





This qualification specification covers the following qualification:

Qualification Number	Qualification Title
601/7976/4	Gateway Qualifications Level 2 Award In Safeguarding and Protecting Children and Young People

Version and date	Change detail	Section/Page Reference
3.4 (February 2023)	Removed address and changed back cover	Page 17

## About this qualification specification

This qualification specification is intended for Tutors, Assessors, Internal Quality Assurers, Centre Quality Managers and other staff within Gateway Qualifications recognised centres and/or prospective centres.

It sets out what is required of the learner in order to achieve the qualification. It also contains information specific to managing and delivering the qualification(s) including specific quality assurance requirements.

The guide should be read in conjunction with the Gateway Qualifications Centre Handbook and other publications available on the website which contain more detailed guidance on assessment and verification practice.

In order to offer this qualification, you must be a Gateway Qualifications recognised centre.

If your centre is not yet recognised, please contact our Development Team to discuss becoming Gateway Qualifications Recognised Centre:

Telephone: 01206 911211

Email: [enquiries@gatewayqualifications.org.uk](mailto:enquiries@gatewayqualifications.org.uk)

Website: [www.gatewayqualifications.org.uk/recognition](http://www.gatewayqualifications.org.uk/recognition)

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## 1. Qualification Information

### 1.1 About the qualification

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The qualification has been approved by the Office of Qualifications and Examinations Regulation (Ofqual) that regulates qualifications, examinations and assessments in England.

This qualification is suitable for learners working, or wishing to work, with children and young people. This includes those in voluntary or unpaid positions.

The qualification supports learners to understand how to safeguard and protect children, young people and practitioners in the workplace as well as how to respond to evidence or concerns that a child or young person has been abused. The definition of a child is a person aged below 16 and young people are those aged between 16 and 18.

The Children's Act 2004 places a duty on a range of organisations to ensure they know how to safeguard and promote the welfare of children. Employers must deliver safeguarding training. Their staff must be competent to carry out their responsibilities towards safeguarding of children and young people. Staff undertaking this qualification would meet this requirement.

### 1.2 Objective

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The objective of the Gateway Qualifications Level 2 Award in Safeguarding and Protecting Children and Young People is to provide learners with knowledge and understanding to safeguard children, young people and practitioners in the workplace and how to respond to evidence or concerns that a child or young person has been abused.

### 1.3 Funding

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For information on potential sources of funding in England please visit the Education and Skills Funding Agency:

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

<https://www.gov.uk/government/collections/qualifications-approved-for-public-funding>

<https://hub.fasst.org.uk/Pages/default.aspx>

### 1.4 Geographical Coverage

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This qualification has been approved by Ofqual to be offered in England.

### 1.5 Progression Opportunities

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The qualification could lead to further learning to support the development of children and young people or into initial teacher training for the further education sector. This could include:

- Gateway Qualifications Level 4 Certificate In Supporting the Learning of Learners with Special Educational Needs and Disability (SEND)
- Gateway Qualifications Level 4 Award in Action Research
- Gateway Qualifications Level 3 Award In Supporting the Maths Learning of Individuals with Dyslexia
- Gateway Qualifications Level 3 Award In Supporting the Literacy Learning of Individuals with Dyslexia
- Gateway Qualifications Level 3 Award In Supporting Learners with Attention Deficit Hyperactivity Disorder
- Gateway Qualifications Level 3 Award In Supporting Children and Young People with Autism
- Gateway Qualifications Level 3 Award In Education and Training
- Gateway Qualifications Level 3 Award In e-Teaching

Gateway Qualifications Level 3 Award In Attention Deficit Hyperactivity Disorder Awareness

## 1.6 Equality, diversity and inclusion

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It is Gateway Qualifications' aim that there shall be equal opportunities within this organisation and in all the services it provides and within its recognised centres and via the services they provide and so meet the organisation's legal responsibilities to prevent discrimination.

In particular it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. It is acknowledged that this is not an exhaustive list.



## 2. Learner Entry Requirements

### 2.1 Key information

Qualification Titles	
<b>Age</b>	The approved age range for these qualifications is: 18+.
<b>Prior qualifications or units</b>	There is no requirement for learners to have achieved prior qualifications or units.
<b>Prior skills/knowledge/understanding</b>	There is no requirement for learners to have prior skills, knowledge or understanding, although the learners may already be working within children and young people
<b>Restrictions</b>	There are no restrictions to entry.
<b>Additional requirements/guidance</b>	There are no additional rules or guidance regarding learner entry requirements.

