review and evaluate an organisation's safeguarding policies and procedures.</li> <li>• Manage risk and be able to work with others to share best practice.</li> </ul> <p>The portfolio and professional discussion will be centre assessed by an assessor. Learners must complete their own work, and group completion is not permitted.</p> <p>Guidance for this activity can be found in the YMCA Level 2 Award in Safeguarding and Protecting Children and Young People (603/7215/1) Learner Assessment Record (LAR).</p> <p>The professional discussion must be recorded to support internal and external quality assurance activity.</p>	
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The minimum requirements for assessment are outlined below.

UN	Unit title	Assessment task			
		1.1	1.2	1.3	1.4
T/650/2408	Category 1: An awareness of safeguarding and protecting children and young people	x	x		
Y/650/2409	Category 2: A basic understanding of safeguarding and protecting children and young people	x	x	x	
F/650/2410	Category 3: A strategic understanding of safeguarding and protecting children and young people	x			x

## YMCA Level 2 Award in Safeguarding Adults and Adults at Risk (610/0822/9)

This qualification contains three units, with each unit reflecting a different category of responsibility. Learners will need to complete one unit in order to achieve the qualification. By achieving the qualification, learners will fully meet the relevant category requirements of CIMSPA Safeguarding Adults and Adults at Risk professional standard.

The table below provides details of the tasks for each unit.

Assessment task	Details	Unit(s) assessed
<b>2.1 Knowledge questions</b>	<p><b>Categories 1, 2 or 3</b></p> <p>Learners will complete safeguarding knowledge questions relevant to the unit they are studying:</p> <ul style="list-style-type: none"> <li>Category 1: A basic awareness of safeguarding adults and adults at risk (T/650/2408)</li> <li>Category 2: An essential understanding of safeguarding adults and adults at risk for anyone with responsibilities for participants' welfare (Y/650/2409)</li> </ul>	<p>Category 1: A basic awareness of safeguarding adults and adults at risk (T/650/2408)</p> <p>or</p> <p>Category 2: An essential understanding of safeguarding adults and adults at risk for anyone with responsibilities for</p>

	<ul style="list-style-type: none"> <li>Category 3: A strategic understanding of safeguarding adults and adults at risk (F/650/2410)</li> </ul> <p>The pass mark is 100% and responses will be centre assessed by an assessor. Learners must complete their own work, and group completion is not permitted.</p> <p>Questions for this activity can be found in the YMCA Level 2 Award in Safeguarding Adults and Adults at Risk (610/0822/9) Learner Assessment Record (LAR).</p>	<p>participants' welfare (Y/650/2409)</p> <p>or</p> <p>Category 3: A strategic understanding of safeguarding adults and adults at risk (F/650/2410)</p>
<b>2.2 Applied case studies</b>	<p><b>Categories 1 and 2 only</b></p> <p>Learners will apply their knowledge and conduct additional independent research to answer a series of questions relating to three realistic case studies.</p> <p>The pass mark is 100% and responses will be centre assessed by an assessor. Learners must complete their own work, and group completion is not permitted.</p> <p>Questions for this activity can be found in the YMCA Level 2 Award in Safeguarding Adults and Adults at Risk (610/0822/9) Learner Assessment Record (LAR).</p>	<p>Category 1: A basic awareness of safeguarding adults and adults at risk (T/650/2408)</p> <p>Category 2: An essential understanding of safeguarding adults and adults at risk for anyone with responsibilities for participants' welfare (Y/650/2409)</p>
<b>2.3 Witness Testimony</b>	<p><b>Category 2 only</b></p> <p>Learners will be observed demonstrating good practice and appropriate behaviour with adults and adults at risk.</p> <p>The observation can be completed by a tutor/assessor as part of a practical observation if this unit is being taken as part of or alongside another YMCA Awards qualification.</p> <p>Paperwork for this activity can be found in the YMCA Level 2 Award in Safeguarding Adults and Adults at Risk (610/0822/9) Learner Assessment Record (LAR).</p>	<p>Category 2: An essential understanding of safeguarding adults and adults at risk for anyone with responsibilities for participants' welfare (Y/650/2409)</p>

<b>2.4 Portfolio and professional discussion</b>	<p><b>Category 3 only</b></p> <p>Learners will produce a portfolio of evidence to:</p> <ul style="list-style-type: none"> <li>• Show how they contributed to the development of an organisation's safeguarding and protection policies and procedures.</li> <li>• Show how they have maintained and reviewed an organisation's safeguarding and protection policies and procedures.</li> <li>• Articulate an organisation's vision and processes in regard to safeguarding and protecting adults and adults at risk.</li> <li>• Demonstrate the management of risk in relation to safeguarding and the protection of adults and adults at risk.</li> <li>• Show how they have worked collaboratively and have attempted to influence other agencies to promote and share best practice on safeguarding adults and adults at risk</li> </ul> <p>Suitable form(s) of evidence could include:</p> <ul style="list-style-type: none"> <li>• Work products</li> <li>• Witness testimonies</li> <li>• Reflective accounts.</li> </ul> <p>Learners will also participate in a planned, in-depth, two-way professional discussion with a centre assessor, to further ascertain their knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• How to implement, review and evaluate an organisation's safeguarding policies and procedures.</li> <li>• Manage risk and be able to work with others to share best practice.</li> </ul> <p>The portfolio and professional discussion will be centre assessed by an assessor. Learners must complete their own work, and group completion is not permitted.</p>	<p>Category 3: A strategic understanding of safeguarding adults and adults at risk (F/650/2410)</p>
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	<p>Guidance for this activity can be found in the YMCA Level 2 Award in Safeguarding Adults and Adults at Risk (610/0822/9) Learner Assessment Record (LAR).</p> <p>The professional discussion must be recorded to support internal and external quality assurance activity.</p>	
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The minimum requirements for assessment are outlined below.

UN	Unit title	Assessment task			
		2.1	2.2	2.3	2.4
T/650/2408	Category 1: A basic awareness of safeguarding adults and adults at risk	x	x		
Y/650/2409	Category 2: An essential understanding of safeguarding adults and adults at risk for anyone with responsibilities for participants' welfare	x	x	x	
F/650/2410	Category 3: A strategic understanding of safeguarding adults and adults at risk	x			x

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

# 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 who have limited contact with (but no responsibility for) children and will not be providing instruction eg, coaching. Examples roles could include recreation assistant, grounds person and parent helper.

