Pearson
BTEC Level 2 Award in Principles of Safeguarding in a Learning Environment

Specification

BTEC Specialist qualification

First teaching January 2018

Issue 2

Edexcel, BTEC and LCCI qualifications

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About Pearson

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Summary of Pearson BTEC Level 2 Award in Principles of Safeguarding in a Learning Environment issue 2 changes

Summary of changes made between previous issue 1 and this current issue 2	Page number
Changes made to *unit content for Assessment Criteria 1.2:* Personal data has been expanded to include the following: • personal data (name, date of birth, address, telephone number, photographs that can link identity, attendance and behavioural information, schoolwork and marks) The following content concerning privacy notices and right to access personal information has been added: • Privacy notices need to be in place including : The purpose for which information is to be processed, how data will be collected, how data is kept up to date, details of what the school expects from staff who work with personal data • Right to access personal information: Students, have rights to access own information. If they are unable to act on their own behalf parents or guardians can do so. Parents have the right to see their child's educational records	Pages 20 - 21

Contents

1 Introducing BTEC Specialist qualifications

What are BTEC Specialist qualifications?

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work.

BTEC Specialist qualifications put learning into the context of the world of work, giving students the opportunity to apply their research, skills and knowledge in relevant and realistic work contexts. This applied, practical approach means learners build the knowledge, understanding and skills they need for career progression or further study.

The qualifications may be offered as full-time or part-time courses in schools, colleges, training centres and through employers.

Sizes of BTEC Specialist qualifications

For all regulated qualifications, Pearson specify a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less
  (equivalent to a range of 1–12 credits)

- Certificate – a qualification with a TQT value in the range of 121–369
  (equivalent to a range of 13–36 credits)

- Diploma – a qualification with a TQT value of 370 or more
  (equivalent to 37 credits and above).

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 2 Award in Principles of Safeguarding in a Learning Environment
Qualification Number (QN)	603/2788/1
Regulation start date	13/12/2017
Operational start date	01/01/2018
Approved age ranges	18+ 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please see *Section 6 Access and recruitment*.
Total qualification time (TQT)	30 hours.
Guided learning hours (GLH)	22 hours.
Assessment	External assessment (onscreen test)
Grading information	The qualification and units are at a Pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow our access and recruitment policy (see *Section 6 Access and recruitment*).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN will appear on each learner's final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in our *UK Information Manual,* available on our website, qualifications.pearson.com

3 Qualification purpose

Qualification objectives

The Pearson BTEC Level 2 Principles of Safeguarding in a Learning Environment is for learners who are working, or who are intending to work, in any learning environment as practitioners in mentoring, assessing or teaching and who need to have an awareness of safeguarding issues to support their role. The qualification gives learners the knowledge they need to be able to safeguard adults, young people and children in their care. The qualification is not intended for those practitioners undertaking or intending to undertake the role of Designated Safeguarding Lead in an organisation.

The qualification gives learners the opportunity to develop their knowledge of:

- the legal requirements relating to safeguarding in a learning environment
- the principles of protecting all individuals in a learning environment, and
- how to carry out safeguarding in a learning environment.

The qualification content is based on the following:

1. Ofsted criteria for inspecting the providers, which defines the remit of 'safeguarding in a learning environment'

2. *The Prevent Strategy*, which outlines the government's approach for tackling radicalisation and countering terrorism.

Information on both of the above is available at www.gov.uk

Relationship with previous qualifications

This is a new qualification.

Progression opportunities

Learners who achieve the Pearson BTEC Level 2 Award in Principles of Safeguarding in a Learning Environment and who have met the full requirements of the relevant apprenticeship can progress to a range of mentoring/assessing and teaching roles. Some learners may decide to take a further Level 3 qualification and progress to the role of Designated Safeguarding Lead for an organisation.

There is further potential for the qualification to be suitable for standalone INSET (in-service-training) for those in a wide variety of occupations, including teaching and human resources.

Industry support and recognition

The requirement for a qualification in this area has been identified by the Education and Training Apprenticeship Trailblazer group. The Trailblazer group has developed apprenticeship standards in Mentoring, Assessor-Coach and FE Teacher; a Level 2 qualification in safeguarding is a mandatory requirement for all of these apprenticeship standards.

4   Qualification structure

Pearson BTEC Level 2 Award in Principles of Safeguarding in a Learning Environment

Before Pearson can award the qualification, the learner must achieve the unit stated below.

