



Qualification
Guidance

Active IQ Level 2 Award in Safeguarding and Protecting Children and Vulnerable Adults

Qualification
Accreditation Number:
603/2785/6
Version AIQ005026

Active iQ

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Introduction

The Active IQ Level 2 Award in Safeguarding and Protecting Children and Vulnerable Adults is at Level 2 on the Regulated Qualifications Framework (RQF).

Guided learning hours:	6	Total qualification time:	10
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Entry requirements:

- There are no specific entry requirements.

Qualification outline

Target Learners:

- Learners aged 16+.
- Learners who work with children and/or vulnerable adults.

Aim

To provide learners with the knowledge and skills to:

- Fulfil the role of safeguarding and protecting children and vulnerable adults in their chosen environment.

Objectives

To provide learners with the knowledge and skills to:

- Understand safeguarding children and vulnerable adults.
- Understand how to safeguard and protect children and vulnerable adults from radicalisation and extremism.
- Understand effective communication approaches when working with children and vulnerable adults.
- Understand the psychological and social issues faced by children and vulnerable adults.

Progression

This qualification provides progression to:

- Sector-specific qualifications, for example:
 - Active IQ Level 2 Certificate in Fitness Instructing
 - Active IQ Level 2 Certificate in Leading Health-Related Activity Sessions. Active IQ Level 2 Certificate in Promoting Community Health and Wellbeing.

Definitions

For the purpose of this qualification, the following definitions apply:

A **child** is defined as anyone who has not reached their 18th birthday. 'Children' therefore means 'children and young people'.

A **vulnerable adult** is someone aged 18 or over who is unable to care independently for themselves or unable to protect themselves against significant harm or exploitation.

Links to National Standards

This qualification aligns with Ofsted's requirements for keeping children and vulnerable adults safe in education and safeguarding all learners in education and skills, including preventing radicalisation and extremism.

Occupational competence statements for tutoring, assessing and quality assurance

This section outlines the requirements for tutoring, assessing and internally verifying Active IQ qualifications.

Required criteria

All tutors, assessors and internal verifiers must:

- Possess a discipline-specific qualification that is equivalent to the qualification being taught.
- Have relevant industry experience.
- Demonstrate active involvement in a process of industry-relevant continuing professional development during the last two years (this may be discipline/context-specific or relevant to tutoring assessing or quality assurance).

Tutors

Tutors must hold, or be working towards a teaching qualification.

The following are acceptable:

- Level 3 Award in Education and Training.
- Level 4 Certificate in Education and Training.
- Level 5 Diploma in Education and Training.
- Certificate in Education.

Assessors

Assessors must hold, or be working towards, any of the following:

- Level 3 Award in Understanding the Principles and Practices of Assessment.
- Level 3 Award in Assessing Vocationally Related Achievement.
- Level 3 Award in Assessing Competence in the Work Environment.
- Level 3 Certificate in Assessing Vocational Achievement.
- A1 (previously D32, D33).

Internal verifiers

Internal verifiers must hold or be working towards any of the following:

- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.
- V1 (previously D34).

All new assessors and quality assurance staff must be given a clear action plan for achieving the appropriate qualification(s) and should be countersigned by an appropriately qualified individual until the qualification(s) are achieved.

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Qualification structure

Learners must complete the one mandatory unit.

Mandatory units

	Unit	Unit accreditation number	Level
1	Safeguarding and protecting children and vulnerable adults	D/616/7852	2

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>1. Understand safeguarding children and vulnerable adults</p>	<p>1.1 Describe what is meant by the safeguarding of children and vulnerable adults</p> <p>1.2 Outline the current legislation, guidelines, policies and procedures that are in place to safeguard and protect children and vulnerable adults, to include:</p> <ul style="list-style-type: none"> • Disclosure and Barring Service (DBS) • Duty of care • Data protection/confidentiality • Parent/carer consent • E-safety • Record-keeping • Information handling and sharing <p>1.3 Describe working practices that safeguard and protect children and vulnerable adults</p> <p>1.4 Explain their role and responsibilities for safeguarding children and vulnerable adults with whom they come into contact</p> <p>1.5 Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding</p> <p>1.6 Explain the procedures that should be followed if abuse or harm is suspected</p> <p>1.7 Explain the different types of bullying and the potential effects on children and vulnerable adults</p> <p>1.8 Explain how to support a child or vulnerable adult and/or their family when bullying is suspected or alleged</p> <p>1.9 Explain the procedures that should be followed if a child or vulnerable adult alleges harm or abuse</p> <p>1.10 Explain the rights that children, vulnerable adults and their carers have in situations where harm or abuse is suspected or alleged</p> <p>1.11 Describe the role of families, parents and carers as partners when working with children and vulnerable adults</p> <p>1.12 List the sources of information available to support the safeguarding and protection of children and vulnerable adults</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
2. Understand how to safeguard and protect children and vulnerable adults from radicalisation and extremism	2.1 Define the term ‘radicalisation’ 2.2 Define the term ‘extremism’ 2.3 Define the term ‘terrorism’ 2.4 Describe what is meant by ideology 2.5 Identify different forms of extremism 2.6 Identify factors that influence a person’s vulnerability to radicalisation 2.7 Describe how extreme groups target children and vulnerable adults with the intent of radicalising them 2.8 Identify the possible behavioural changes in an individual that may have been radicalised 2.9 Identify the current, government-backed organisations involved in tackling radicalisation and extremism and explain their purpose 2.10 Understand how to report an instance of extremism or radicalisation
3. Understand effective communication approaches when working with children and vulnerable adults	3.1 Explain the importance of effective communication when developing positive relationships with children and vulnerable adults 3.2 Describe how to communicate effectively with children and vulnerable adults in different environments 3.3 Explain the importance of non-verbal communication 3.4 Explain how to adapt communication with children and vulnerable adults, giving consideration to: <ul style="list-style-type: none"> • the age of the child or young person • communication difficulties 3.5 Describe how to address potential barriers to communication and engagement with children and vulnerable adults 3.6 Explain the importance of demonstrating respect when communicating with children and vulnerable adults 3.7 Describe how to establish a rapport and respectful relationships with children and vulnerable adults, their families and carers 3.8 Explain how a person’s attitude and behaviour can affect the development of a rapport with children, vulnerable adults and their families/carers