## Content

1. Understand safeguarding and child protection	
<b>1.1 Outline</b> what is meant by safeguarding and child protection.	<ul style="list-style-type: none"><li>• Protection from harm/abuse/neglect</li><li>• Prevention of harm to children's wellbeing or development</li><li>• Ensuring healthy and safe provision of care</li><li>• Taking action to enable children to have the best outcomes.</li></ul>
<b>1.2 Outline</b> what is meant by appropriate behaviour in relation to children and young people.	<ul style="list-style-type: none"><li>• Behaviour from and towards children</li><li>• In relation to:<ul style="list-style-type: none"><li>○ boundaries</li><li>○ age-related understanding and interpretations of topics</li><li>○ language.</li></ul></li></ul>
<b>1.3 Identify</b> factors that could influence a child's behaviour.	<ul style="list-style-type: none"><li>• Abuse</li><li>• Transitions and life events</li><li>• Hunger</li><li>• Over/under-stimulation.</li></ul>
<b>1.4 Outline</b> the difference between abuse and poor working practices when working with children and young people.	<ul style="list-style-type: none"><li>• Abuse and poor practice are closely linked and poor practice may become abuse.</li></ul>

	<ul style="list-style-type: none"> <li>• One-off incidents of poor practice differ from abuse in that they may be: <ul style="list-style-type: none"> <li>○ unintentional</li> <li>○ do not cause any lasting harm and most short-term harm can be quickly put right.</li> </ul> </li> </ul>
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2. Understand the different types and indicators of abuse	
<p><b>2.1 Outline</b> the different types of child abuse, to include:</p> <ul style="list-style-type: none"> <li>• Physical</li> <li>• Emotional</li> <li>• Neglect</li> <li>• Bullying</li> <li>• Sexual.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide definitions of each.</li> </ul>
<p><b>2.2 Outline</b> possible indicators of abuse, to include:</p> <ul style="list-style-type: none"> <li>• Physical</li> <li>• Emotional</li> <li>• Neglect</li> <li>• Bullying</li> <li>• Sexual.</li> </ul>	<ul style="list-style-type: none"> <li>• Physical signs and indicators.</li> <li>• Behavioural signs and indicators.</li> </ul>

3. Understand how to respond to reports or suspicions of child abuse	
<p><b>3.1 Describe</b> 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.</p>	<ul style="list-style-type: none"> <li>• Workplace policies and procedures in terms of reporting procedures within the scope of own role and responsibilities.</li> </ul>
<p><b>3.2 Identify</b> the statutory agencies responsible for safeguarding and protecting children and young people.</p>	<ul style="list-style-type: none"> <li>• Ofsted.</li> <li>• Local authority (Social Services).</li> <li>• The Child Protection in Sport Unit (CPSU).</li> <li>• National Society for the Prevention of Cruelty to Children (NSPCC).</li> </ul>

	<ul style="list-style-type: none"> <li>• Police.</li> <li>• Local Safeguarding Children Boards (LSCBs).</li> <li>• Independent Safeguarding Authority (ISA).</li> </ul>
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4. Be able to recognise and respond to potential indicators of abuse and poor practice	
<b>4.1 Identify</b> different indicators of child abuse and poor practice.	<ul style="list-style-type: none"> <li>• Poor practice takes place whenever staff fail to provide a good standard of care and support.</li> <li>• It occurs when staff ignore the rights of the children or deny them the chance to enjoy and access their rights to care and play.</li> <li>• Poor practice which is allowed to continue can cause harm and can become abuse.</li> </ul>
<b>4.2 Identify</b> suitable sources for advice and support in response to suspicion of child abuse or poor practice.	<ul style="list-style-type: none"> <li>• Own organisation whistleblowing policy.</li> <li>• The Child Protection in Sport Unit (CPSU).</li> <li>• National Society for the Prevention of Cruelty to Children (NSPCC).</li> <li>• The National Institute for Health and Care Excellence (NICE).</li> <li>• Local authority safeguarding team.</li> </ul>
<b>4.3 Follow the correct procedure(s) regarding safeguarding or child protection concern(s).</b>	<ul style="list-style-type: none"> <li>• Refer to workplace policies and procedures in terms of reporting procedures within the scope of own role and responsibilities.</li> </ul>

# 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 and gym instructor.

## Content

1. Understand safeguarding and child protection	
<b>1.1 Outline</b> what is meant by safeguarding and child protection.	<ul style="list-style-type: none"><li>• Protection from harm/abuse/neglect.</li><li>• Prevention of harm to children's wellbeing or development.</li><li>• Ensuring healthy and safe provision of care.</li><li>• Taking action to enable children to have the best outcomes.</li></ul>
<b>1.2 Outline</b> what is meant by appropriate behaviour in relation to children and young people.	<b>Appropriate behaviour:</b> <ul style="list-style-type: none"><li>• Upholding the organisations' code of behaviour.</li><li>• Follow the organisation's child protection policy and e-safety policy and procedures at all times and report any breaches.</li><li>• Listen to and respect children at all times.</li><li>• Avoid favouritism.</li><li>• Treat children and young people fairly and without prejudice or discrimination.</li><li>• Value and take children's contributions seriously, actively involving children and young people in planning activities wherever possible.</li><li>• Always ensure language is appropriate and not offensive or discriminatory.</li></ul>

- Always ensure equipment is used safely and for its intended purpose.
- Provide examples of good conduct you wish children and young people to follow.
- Challenge unacceptable behaviour and report all allegations/suspicions of abuse.
- Ensure that whenever possible, there is more than one adult present during activities with children and young people or if this isn't possible, that you are within sight or hearing of other adults.

**Inappropriate behaviour:**

- Patronise or treat children and young people as if they are silly.
- Allow allegations to go unreported.
- Develop inappropriate relationships such as contact with children and young people that is not a part of the work or agreed upon with the manager or leader.
- Conduct a sexual relationship with a child or young person or indulge in any form of sexual contact with a child or young person. Any such behaviour between an adult member of staff or volunteer and a child or young person represents a serious breach of trust on the part of the staff member or volunteer and is not acceptable under any circumstances.
- Let children and young people have your personal contact details (mobile number or address).
- Make sarcastic, insensitive, derogatory or sexually suggestive comments or gestures to or in front of children and young people.
- Act in a way that can be perceived as threatening or intrusive.
- Make inappropriate promises to children and young people, particularly in relation to confidentiality.
- Jump to conclusions about others without checking facts.