### 2.2 Access to qualifications for learners with disabilities or specific needs

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

Gateway Qualification has a duty to permit a reasonable adjustment where an assessment arrangement would put a disabled person at a substantial disadvantage in comparison to someone who is not disabled. Please refer to [Section 4.11 Access Arrangement, Reasonable Adjustments and Special Considerations](#) for further details

### 2.3 Recruiting Learners with Integrity

It is vital that centres recruit with integrity with regard to qualifications. Centres must ensure that learners have the correct information and advice on their selected qualification and that the qualification will meet their needs.

The recruitment process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification.

### 3. Achieving the Qualification

#### 4.1 Achievement methodology

The qualification will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' Quality Assurance process.

Achievement is therefore determined by successful completion of unit assessment with no further requirement for additional/summative assessment.

#### 4.2 Qualification Size

Qualification Title	Total Qualification Time	Guided Learning Hours	Credit Value
Gateway Qualifications Level 2 Award In Safeguarding and Protecting Children and Young People	10	10	1

**Total Qualification Time** is the number of notional hours which represents an estimate of the total amount of time that could be reasonably expected to be required for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification.

Total Qualification Time is comprised of the following two elements:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- 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, including assessment, which takes place by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

#### 4.3 Qualification Structure (Rules of Combination and Unit List)

The knowledge, skills and understanding that will be assessed as part of the qualification are set out within the unit specification. These include the learning outcomes and associated assessment criteria.

For information on Recognition of Prior Learning/Exempt and Equivalent units please see section 3.2 Recognition of Prior Learning (RPL)/Exemptions/Equivalencies.

### Gateway Qualifications Level 2 Award In Safeguarding and Protecting Children and Young People

Learners must achieve the single mandatory unit totalling 1 credit.

Unit Number	Title	Level	Credit Value	GLH
D/504/3750	Introduction to safeguarding and protecting children or young people	2	1	10

## Unit Details

<b>Unit Title:</b>	Introduction to safeguarding and protecting children or young people
<b>Unit Reference Number:</b>	D/504/3750
<b>Level:</b>	Level 2
<b>Guided Learning Hours:</b>	10
<b>Credit Value:</b>	1
<b>Sector Subject Area:</b>	1.3
<b>Unit Grading Structure:</b>	Pass
<b>Assessment Guidance:</b>	This unit must be assessed in line with Skills for Care and Development Assessment Principles.

This unit has 2 learning outcomes.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Understand how to safeguard and protect children, young people and practitioners in the workplace.	1.1 Identify key elements of the law on safeguarding children and young people. 1.2 Describe how practitioners can take steps to protect themselves from allegations and complaints within their everyday practice in a work setting. 1.3 Identify ways in which concerns about children and young people can be reported.
2 Know how to respond to evidence or concerns that a child or young person has been abused.	2.1 Identify the characteristics of different types of child abuse. 2.2 Describe actions to take in response to evidence that a child or young person has been abused or is at risk of being abused. 2.3 Describe how to respond to a child or young person who discloses abuse. 2.4 Identify those people who the information of abuse or suspected abuse may be shared with.

## Assessment Guidance

Please refer to the Gateway Qualifications assessment definitions document for guidance on assessment activities and the expectations for assessment practice and evidence for verification

If there are specific requirements for qualification achievement, additional guidance can be found in the associated qualification specification.

## Scope of Learning

### Learning Outcome 1

Learners must be able to identify the legislation surrounding the safeguarding children and young people and key elements within the law which place a duty on people working in the sector. The Children Act 1989 introduced many changes to legislation in England regarding the welfare of children. Not only did the Act reiterate how important it is to ensure the welfare of children, it also detailed the roles of parents and those who work with children and young people. The Children Act 1989 is still viewed as an important piece of legislation to help safeguard children. The main aim was to ensure the total safety of children.

Other aims were to:

- Achieve a balance between protecting children and the rights of the parent to challenge intervention from local authorities and social services
- Encourage a partnership between parents and authorities
- Restructure the framework of courts and how they handled family proceedings such as custody
- Redefine the concept of parental responsibility

It is expected that practitioners take steps to protect not only children and young people from harm, but also to protect themselves from accusations and allegations of abuse and complaints about their performance. This can include:

- **Working in an open and transparent way** – you should always work in an open way, for example:
  - making sure that you are not left alone with pupils whenever possible. Try not to close doors and ensure that there are people around
  - being clear about why you are acting in a particular way
  - keeping other staff informed about any concerns
- **Listening to children and young people** – give their views and opinions due respect.
- **Ensuring that you meet your duty of care** – you should always act in a way that ensures your own and children's safety.