Unit number	Mandatory unit	Level	Guided Learning Hours
1	Principles of Safeguarding in a Learning Environment	2	22

5   Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example IT, learning materials, teaching rooms) to support delivery and assessment.

- Staff involved in the assessment process must have relevant expertise and occupational experience.

- There must be systems in place that ensure continuing professional development (CPD) for staff delivering the qualification.

- Centres must have appropriate health and safety policies in place that relate to the use of equipment by learners.

- Centres must have in place robust internal verification systems and procedures to ensure the quality and authenticity of learners' work as well as the accuracy and consistency of assessment decisions between assessors operating at the centre. For information on the requirements for implementing assessment processes in centres, please refer to the *BTEC UK Quality Assurance Centre Handbook* available on our website.

- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 6 Access and recruitment*. For full details of the Equality Act 2010 visit www.legislation.gov.uk

6 Access and recruitment

Our policy on access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

Prior knowledge, skills and understanding

No prior knowledge, understanding, skills or qualifications are required for learners to register for this qualification.

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see *Section 8 Assessment* for information on reasonable adjustments and special consideration.

7   Programme delivery

Centres are free to offer this qualification using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure that a course is relevant to learners' specific needs

- accessing and using non-confidential data and documents from learners' workplaces

- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector

- giving learners the opportunity to apply their learning in practical activities

- including sponsoring employers in the delivery of the programme and, where appropriate, in assessment; for example, developing assessments with input from employers

- using 'expert witness' reports from employers to support assessment

- making full use of the variety of experience of work and life that learners bring to the programme.

Where legislation is taught, centres must ensure that it is current and up to date.

The unit within this qualification is externally assessed, it is essential that learners have covered all of the unit content before they are tested.

8 Assessment

The single unit in this qualification is externally assessed through an onscreen test.

In administering the onscreen test, centres need to be aware of the specific procedures and policies that apply to, for example, registration, entries and results. More information can be found in our *UK Information Manual*, available on our website.

Language of assessment

The onscreen test for this qualification will be available in English only.

A learner taking the qualification may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

For further information on access arrangements, please refer to *Reasonable adjustments* later in this section.

External assessment

The table below gives further information about the onscreen test for this qualification. Centres should check this information carefully together with the unit specification and the sample assessment materials so that they can timetable learning and assessment periods appropriately.

Unit 1: Principles of Safeguarding in a Learning Environment	
Type of assessment	Onscreen test using multiple-choice items.
Duration of assessment	35 minutes
Number of marks	20
Assessment availability	On demand
First assessment availability	May 2018

Pearson sets and marks the external assessments

The external assessment (onscreen test) assesses all the learning outcomes in the unit to meet the standard specified by the related assessment criteria. All the content in the unit is mandatory for the assessment and will be sampled across different versions of the assessment over time. Therefore, it is essential that learners have full knowledge of the unit content before being entered for the onscreen test.

Centres need to make sure that learners are:

- fully prepared to sit the onscreen test
- entered for the onscreen test at appropriate times, with due regard for resit opportunities as necessary.

Information about the structure and format of the assessment is available in the unit in *Section 12 Units.*

Information about registering learners for the test and the systems requirements for delivering the onscreen tests is available on our website.

Sample assessment materials

Sample assessment materials (SAMs) are available to support the external assessment for this qualification. The SAMs are there to provide an example of what the onscreen test will look like in terms of the feel and level of demand of the assessment.

SAMs show the range of possible question types that may appear in the actual assessments and give a good indication of how the assessments will be structured.

While SAMs can be used for practice with learners, as with any assessment the content covered and specific details of the questions asked will change in each assessment. A copy of each of these assessments can be downloaded from the qualification page on our website.

Resits

Learners who take the onscreen test and do not perform as expected are allowed the opportunity to resit the assessment. Opportunity for resits is purely at the centre's discretion. Centres will need to ensure that learners are fully prepared against any identified areas of weakness before resitting the assessment.

Administrative arrangements for external assessment

Access arrangements requests

Access arrangements are agreed with Pearson before an assessment. They allow learners with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

Access arrangements should always be processed at the time of registration.

Learners will then know what type of arrangements are available in place for them.