	<ul style="list-style-type: none"> <li>• Either exaggerate or trivialise child abuse issues.</li> <li>• Rely on your reputation or that of the organisation to protect you.</li> </ul>
<b>1.3 Identify</b> factors that could influence a child's behaviour.	<ul style="list-style-type: none"> <li>• Family relationships/changes to family circumstances.</li> <li>• Abuse.</li> <li>• Transitions and life events.</li> <li>• Hunger.</li> <li>• Lack of sleep.</li> <li>• Social experiences.</li> <li>• The child's emotional development and temperament.</li> <li>• Over/under-stimulation.</li> </ul>
<b>1.4 Outline</b> the difference between abuse and poor working practices when working with children and young people.	<ul style="list-style-type: none"> <li>• See AC 1.2</li> <li>• Abuse and poor practice are closely linked and poor practice may become abuse.</li> <li>• One-off incidents of poor practice differ from abuse in that they may be: <ul style="list-style-type: none"> <li>○ unintentional</li> <li>○ do not cause any lasting harm and most short-term harm can be quickly put right.</li> </ul> </li> </ul>

## 2. Understand the different types and indicators of abuse

<b>2.1 Outline</b> the different types of child abuse, to include: <ul style="list-style-type: none"> <li>• Physical</li> <li>• Emotional</li> <li>• Neglect</li> <li>• Bullying</li> <li>• Sexual.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide definitions of each.</li> </ul>
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<p><b>2.2 Outline</b> possible indicators of abuse, to include:</p> <ul style="list-style-type: none"> <li>• Physical</li> <li>• Emotional</li> <li>• Neglect</li> <li>• Bullying</li> <li>• Sexual.</li> </ul>	<ul style="list-style-type: none"> <li>• Physical signs and indicators</li> <li>• Behavioural signs and indicators.</li> </ul>
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3. Understand how to respond to reports or suspicions of child abuse	
<p><b>3.1 Describe</b> 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.</p>	<ul style="list-style-type: none"> <li>• Report any concerns to the designated colleague or manager.</li> <li>• Follow workplace policies and procedures in terms of reporting procedures within the scope of own role and responsibilities</li> <li>• 4 Rs of child protection: <ul style="list-style-type: none"> <li>○ Recognise</li> <li>○ Respond</li> <li>○ Report</li> <li>○ Record.</li> </ul> </li> </ul>
<p><b>3.2 Describe</b> how to appropriately react and respond to a child should they make a disclosure.</p>	<ul style="list-style-type: none"> <li>• Follow workplace policies and procedures in terms of reporting procedures within the scope of own role and responsibilities.</li> </ul>
<p><b>3.3 Identify</b> the statutory agencies responsible for safeguarding and protecting children and young people.</p>	<ul style="list-style-type: none"> <li>• Ofsted.</li> <li>• Local authority (Social Services).</li> <li>• The Child Protection in Sport Unit (CPSU).</li> <li>• National Society for the Prevention of Cruelty to Children (NSPCC).</li> <li>• Police.</li> <li>• Local Safeguarding Children Boards (LSCBs).</li> <li>• Independent Safeguarding Authority (ISA).</li> </ul>

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

<b>4.1 Outline</b> key government legislation in relation to safeguarding and protecting children and young people.	<ul style="list-style-type: none"><li>• Keeping children safe in education.</li><li>• Statutory framework for the early year's foundation stage.</li><li>• Working together to safeguard children.</li><li>• The United Nations convention on the rights of the child, or UNCRC.</li><li>• Prevent strategy.</li><li>• Female genital mutilation (FGM).</li><li>• Children Act (2002).</li><li>• Human Rights Act (1998).</li><li>• Health and Safety at Work (1974).</li></ul>
<b>4.2 Describe</b> what constitutes good working practices for safeguarding and protecting children and young people.	<ul style="list-style-type: none"><li>• Reflecting on own practice.</li><li>• Understanding boundaries.</li><li>• Being aware of policies and procedures internally.</li></ul>
<b>4.3 Describe</b> what is meant by appropriate and inappropriate behaviour with children and young people.	<ul style="list-style-type: none"><li>• Boundaries</li><li>• Behaviour management strategies</li><li>• Showing respect</li><li>• Staying within the law</li><li>• Attitudes</li><li>• Relationships.</li></ul>
<b>4.4 Describe</b> the scope of your own role and that of others in safeguarding and protecting children and young people.	<ul style="list-style-type: none"><li>• Refer to workplace policies and procedures in terms of reporting procedures within the scope of own role and responsibilities.</li></ul>

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

<b>5.1 Identify</b> different indicators of child abuse and poor practice.	<ul style="list-style-type: none"><li>• Poor practice takes place whenever staff fail to provide a good standard of care and support.</li></ul>
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	<ul style="list-style-type: none"> <li>• It occurs when staff ignore the rights of the children or deny them the chance to enjoy and access their rights to care and play.</li> <li>• Poor practice which is allowed to continue can cause harm and can become abuse.</li> </ul>
<b>5.2 Identify</b> suitable sources for advice and support in response to suspicion of child abuse or poor practice.	<ul style="list-style-type: none"> <li>• Own organisation whistleblowing policy.</li> <li>• The Child Protection in Sport Unit (CPSU).</li> <li>• National Society for the Prevention of Cruelty to Children (NSPCC).</li> <li>• The National Institute for Health and Care Excellence (NICE).</li> <li>• Local authority safeguarding team.</li> </ul>
<b>5.3 Follow the correct procedure(s) regarding safeguarding or child protection concern(s).</b>	<ul style="list-style-type: none"> <li>• Refer to workplace policies and procedures in terms of reporting procedures within the scope of own role and responsibilities.</li> </ul>
<b>5.4 Demonstrate</b> good practice and appropriate behaviour with children and young people.	<ul style="list-style-type: none"> <li>• Witness statements.</li> <li>• Practical observation.</li> <li>• Reflective practice.</li> <li>• Working within workplace and government policies and procedures.</li> </ul>

# 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 include board members and senior management.

## Content

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

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

- Staying within the law, and meeting legislation requirements.
- Staff are kept up to date and trained.
- Compliance.
- Protection of the company and the staff within, as well as the children and families.