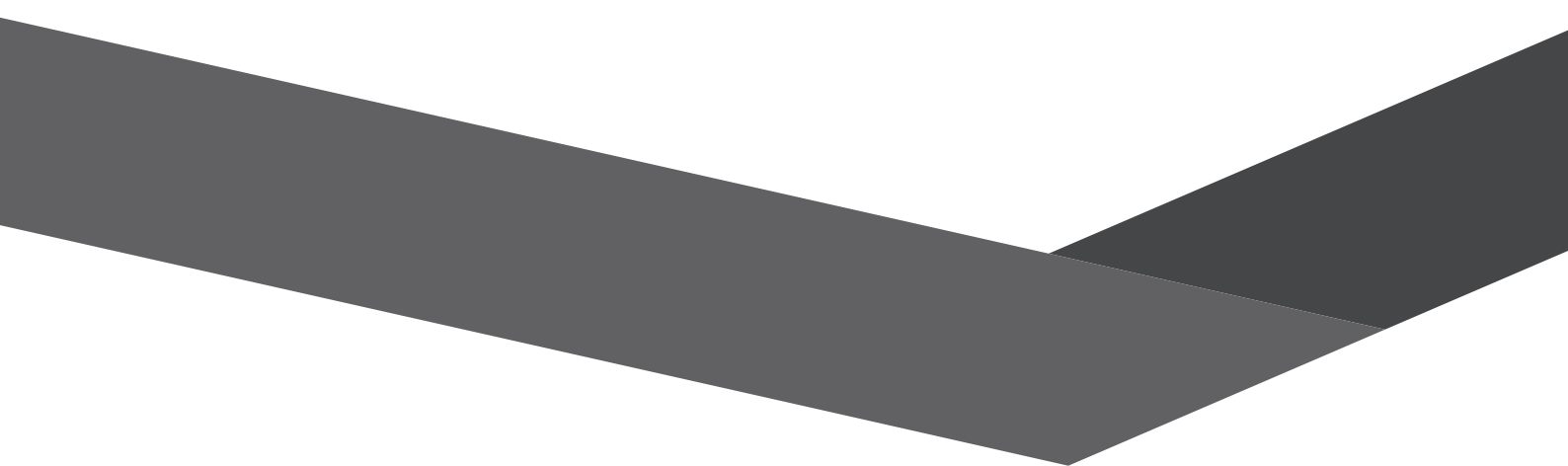
Learning outcomes The learner will:	Assessment criteria The learner can:
<p>4. Understand the psychological and social issues faced by children and vulnerable adults</p>	<p>4.1 Describe the psychological issues that may affect children and vulnerable adults, for example:</p> <ul style="list-style-type: none"> • low self-esteem/self-belief • stress and anxiety • body image <p>4.2 Explain how to support children and vulnerable adults in developing self-confidence and self-esteem</p> <p>4.3 Describe the social issues that may affect children and vulnerable adults, for example:</p> <ul style="list-style-type: none"> • peer groups • social media • bullying • smoking • drugs • alcohol • knife/gang crime <p>4.4 Describe how the performance capabilities of children and vulnerable adults are affected by their physical, mental, cognitive and emotional development</p>
<p>Assessment</p>	<p>Worksheet Assignment</p>

Active IQ

Westminster House
The Anderson Centre
Ermine Business Park
Huntingdon PE29 6XY

T 01480 467 950
F 01480 456 283
info@activeiq.co.uk
www.activeiq.co.uk

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