- **Whistle-blowing** – it is vital that you report any concerns and suspicions that you may have regarding another member of staff.
- **Not abusing power and positions of trust** – pupils should feel able to be open and honest with teachers without fear of being harmed.
- **Ensuring that you maintain a level of propriety and exemplary behaviour** – you should always work in a professional manner both in school and out.
- **Minimising physical contact** – any contact should be appropriate and essential, e.g. helping a pupil with SEN with care routines.
- **Following policies for dealing with intimate personal care** – where it is your role to assist an SEN child or young person with personal care routines, you should do so under the supervision of another member of staff to prevent being in a compromising situation. Prior permission must be gained. You must treat the child or young person with respect and allow them to maintain dignity and privacy.
- **Sharing concerns and recording/reporting incidents** – all concerns must be reported straight away. Not only are you protecting the child by doing this but you are also protecting yourself. This applies to whistle-blowing

The Department for Education produces guidance and documents which schools and local education authorities must follow regarding safeguarding and child protection. This includes guidance that each school should have an appointed Safeguarding Officer for other staff to report to.

'What to do if you're worried a child is being abused (2015)' is a document, created by the Department for Education, to give advice to anyone who comes into contact with children. This includes social care practitioners, early years practitioners, school staff and healthcare professionals. It explains which signs of abuse and neglect to look out for and the action to take if you think a child is being abused or neglected.

## Learning Outcome 2

Identifying abuse early is vital in safeguarding children. When working with children it is important to have an awareness of possible signs of abuse in order to recognise it and report it. Although the idea of safeguarding is to prevent situations like that, it is unrealistic to expect that you will always prevent it. So, spotting the signs meant that you can react as early as possible. There are four main types of abuse:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

### Physical Abuse –

The obvious signs of physical abuse are bruises, cuts or burns. Injuries to places like ribs are not normal and should be noted. It may be good practice to note suspicious injuries on a body map.

### **Emotional Abuse-**

This is when a child is constantly 'put-down', bullied or criticised, or not given love, approval or attention. It also includes discrimination and racism and may take place outside of school. The signs of emotional abuse show through the child or young person becoming withdrawn, lacking self-esteem or confidence and being 'clingy'.

### **Sexual Abuse –**

This is when an adult or young person uses a child or young person sexually and inappropriately, which can be through touching or forcing them to look at sexual images or to actually have sex.

The signs of this type of abuse can include the child behaving in a sexual way which is unsuitable for their age. They may have irritation around their genital region and display signs of urine infections and soreness. If you have to change nappies or assist with personal care routines, you may see signs. The child may display changes in behaviour and have low self-confidence and trust in others.

### **Neglect –**

This is when a child or young person is not being cared for properly and effectively. Their basic needs are not being met by their parents or carers. Signs of neglect include the child being extremely hungry, dirty and tired. They may seek a lot of attention and generally appear uncared for.

Learners should know how to follow procedures to report any concerns about any form of abuse or the potential for the children and young people to be abused, including who they should report it to, when and how.

The organisation's policy around disclosure should also be covered, but, in general, learners must be aware that they must inform the pupil that what they are saying may not be kept confidential; depending on what they disclose. Learners must know that they may have to report the disclosure to other people, such as the designated safeguarding person or the teacher.

#### **4.4 Recognition of Prior Learning (RPL)**

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Recognition of Prior Learning (RPL) provides learners and Centres with an alternative assessment method by which a learner's previous achievements can meet the assessment requirements for a unit/qualification through the knowledge, understanding or skills that they already possess and so, do not need to develop these through a course of learning.

It enables the recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable to contribute to a unit, units or a whole qualification according to the RPL criteria for a given qualification.

The process of Recognition for Prior Learning is not applicable to this qualification.

#### **4.5 Links to other qualifications**

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The qualification links to initial teaching qualifications, those related to promoting equality, diversity and inclusion and qualifications for those supporting teaching and learning in school.

#### **4.6 Relationship with other frameworks**

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The Gateway Qualifications Level 2 Award In Safeguarding and Protecting Children and Young People does not specifically link to any framework, but is based on the National Occupational Standards for Promoting the Safeguarding of Children and Young People.

## 4. Assessment

The following are in addition to the standard assessment and quality assurance requirements set out in the Gateway Qualifications Centre Handbook.

### 5.1. Method of Assessment

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The method of assessment for the qualification is through a portfolio of evidence.

### 5.2. Assessment language

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The qualifications are assessed in English only.

### 5.3. Assessment Materials

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Gateway Qualifications has developed an assessment pack which may be completed to form the evidence for the qualification. Alternatively, centres may develop their own assessment materials.

### 5.4. Access Arrangements, Reasonable Adjustments and Special Considerations

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It is Gateway Qualifications' aim that there shall be equal opportunities within this organisation and in all the services it provides and within its recognised centres and via the services they provide and so meet the organisation's legal responsibilities to prevent discrimination.

In particular it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. It is acknowledged that this is not an exhaustive list.

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

#### Special Considerations

Requests for special consideration should be submitted as soon as possible. Please refer to the [Reasonable Adjustments and Special Consideration Policy](#).