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

- Individual and company-level consequences including fines and imprisonment.
- Risk to the children and young people outside of the organisation if appropriate training is not offered.
- Poor practice from staff.

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

- A structured approach to the identification, assessment and management of risk and the review of incidents is essential as the total elimination of risk is unrealistic.
- It is vital that staff use the guidance, procedures and risk assessment / management tools that have been adopted by their organisation.

<b>1.4 Explain</b> how to access information on the latest best practices to keep children safe and respond to concerns.	<ul style="list-style-type: none"> <li>• Government documentation updates.</li> <li>• NSPCC and other Child Protection organisations.</li> </ul>
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## 2. Understanding the organisation's vision in relation to safeguarding and protection

<b>2.1 Describe</b> how to plan a vision in relation to the safeguarding and protection of children and young people for your organisation.	<ul style="list-style-type: none"> <li>• Section 11 of the Children Act (2004).</li> <li>• Vision should reflect the arrangements in place to ensure the importance of safeguarding and promoting the welfare of children through all aspects of the provision.</li> </ul>
<b>2.2 Explain</b> how to apply, assess and evaluate the effectiveness of safeguarding policies and procedures across your organisation.	<ul style="list-style-type: none"> <li>• Clear lines of accountability.</li> <li>• Senior leaders with clear knowledge and expertise.</li> <li>• Whistleblowing procedures.</li> <li>• Escalation policies.</li> <li>• Supervision.</li> <li>• Culture of safety and equality.</li> </ul>

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

<b>3.1 Identify</b> the key legislation in relation to safeguarding and protecting children and young people.	<ul style="list-style-type: none"> <li>• Keeping children safe in education.</li> <li>• Statutory framework for the early year's foundation stage (EYFS).</li> <li>• Working together to safeguard children.</li> <li>• The United Nations convention on the rights of the child, or UNCRC.</li> <li>• Prevent strategy.</li> <li>• Female genital mutilation (FGM).</li> <li>• Children Act (2004).</li> <li>• Human Rights Act (1998).</li> <li>• Health and Safety at Work (1974).</li> </ul>
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<b>3.2 Explain</b> how to communicate safeguarding strategies and messages across your organisation in an effective manner.	<ul style="list-style-type: none"> <li>• Verbal and written strategies.</li> <li>• Policy updates.</li> <li>• Meetings and briefings.</li> </ul>
<b>3.3 Identify</b> ways in which an effective safeguarding culture can be implemented.	<ul style="list-style-type: none"> <li>• Training.</li> <li>• Sharing of values.</li> <li>• Open communication.</li> <li>• Promotion of equality.</li> </ul>
<b>3.4 Describe</b> the following processes in relation to safeguarding: <ul style="list-style-type: none"> <li>• Disciplinary</li> <li>• Complaints</li> <li>• Whistleblowing (including protection under the Public Interest Disclosure Act 1998).</li> </ul>	

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

<b>4.1 Contribute to the development</b> of own organisation's safeguarding and protection policies and procedures.	
<b>4.2 Maintain and review</b> own organisation's safeguarding and protection policies and procedures.	
<b>4.3 Evaluate</b> 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.	See 2.1

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

**5.1 Demonstrate** the management of risk in relation to safeguarding and the protection of children.

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

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

# Qualification content: YMCA Level 2 Award in Safeguarding Adults and Adults at Risk (610/0822/9)



# Category 1: A basic awareness of safeguarding adults and adults at risk (T/650/2408)

## Unit aim

This unit provides a basic awareness of safeguarding adults and adults at risk. This category applies to all staff and volunteers working in sport and physical activity who have limited contact with (but no responsibility for) adults and adults at risk and who will not be providing instruction, e.g. coaching. Example roles could include parents, parent helpers, participants, administrators, recreation assistant, grounds people and other support staff or volunteers.

## Content

### 1. Understand safeguarding of adults and adults at risk.

#### 1.1. Outline what is meant by safeguarding adults and adults at risk.

##### Definitions:

- Adult: aged 18 years and over.
- At risk: may be in need of community care services due to mental or other disability, age or illness; and who is or may be unable to take care of themselves, or unable to protect themselves against significant harm or exploitation.

See references: Safeguarding adults. NHS England.

- An adult at risk is a person aged 18 or over who:
  - Has needs for care and support (whether or not the local authority is meeting any of those needs), and
  - Is experiencing, or is at risk of, abuse or neglect, and
  - As a result of those care and support needs is unable to protect themselves from either the risk of or the experience of, abuse or neglect.

See references: The Care Act 2014.

- Safeguarding adults is about the safety and wellbeing of all adults but providing additional measures for those who are least able to protect themselves from harm or abuse, this includes:
  - Protection from harm, abuse and/or neglect.
  - Prevention of harm to wellbeing or development.
  - Ensuring healthy and safe provision of care.
  - Taking action to enable adults and adults at risk to have the best outcomes.

<p><b>1.2. Outline</b> what is meant by appropriate behaviour in relation to adults and adults at risk.</p>	<ul style="list-style-type: none"> <li>• Upholding the organisations code of behaviour.</li> <li>• Follow the organisation’s safeguarding adults and adults at risk policy and e-safety policy and procedures at all times and report any breaches.</li> <li>• Listen to and respect adults and adults at risk at all times.</li> <li>• Avoid favouritism.</li> <li>• Treat adults and adults at risk fairly and without prejudice or discrimination.</li> <li>• Value and take contributions seriously, actively involving adults and adults at risk in planning activities wherever possible.</li> <li>• Always ensure language is appropriate and not offensive or discriminatory.</li> <li>• Always ensure equipment is used safely and for its intended purpose.</li> <li>• Provide examples of good conduct you wish adults and adults at risk to follow.</li> <li>• Challenge unacceptable behaviour and report all allegations/suspensions of abuse.</li> <li>• Ensure that whenever possible, there is more than one responsible adult present during activities with adults and adults at risk or if this isn’t possible, that you are within sight or hearing of other responsible adults.</li> </ul>
<p><b>1.3. Identify</b> factors that could influence the behaviour of adults and adults at risk.</p>	<ul style="list-style-type: none"> <li>• Family/guardian/caring relationships/changes to circumstance.</li> <li>• Abuse.</li> <li>• Life and social experiences - culture, family and friends.</li> <li>• The adult and adult at risk of emotional development and temperament.</li> <li>• Transitions and life events, including ageing, loss of independence, frailty, disabilities, chronic health conditions, and palliative care.</li> <li>• Physical factors - age, health, illness, pain, the influence of a substance or medication, lack of sleep, hunger.</li> <li>• Personal and emotional - personality, beliefs, expectations, emotions, mental health.</li> <li>• Individual needs and wants.</li> </ul>