Granting reasonable adjustments

For external assessment, a reasonable adjustment is one that Pearson agrees to make for an individual learner. A reasonable adjustment is defined for the individual learner and informed by the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the learner with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the learner with the disability and other learners.

Adjustment may be judged unreasonable and not approved if it involves unreasonable costs, timeframes or affects the integrity of the assessment.

Special consideration requests

Special consideration is an adjustment made to a learner's mark or grade after an external assessment to reflect temporary injury, illness or other indisposition at the time of the assessment. An adjustment is made only if the impact on the learner is such that it is reasonably likely to have had a material effect on that learner being able to demonstrate attainment in the assessment.

Centres are required to notify us promptly of any learners who they believe have been adversely affected and request that we give special consideration. Further information can be found in the special requirements section on our website.

Conducting external assessments

Centres must make arrangement for the secure delivery of external assessments. All centres offering external assessments must comply with the Joint Council for Qualifications (JCQ) document *Instructions for the Conduct of Examinations (ICE)*. The current version of this document is available on our website.

Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

The procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed.

External assessment

External assessment means all aspects of units that are designated as external in this specification, including preparation for tasks and performance. For these assessments, centres must follow the JCQ procedures set out in the latest version of the document *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* (available on the JCQ website, www.jcq.org.uk).

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson examinations. We ask centres to complete JCQ Form M1 (www.jcq.org.uk/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at pqsmalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. The head of centre is requested to inform the Investigations Team by submitting a JCQ M2(a) form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of centres/principals/chief executive officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights, please see 6.15 of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for affected external assessments

- disqualification from the qualification

- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with centres to create an improvement action plan

- requiring staff members to receive further training

- placing temporary blocks on the centre's certificates

- placing temporary blocks on registration of learners

- debarring staff members or the centre from delivering Pearson qualifications

- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and appeals about Pearson vocational qualification policy* on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team (via pqsmalpractice@pearson.com) who will inform you of the next steps.

9 Recognising prior learning and achievement

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website.

10 Centre recognition and approval

Centres that have not previously offered BTEC Specialist qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver BTEC qualifications is given on our website.

Approvals agreement

All centres are required to enter into an approval agreement with Pearson, in which the head of centre or principal agrees to meet all the requirements of the qualification specification and to comply with the policies, procedures, codes of practice and regulations of Pearson and relevant regulatory bodies. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of centre or qualification approval.

11 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson uses quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualification in this specification, the Pearson quality assurance model will follow the process below:

- an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems.

For further details please see the *UK Vocational Quality Assurance Handbook* on our website.

12 Units

This section explains how the unit in the qualification is structured. It is important that all tutors, assessors, internal verifiers and other staff responsible for the programme review this section.

The unit has the following sections.

Unit number

The number is in a sequence in the specification. Where a specification has more than one qualification, numbers may not be sequential for an individual qualification.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Guided Learning Hours (GLH)

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Pearson has consulted with users of the qualification and has assigned a number of hours to this activity for each unit.

Unit introduction

This is designed with learners in mind. It indicates why the unit is important, what will be learned and how the learning might be applied in the workplace.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

The assessment criteria specify the standard the learner is required to meet to achieve a learning outcome.

Unit content

This section sets out the required teaching content of the unit and specifies the knowledge and understanding required for achievement of the unit. It enables centres to design and deliver a programme of learning that will enable learners to achieve each learning outcome and to meet the standard determined by the assessment criteria.

Where relevant and/or appropriate, unit content is informed by the underpinning knowledge and understanding requirements of related National Occupational Standards (NOS).

Relationship between unit content and assessment criteria

All the content in this unit is mandatory for the assessments and will be sampled across different versions of the assessment over time. Learners can be tested on any aspect of the content.

Learners should be asked to complete summative assessment only after the teaching content for the unit or learning outcomes has been covered.

Legislation

Legislation cited in the units is current at time of publication. The most recent legislation should be taught and assessed internally. External assessments will use the most recent legislation.

Further information for teachers and assessors

This section gives information to support delivery and the implementation of assessment. It contains the following subsections.

- *Essential resources* – lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

- *Suggested reading/resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals, websites.

- *Essential information for assessment* – this section gives details of the format, structure and any specific conditions of the external assessment.

Unit 1: Principles of Safeguarding in a Learning Environment

Level:	2
Assessment type:	External
Guided Learning Hours:	22

Unit introduction

For the purpose of this unit, 'safeguarding' is defined as 'protecting people's health, wellbeing and human rights, and enabling them to live free from harm, abuse and neglect'.