## 5. Centre Recognition and Qualification Approval

### 5.1. Centre Recognition

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Both centre recognition and qualification approval must be gained before centres are permitted to deliver these qualifications. Guidance on the centre recognition and qualification approval processes is available on the website:

<https://www.gatewayqualifications.org.uk/advice-guidance/help-admin-tasks/centre-recognition/>

### 5.2. Qualification-Specific Centre Requirements

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This qualification must be assessed in line with Skills for Care and Development Assessment Principles.

### 5.3. Qualification-Specific Tutor/Assessor Requirements

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Tutor/Assessors must be fully qualified and experienced in the subject area in which they are delivering, details of which must be provided to Gateway Qualifications as part of the Qualification Approval application.

Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

Occupationally knowledgeable:

This means that each assessor should possess relevant knowledge and understanding and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

Qualified to make assessment decisions:

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions.

An expert witness must:

- have a working knowledge of the units on which their expertise is based
- be occupationally competent in their area of expertise.

have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

## 6. Quality Assurance

### 6.1 Qualification-Specific Quality Assurance Requirements

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Units must be verified by an Internal Quality Assurer who is accountable to the centre. Internal Quality Assurers must:

- hold a D34, V1 Internal Verifier qualification or Internal Quality Assurer qualification or be working towards a relevant qualification and have sufficient and relevant technical/occupational familiarity with the units that are verified
- be fully conversant with the standards and assessment criteria in the units to be assessed
- understand Gateway Qualifications' quality assurance systems and requirements for these qualifications.
- Trainee Internal Quality Assurers must have a plan that is overseen by the recognised centre, to achieve an appropriate Internal Quality Assurance qualification within an agreed timescale.
- All verification decisions made by those working towards a relevant IQA qualification must be verified by a qualified Internal Quality Assurers.

### 6.2 Malpractice

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Malpractice is any deliberate activity, neglect, default or other practice that compromises the integrity of the internal and external assessment process, and/or the validity of certificates. It covers any deliberate actions, neglect, default or other practice that compromises, or could compromise:

- the assessment process
- the integrity of a regulated qualification
- the validity of a result or certificate
- the reputation and credibility of Gateway Qualifications
- the qualification to the public at large.

Centre staff should be familiar with the contents of Gateway Qualifications Malpractice and Maladministration Policy, <https://www.gatewayqualifications.org.uk/wp-content/uploads/2017/10/Malpractice-and-Maladministration-Policy.pdf>

### 6.3 Additional Requirements/Guidance

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There are no additional requirements that Learners must satisfy in order for assessment to be undertaken and the unit/qualification to be awarded.

## 7. What to do next

For existing centres please contact your named Development Manager or Development Officer.

Tel: 01206 911211

Email: [enquiries@gatewayqualifications.org.uk](mailto:enquiries@gatewayqualifications.org.uk)

## 8. Gateway Qualifications

Gateway Qualifications, a not for profit registered charity, is an Awarding Organisation based in Colchester, Essex.

We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

We support flexible, responsive and quality assured learning opportunities whether it's in the classroom, at work, in the community or through distance learning.

We are recognised by Ofqual, to design, develop and submit qualifications to the Regulated Qualifications Framework (RQF).

## Appendix

Websites that centres may find useful when delivering this qualification include:

- <https://www.gov.uk/childrens-services/safeguarding-children>
- <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>
- <http://ceop.police.uk/>
- <http://www.nspcc.org.uk/>
- <http://www.bullying.co.uk/>
- <http://www.childline.org.uk/>
- <http://www.kidsmart.org.uk/>
- <http://www.workingtogetheronline.co.uk/>
- [www.skillsforcareanddevelopment.org.uk](http://www.skillsforcareanddevelopment.org.uk)
- <https://www.gov.uk/government/policies/supporting-social-workers-to-provide-help-and-protection-to-children>
- <https://www.gov.uk/government/publications/working-together-to-safeguard-children>
- [www.nextgenerationlearning.org.uk/](http://www.nextgenerationlearning.org.uk/)
- [www.stoptextbully.com](http://www.stoptextbully.com)

### Relevant textbooks include:

Baginsky M – Safeguarding Children and Schools (Jessica Kingsley, 2008) ISBN 9781843105145

Burnham L – Supporting Teaching and Learning in Schools (Primary) (Heinemann, 2010) ISBN 9780435032043

Burnham L – Supporting Teaching and Learning in Schools (Secondary) (Heinemann, 2010) ISBN 9780435032050

Kamen T – Teaching Assistant's Handbook: NVQ and SVQ Levels 2 & 3, 2nd Edition (Hodder Education, 2008) ISBN 9780340959381

Lindon J – Safeguarding Children and Young People: Child Protection 0-18 years, 2<sup>nd</sup> Edition (Hodder, Arnold, 2008) ISBN 9780340947401



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