<p><b>1.4. Outline</b> the difference between abuse and poor working practices when working with adults and adults at risk.</p>	<ul style="list-style-type: none"> <li>• Abuse and poor practice are closely linked, and poor practice may become abuse.</li> <li>• One-off incidents of poor practice differ from abuse in that they: <ul style="list-style-type: none"> <li>○ May be unintentional.</li> <li>○ May not cause lasting harm and most short-term harm can be quickly put right.</li> </ul> </li> </ul>
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<b>2. Understand the different types and indicators of abuse.</b>	
<p><b>2.1. Outline</b> the different types of child abuse, including:</p> <ul style="list-style-type: none"> <li>• Physical.</li> <li>• Emotional.</li> <li>• Bullying.</li> <li>• Sexual.</li> <li>• Neglect and acts of omission, or self-neglect, e.g. personal hygiene, hoarding.</li> <li>• Modern slavery and trafficking.</li> <li>• Domestic violence, which may include physical, emotional and bullying.</li> <li>• Financial or material.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide definitions of each.</li> </ul>

<p><b>2.2. Outline</b> possible indicators of abuse including:</p> <ul style="list-style-type: none"> <li>• Physical.</li> <li>• Emotional.</li> <li>• Bullying.</li> <li>• Sexual.</li> <li>• Neglect and acts of omission, or self-neglect, e.g. personal hygiene, hoarding.</li> <li>• Modern slavery and trafficking.</li> <li>• Domestic violence, which may include physical, emotional and bullying.</li> <li>• Financial or material.</li> </ul>	<ul style="list-style-type: none"> <li>• Physical signs and indicators.</li> <li>• Behavioural signs and indicators.</li> </ul>
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3. Understand how to respond to reports or suspicions of abuse.	
<p><b>3.1. Describe</b> what to do when concerned that an adult and adult at risk may be being abused or that someone may pose a risk to an adult or adult at risk.</p>	<ul style="list-style-type: none"> <li>• Report any concerns to the designated colleague or manager.</li> <li>• Follow workplace policies and procedures in terms of reporting procedures within the scope of own role and responsibilities.</li> <li>• 4 R's (applies to adults and adults at risk): <ul style="list-style-type: none"> <li>○ Recognise</li> <li>○ Respond</li> <li>○ Report</li> <li>○ Record.</li> </ul> </li> </ul>

<p><b>3.2. Identify</b> the statutory agencies responsible for safeguarding and protecting adults and adults at risk.</p>	<ul style="list-style-type: none"> <li>• Ofsted (children and young people)</li> <li>• Office of the Public Guardian</li> <li>• Healthcare Inspectorate Wales</li> <li>• Department for Health and Social Care</li> <li>• Disclosure and Barring Service (DBS)</li> <li>• Care Quality Commission</li> <li>• Local authority (social services)</li> <li>• Police</li> <li>• Local Safeguarding Adults Boards (LSABs)</li> <li>• Independent Safeguarding Authority (ISA)</li> <li>• National Crime Agency (trafficking).</li> </ul> <p>Source: <a href="https://tinyurl.com/bd9j6c5f">tinyurl.com/bd9j6c5f</a>.</p>
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<b>4. Be able to recognise and respond to potential indicators of abuse and poor practice.</b>	
<p><b>4.1. Identify</b> different indicators of abuse and poor practice.</p>	<ul style="list-style-type: none"> <li>• Poor practice takes place whenever staff fail to provide a good standard of care and support.</li> <li>• It occurs when staff ignore the rights of the adults and adults at risk or deny them the chance to enjoy and access their rights.</li> <li>• Poor practice which is allowed to continue can cause harm and can become abuse.</li> </ul>
<p><b>4.2. Identify</b> suitable sources for advice and support in response to suspicion of abuse or poor practice.</p>	<ul style="list-style-type: none"> <li>• See 3.2.</li> <li>• Own organisation whistleblowing policy (and Public Interest Disclosure Act 1998).</li> <li>• The National Institute for Health and Care Excellence (NICE).</li> <li>• Local Safeguarding Adult Boards (LSABs).</li> <li>• Government legislation.</li> </ul>
<p><b>4.3. Follow the correct procedure(s) regarding safeguarding concern(s).</b></p>	<ul style="list-style-type: none"> <li>• Refer to workplace policies and procedures in terms of reporting procedures within the scope of own role and responsibilities.</li> </ul>
<p><b>4.4. Demonstrate</b> how a safe environment could be created for adults and adults at risk.</p>	<ul style="list-style-type: none"> <li>• See 4.1-4.3.</li> </ul>

# Category 2: An essential understanding of safeguarding adults and adults at risk for anyone with responsibilities for participants' welfare (Y/650/2409)

## Unit aim

This unit provides an essential understanding of safeguarding adults and adults at risk. This category applies to all staff and volunteers working in sports and physical activity who have the potential to provide supervised or unsupervised instruction to adults and adults at risk. Example roles could include welfare officers, team managers, coaches, and gym instructors with direct responsibility for participants' welfare.

## Content

### 1. Understand safeguarding of adults and adults at risk.

#### 1.1. Outline what is meant by safeguarding adults and adults at risk.

##### Definitions:

- Adult: aged 18 years and over.
- At risk: may be in need of community care services due to mental or other disability, age or illness; and who is or may be unable to take care of themselves, or unable to protect themselves against significant harm or exploitation.

See references: Safeguarding Adults. NHS England.

- An adult at risk is a person aged 18 or over who:
  - Has needs for care and support (whether or not the local authority is meeting any of those needs), and
  - Is experiencing, or is at risk of, abuse or neglect, and
  - As a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of, abuse or neglect.

See references: Care Act 2014.