This unit will enable learners to develop their knowledge and understanding of the following areas:

- the legal requirements relating to safeguarding in a learning environment
- the principles of protecting all individuals in a learning environment
- how to carry out safeguarding in a learning environment.

Learners must be made aware that, because of the changing and dynamic nature of safeguarding, the need to manage, monitor and update their knowledge of safeguarding issues is vital in order for them to perform their role effectively.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Know the legal requirements relating to safeguarding in a learning environment	1.1	State the key elements of safeguarding legislation, in relation to a learning environment
		1.2	Describe the legal requirements for maintaining the security and confidentiality of information
		1.3	Describe the legal requirements for equality, diversity, anti-discriminatory practice and inclusion in a learning environment
		1.4	State the implications on the worker, if organisational policies on reporting suspected abuse are not followed
		1.5	Describe the key elements of the Prevent Strategy in a learning environment
2	Know the principles of protecting all individuals in a learning environment	2.1	Describe potential safeguarding issues inside and outside of the learning environment
		2.2	State the responsibilities of individuals in the safeguarding of people under their care, in an educational setting
		2.3	State where to seek support in situations that are beyond own experience and expertise
		2.4	Describe the different types of harm, abuse and neglect
		2.5	Identify the factors that may make someone more vulnerable to harm or abuse
		2.6	Describe common features of perpetrator behaviour and grooming
		2.7	Identify types of behaviour patterns that may be displayed by current and historical victims of harm, abuse or neglect
3	Know how to carry out safeguarding in a learning environment	3.1	Explain the importance of risk assessment in safeguarding
		3.2	Describe how electronic communications may be misused
		3.3	State how to safeguard others from misuse of electronic communications that may cause abuse or harm
		3.4	State how to report suspected incidents and/or allegations of neglect, abuse or harm
		3.5	State the steps that are taken after disclosure from a vulnerable individual
		3.6	Identify reliable sources of information to ensure knowledge and practice are up to date in line with current safeguarding policy

Unit content

What needs to be learned

Learning outcome 1: Know the legal requirements relating to safeguarding in a learning environment

1.1   State the key elements of safeguarding legislation, in relation to a learning environment

- *The Children Act 1989 Section 47*: local authorities' duty to investigate in instances where a child is subject to a protection order, in police protection or is suffering or likely to suffer significant harm

- *The Children Act 2004 Sections 13 and 14*:

  o   requirement for local authorities to establish Local Safeguarding Children Boards (LSCBs)

  o   the role of LSCBs (developing policies and procedures for safeguarding and promoting welfare of children; raising awareness of the need to safeguard and promote welfare of children; ensuring work is effective in improving outcomes for children)

- *Safeguarding Vulnerable Groups Act 2006 Section 7*: restrictions on barred persons participating in a regulated activity relating to children

- *Counter Terrorism and Security Act 2015 Section 26*: duty on schools to prevent pupils being drawn into terrorism (the application of Fundamental British values according to Ofsted)

- *Health and Safety at Work etc. Act 1974 Sections 2 and 7*:

  o   responsibilities of employers for health and safety management (risk assessment; personal protective equipment (PPE))

  o   responsibilities of employees for health and safety of self and colleagues

- *The Communications Act 2003 Section 127*: improper use of public electronic communications network (grossly offensive, indecent, obscene communications; communications causing annoyance, inconvenience or needless anxiety)

- *The Education Act 2002 Section 176*: duty to consult with pupils about decisions affecting them

1.2.   Describe the legal requirements for maintaining the security and confidentiality of information

- *The Data Protection* legislation: controls in terms of the way in which information is stored and handled

  o   personal data (name, date of birth, address, telephone number, photographs that can link identity, attendance and behavioural information, schoolwork and marks)

  o   sensitive personal data (race, ethnicity, religious beliefs, political opinion, health condition, sexual orientation, criminal records)

  o   data must be:

    ▪   processed fairly and lawfully

    ▪   obtained for a specified purpose and used only for the purpose

    ▪   adequate, relevant and not excessive for the specified purpose

    ▪   accurate and up to date

- ▪ not kept for longer than is necessary for the specified purpose
- ▪ processed in accordance with the rights of the data subject
- ▪ secured: measures shall be taken against unauthorised or unlawful processing, accidental loss, destruction or damage
- ▪ not transferred outside the European Economic Area (EEA).