- Safeguarding adults is about the safety and wellbeing of all adults but providing additional measures for those who are least able to protect themselves from harm or abuse, this includes:
  - Protection from harm, abuse and/or neglect.
  - Prevention of harm to wellbeing or development.
  - Ensuring healthy and safe provision of care.

	<ul style="list-style-type: none"> <li>○ Taking action to enable adults and adults at risk to have the best outcomes.</li> </ul>
<p><b>1.2. Outline</b> what is meant by appropriate and inappropriate behaviour in relation to adults and adults at risk.</p>	<p>Appropriate behaviour:</p> <ul style="list-style-type: none"> <li>• Upholding the organisations' code of behaviour.</li> <li>• Follow the organisation's safeguarding adults and adults at risk policy and e-safety policy and procedures at all times and report any breaches.</li> <li>• Listen to and respect adults and adults at risk at all times.</li> <li>• Avoid favouritism.</li> <li>• Treat adults and adults at risk fairly and without prejudice or discrimination.</li> <li>• Value and take contributions seriously, actively involving adults and adults at risk in planning activities wherever possible.</li> <li>• Always ensure language is appropriate and not offensive or discriminatory.</li> <li>• Always ensure equipment is used safely and for its intended purpose.</li> <li>• Provide examples of good conduct you wish adults and adults at risk to follow.</li> <li>• Challenge unacceptable behaviour and report all allegations/suspicions of abuse.</li> <li>• Ensure that whenever possible, there is more than one responsible adult present during activities with adults and adults at risk or if this isn't possible, that you are within sight or hearing of other responsible adults.</li> </ul> <p>Inappropriate behaviour:</p> <ul style="list-style-type: none"> <li>• Patronise or treat adults and adults at risk as if they are silly.</li> <li>• Allow allegations to go unreported.</li> <li>• Develop inappropriate relationships such as contact with adults and adults at risk that is not part of the work or agreed with the manager or leader.</li> <li>• Conduct a sexual relationship with an adult or adult at risk or indulge in any form of sexual contact. Any such behaviour between an adult member of staff or volunteer and an adult or adult at risk represents a serious breach of trust on the part of the staff member or volunteer and is not acceptable under any circumstances.</li> <li>• Letting adults or adults at risk have your personal contact details (mobile number or address).</li> <li>• Make sarcastic, insensitive, derogatory or sexually suggestive comments or gestures to or in front of adults and adults at risk.</li> </ul>

	<ul style="list-style-type: none"> <li>• Act in a way that can be perceived as threatening or intrusive.</li> <li>• Make inappropriate promises to adults and adults at risk, particularly in relation to confidentiality.</li> <li>• Jump to conclusions about others without checking facts.</li> <li>• Either exaggerate or trivialise abuse issues.</li> <li>• Rely on your reputation or that of the organisation to protect you.</li> </ul> <p>See also: Section 4.4. – The six principles of safeguarding adults and adults at risk.</p>
<b>1.3. Identify</b> factors that could influence the behaviour of adults and adults at risk.	<ul style="list-style-type: none"> <li>• Family/guardian/caring relationships/changes to circumstance.</li> <li>• Abuse.</li> <li>• Life and social experiences - culture, family and friends.</li> <li>• The adult and adult at risks emotional development and temperament.</li> <li>• Transitions and life events, including ageing, loss of independence, frailty, disabilities, chronic health conditions, and palliative care.</li> <li>• Physical factors - age, health, illness, pain, the influence of a substance or medication, lack of sleep, hunger.</li> <li>• Personal and emotional - personality, beliefs, expectations, emotions, mental health.</li> <li>• Individual needs and wants.</li> </ul>
<b>1.4. Outline</b> the difference between abuse and poor working practices when working with adults and adults at risk.	<ul style="list-style-type: none"> <li>• See also section 1.2.</li> <li>• Abuse and poor practice are closely linked, and poor practice may become abuse.</li> <li>• One-off incidents of poor practice differ from abuse in that they: <ul style="list-style-type: none"> <li>○ May be unintentional.</li> <li>○ May not cause any lasting harm and most short-term harm can be quickly put right.</li> </ul> </li> </ul>



## 2. Understand the different types and indicators of abuse.

**2.1. Outline** the different types of child abuse, including:

- Physical.
- Emotional.
- Neglect and acts of omission, or self-neglect, e.g. personal hygiene, hoarding.
- Bullying.
- Sexual.
- Modern slavery and trafficking.
- Domestic violence, which may include physical, emotional and bullying.
- Financial or material.

- Provide definitions of each.

<p><b>2.2. Outline</b> possible indicators of abuse including:</p> <ul style="list-style-type: none"> <li>• Physical.</li> <li>• Emotional.</li> <li>• Neglect and acts of omission, or self-neglect, e.g. personal hygiene, hoarding.</li> <li>• Bullying.</li> <li>• Sexual.</li> <li>• Modern slavery and trafficking.</li> <li>• Domestic violence, which may include physical, emotional and bullying.</li> <li>• Financial or material.</li> </ul>	<ul style="list-style-type: none"> <li>• Physical signs and indicators.</li> <li>• Behavioural signs and indicators.</li> </ul>
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3. Understand how to respond to reports or suspicions of abuse.	
<p><b>3.1. Describe</b> what to do when concerned that an adult or adult at risk may be being abused or that someone may pose a risk to an adult or adult at risk.</p>	<ul style="list-style-type: none"> <li>• Report any concerns to the designated colleague or manager.</li> <li>• Follow workplace policies and procedures in terms of reporting procedures within the scope of own role and responsibilities.</li> <li>• 4 R's (applies to adults and adults at risk): <ul style="list-style-type: none"> <li>○ Recognise</li> <li>○ Respond</li> <li>○ Report</li> <li>○ Record.</li> </ul> </li> </ul>
<p><b>3.2. Describe</b> how to appropriately react and respond to an adult and/or adult at risk should they make a disclosure.</p>	<ul style="list-style-type: none"> <li>• Follow workplace policies and procedures in terms of reporting procedures within the scope of own role and responsibilities.</li> </ul>

<p><b>3.3. Identify</b> the statutory agencies responsible for safeguarding adults and adults at risk.</p>	<ul style="list-style-type: none"> <li>• Ofsted (children and young people)</li> <li>• Office of the Public Guardian</li> <li>• Healthcare Inspectorate Wales</li> <li>• Department for Health and Social Care</li> <li>• Disclosure and Barring Service (DBS)</li> <li>• Care Quality Commission</li> <li>• Local authority (Social Services)</li> <li>• Police</li> <li>• Local Safeguarding Adults Boards (LSABs)</li> <li>• Independent Safeguarding Authority (ISA)</li> <li>• National Crime Agency (trafficking).</li> </ul> <p>Source: <a href="#">Strategy for dealing with safeguarding issues in charities</a>.</p>
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4. Understand the key principles of safeguarding adults and adults at risk.	
<p><b>4.1. Outline</b> key government legislation in relation to safeguarding adults and adults at risk.</p>	<ul style="list-style-type: none"> <li>• Care Act 2014</li> <li>• Mental Capacity Act 2019</li> <li>• The Deprivation of Liberty Safeguards 2009 (DoLS)</li> <li>• Office of the Public Guardian safeguarding policy (2015)</li> <li>• Safeguarding Vulnerable Groups Act 2006</li> <li>• Disclosure and Barring Service (DBS)</li> <li>• prevent strategy</li> <li>• Female Genital Mutilation Act 2003 – FGM is also part of Serious Crime Act 2015</li> <li>• Human Rights Act 1998</li> <li>• Health and Safety at Work 1974.</li> </ul>
<p><b>4.2. Describe</b> what constitutes good working practices for safeguarding adults and adults at risk.</p>	<ul style="list-style-type: none"> <li>• Reflecting on own practice.</li> <li>• Understanding boundaries.</li> <li>• Disclosure and barring service (DBS) – recruitment checks.</li> <li>• Being aware of policies and procedures internally.</li> </ul>
<p><b>4.3. Describe</b> the scope of your own role and that of others in safeguarding adults and adults at risk.</p>	<ul style="list-style-type: none"> <li>• Refer to workplace policies and procedures in terms of reporting procedures within the scope of own role and responsibilities.</li> </ul>

<p><b>4.4. Describe</b> the six principles of safeguarding adults and adults at risk.</p>	<ul style="list-style-type: none"> <li>• The importance of each principle within the Care Act 2014:               <ol style="list-style-type: none"> <li>1. Empowerment – person-led decisions and informed consent.</li> <li>2. Prevention – act before harm occurs (follow procedures).</li> <li>3. Proportionality – least intrusive response to manage risk.</li> <li>4. Protection – support and representation.</li> <li>5. Partnership – local solutions.</li> <li>6. Accountability – accountable and transparent.</li> </ol> </li> <li>• How to apply the principles to create a safe environment for adults and adults at risk.</li> </ul>
<p><b>4.5. Outline</b> the importance of sharing information appropriately.</p>	<ul style="list-style-type: none"> <li>• Confidentiality.</li> <li>• Data protection and GDPR regulations.</li> </ul>
<p><b>4.6. Outline</b> the correct recruitment procedure for working with adults in sport when a Disclosure and Barring Service (DBS) check is required.</p>	

## 5. Be able to recognise and respond to potential indicators of abuse and poor practice when working with adults or adults at risk practice.

<p><b>5.1. Identify</b> different indicators of abuse and poor practice.</p>	<ul style="list-style-type: none"> <li>• Poor practice takes place whenever staff fail to provide a good standard of care and support.</li> <li>• It occurs when staff ignore the rights of the adults and adults at risk or deny them the chance to enjoy and access their rights.</li> <li>• Poor practice which is allowed to continue can cause harm and can become abuse.</li> </ul>
<p><b>5.2. Identify</b> suitable sources for advice and support in response to suspicion of abuse or poor practice.</p>	<ul style="list-style-type: none"> <li>• Own organisation whistleblowing policy.</li> <li>• Local Safeguarding Adults Boards (LSABs).</li> <li>• Department for Health and Social Care.</li> <li>• Disclosure and Barring Service (DBS).</li> <li>• Care Quality Commission.</li> <li>• Office of the Public Guardian (mental capacity).</li> <li>• The National Institute for Health and Care Excellence (NICE).</li> </ul>

	<ul style="list-style-type: none"> <li>• See AC 3.3.</li> </ul>
<b>5.3. Follow the correct procedure(s)</b> regarding safeguarding concern(s).	<ul style="list-style-type: none"> <li>• Refer to workplace policies and procedures in terms of reporting procedures within the scope of own role and responsibilities.</li> </ul>
<b>5.4. Demonstrate</b> good practice and appropriate behaviour with adults and adults at risk.	<ul style="list-style-type: none"> <li>• Witness statements.</li> <li>• Practical observation.</li> <li>• Reflective practice.</li> <li>• Working within workplace and government policies and procedures.</li> <li>• Application of the six principles of safeguarding.</li> </ul>
<b>5.5. Demonstrate</b> accurate report writing.	<ul style="list-style-type: none"> <li>• With consideration to confidentiality and information sharing (see 4.6).</li> </ul>
<b>5.6. Apply</b> the six key principles for safeguarding adults and adults at risk.	<ul style="list-style-type: none"> <li>• See 5.4 and 4.5.</li> </ul>

# Category 3: A strategic understanding of safeguarding adults and adults at risk (F/650/2410)

## Unit aim

This unit provides a strategic understanding of safeguarding adults and adults at risk. This category applies to staff and volunteers with senior operational management responsibilities. Example roles include board members and senior management.

## Content

1. Understand the importance of a safeguarding and protection policy in relation to organisation requirements.	
<b>1.1. Describe</b> the strategic benefits of embedding safeguarding processes into your organisation.	<ul style="list-style-type: none"><li>• Staying within the law, and meeting legislation requirements.</li><li>• Staff are kept up to date and trained.</li><li>• Compliance.</li><li>• Protection of the company and the staff within, as well as the children and families.</li></ul>
<b>1.2. Explain</b> the risks to the organisation of not embedding safeguarding practice into policy and procedure.	<ul style="list-style-type: none"><li>• Individual and company level consequences including fines and imprisonment.</li><li>• Risk to the adults and adults at risk outside of the organisation if appropriate training is not offered.</li><li>• Poor practice from staff.</li></ul>
<b>1.3. Describe</b> how to develop risk management systems and how this is informed by best practice.	<ul style="list-style-type: none"><li>• A structured approach to the identification, assessment and management of risk and the review of incidents is essential as the total elimination of risk is unrealistic.</li><li>• It is vital that staff use the guidance, procedures and risk assessment/management tools that have been adopted by their organisation.</li></ul>
<b>1.4. Explain</b> how to access information on the latest best practice to keep children safe and respond to concerns.	<ul style="list-style-type: none"><li>• Government documentation updates.</li><li>• Department for Health and Social Care</li><li>• Disclosure and Barring Service (DBS)</li><li>• Care Quality Commission</li><li>• Office of the Public Guardian (mental capacity).</li></ul> <p>See Category 2 AC 5.2.</p>

Source: [www.gov.uk/government/publications/strategy-for-dealing-with-safeguarding-issues-in-charities/safeguarding-the-role-of-other-agencies](http://www.gov.uk/government/publications/strategy-for-dealing-with-safeguarding-issues-in-charities/safeguarding-the-role-of-other-agencies).

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

**2.1. Describe** how to plan a vision in relation to safeguarding adults and adults at risk for your organisation.

- The six principles of safeguarding adults and adults at risk (Care Act 2014).
- Vision should reflect the arrangements in place to ensure the importance of safeguarding and promotion of the welfare of adults and adults at risk through all aspects of the provision.

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

- Correct recruitment – DBS checks.
- Clear lines of accountability to manage safeguarding cases.
- Monitoring of staff and volunteers and how they implement safeguarding responsibilities.
- Senior leaders with clear knowledge and expertise.
- Whistleblowing procedures.
- Escalation policies.
- Supervision.
- Application of the six principles of safeguarding adults and adults at risk.
- Culture of safety and equality.

## 3. Understand the key legislation in relation to safeguarding adults and adults at risk and its impact on organisational policy.

**3.1. Identify** the key legislation and six principles of safeguarding in relation to safeguarding adults and adults at risk.

- Care Act 2014 and the six principles of safeguarding.
- Mental Capacity Act 2005.
- The Deprivation of Liberty Safeguards 2009 (DoLS).
- Office of the Public Guardian Safeguarding Policy (2015).
- Safeguarding Vulnerable Groups Act (2006).
- Prevent strategy.
- Female Genital Mutilation Act (2003) – FGM is also part of the Serious Crime Act (2015).
- Human Rights Act (1998).
- Health and Safety at Work (1974).

<b>3.2. Explain</b> how to communicate safeguarding strategies and messages across your organisation in an effective manner.	<ul style="list-style-type: none"> <li>• verbal and written strategies</li> <li>• policy updates</li> <li>• meetings and briefings.</li> </ul>
<b>3.3. Identify</b> ways in which an effective safeguarding culture can be implemented.	<ul style="list-style-type: none"> <li>• Recruitment (DBS).</li> <li>• Training.</li> <li>• Monitoring and review of staff and volunteers and how they implement safeguarding responsibilities.</li> <li>• Sharing of values.</li> <li>• Open communication.</li> <li>• Promotion of equality.</li> </ul>
<b>3.4. Describe</b> the following processes in relation to safeguarding: <ul style="list-style-type: none"> <li>• disciplinary</li> <li>• complaints.</li> </ul>	<ul style="list-style-type: none"> <li>• Whistleblowing (including protection under the Public Interest Disclosure Act 1998).</li> </ul>

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

<b>4.1. Contribute to the development</b> of own organisation's safeguarding and protection policies and procedures.	
<b>4.2. Maintain and review</b> own organisation's safeguarding and protection policies and procedures.	<ul style="list-style-type: none"> <li>• See 2.2.</li> </ul>
<b>4.3. Evaluate</b> the effectiveness of own organisation's policies and procedures in relation to safeguarding and protection, taking steps to make	<ul style="list-style-type: none"> <li>• See 2.2.</li> <li>• Implementation of correct recruitment procedure for working with adults in sport, when DBS checks are required and correct referral of positive DBS disclosures.</li> <li>• Monitoring and review of staff and volunteers' implementation of their safeguarding responsibilities.</li> </ul>



appropriate changes and apply these as necessary.	<ul style="list-style-type: none"> <li>• Embedding of the six principles of safeguarding adults and adults at risk.</li> <li>• Understanding of the full referral process and responsibilities of specific roles, e.g. senior management.</li> </ul>
<b>4.4. Articulate</b> the organisation's vision and processes regarding safeguarding and protecting adults and adults at risk.	<ul style="list-style-type: none"> <li>• See 2.1.</li> </ul>

## 5. Be able to demonstrate the management of risk in relation to safeguarding adults and adults at risk within own role.

<b>5.1. Demonstrate</b> the management of risk in relation to safeguarding adults and adults at risk.	<ul style="list-style-type: none"> <li>• See 1.3 and 2.2.</li> </ul>
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## 6. Be able to work with others to share best practices in safeguarding adults and adults at risk.

<b>6.1. Work collaboratively and influence</b> other agencies to promote and share best practices on safeguarding adults and adults at risk.	
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# References

- NHS England (2017), *Safeguarding Adults*, UK. Accessed on: 04-01-2023. Available at: [www.england.nhs.uk/publication/safeguarding-adults-a-guide-for-health-care-staff/](http://www.england.nhs.uk/publication/safeguarding-adults-a-guide-for-health-care-staff/)
- *Care Act (2014) c.23*. Accessed on:04-01-2023 Available at: [www.legislation.gov.uk/ukpga/2014/23/contents/enacted](http://www.legislation.gov.uk/ukpga/2014/23/contents/enacted)

# Guidance for training providers

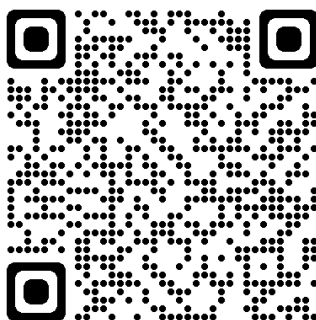
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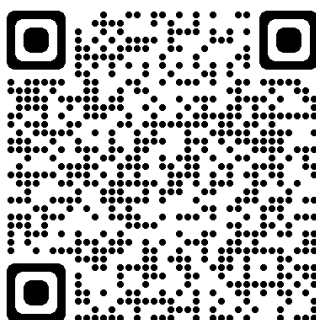
## Tutor, assessor and IQA requirements

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- A subject matter qualification.
- A qualification related to the role that they will be performing (tutor, assessor or IQA).

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