- *Protection of Freedoms Act 2012 Part 5*: criminal records disclosure required for anyone working or involved in activities with vulnerable groups (Disclosure and Barring Service (DBS))

- Privacy notices need to be in place including: The purpose for which information is to be processed, how data will be collected, how data is kept up to date, details of what the school expects from staff who work with personal data

- Right to access personal information: Students, have rights to access own information. If they are unable to act on their own behalf parents or guardians can do so. Parents have the right to see their child's educational records

1.3 Describe the legal requirements for equality, diversity, anti-discriminatory practice and inclusion in a learning environment

- *Equality Act 2010*:
  - o protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation
  - o rights of individuals: to be treated fairly, with dignity and respect; to be protected from harm or insults
  - o unlawful behaviour: direct discrimination; indirect discrimination; failing to make reasonable adjustment for students or staff with disabilities; harassment related to protected characteristics; victimisation

- *Legal requirements in a learning environment*:
  - o eliminating unlawful discrimination, victimisation and harassment (challenging discriminatory language or behaviour, taking disciplinary actions for persistent discriminatory actions, exemplifying British values in practice)
  - o advancing equality of opportunity (processes for admissions; provision of benefits, facilities or services)
  - o fostering good relations.

1.4 State the legal implications on the worker, if organisational policies on reporting suspected abuse are not followed

- *Barring* – people deemed unsuitable by the Disclosure and Barring Service (DBS) may be barred from working with vulnerable groups by being placed on a barred list.

- *Sanctions within organisation policy*:
  - o restrictions placed on role and/or activities
  - o suspension over protection concerns, criminal offence, pending court action, concerns regarding conduct

- o written and/or verbal warning over inappropriate conduct
- o placement on a performance improvement plan, including further training, mentorship and regular progress checkpoints
- o withdrawal or dismissal as a result of an investigation, post a court hearing, non-compliance with restrictions or warning, convictions, breaching code of conduct or practice

1.5 Describe the key elements of the Prevent Strategy in a learning environment

- *Purpose of the Prevent Strategy*: preventing people from being drawn into terrorism

- *Fundamental British values*:
  - o democracy
  - o the rule of law
  - o individual liberty
  - o mutual respect and tolerance for those with different faiths and beliefs

- *The Prevent duty in a learning environment*:
  - o identifying signs of radicalisation:
    - isolating themselves from friends or family
    - talking as if from a scripted speech
    - unwillingness to discuss their views
    - increased or disproportionate levels of anger
    - sudden disrespectful attitude to others
    - increased secretiveness especially around internet use
  - o undertaking Prevent awareness training
  - o following IT polices – the use of firewalls and 'usage monitoring systems'
  - o working with Local Safeguarding Children Boards (LSCBs)
  - o referring concerns about extremism or radicalisation to the Designated Safeguarding Lead (DSL)
  - o creating a 'safe space' for healthy discussion of conflicting views
  - o raising children's self-esteem to prevent radicalisation
  - o using age appropriate terminology
  - o promoting the spiritual, moral, social and cultural development of learners
  - o teaching citizenship
  - o applying the 'Run, Hide, Tell' Strategy.

What needs to be learned

Learning outcome 2: Know the principles of protecting all individuals in a learning environment

2.1   *Describe potential safeguarding issues inside and outside of the learning environment*

- Social exclusion (isolation from social events and groups)
- Cyberbullying (bullying via the use of electronic communications)
- Bullying (intimidation through the use of physical force and/or verbal assaults)
- Harassment (sustained persecution or pressuring of an individual or group)
- Abuse (cruel or improper treatment)
- Neglect (failure to provide necessary care)
- Radicalisation (adopting extreme positions on social and political issues)
- Grooming (preparing a child for sexual contact)
- Poor mental health (poor condition of psychological and emotional wellbeing)

2.2   *State the responsibilities of individuals in the safeguarding of people under their care, in an educational setting*

- Advising vulnerable individuals of disclosure to Designated Safeguarding Lead (DSL)
- Taking action for emerging safeguarding issues on the day of disclosure (informing the individual of the process and reassuring the individual)
- Supporting the assessment of an individual's needs, when required
- Promoting a learner-centred approach (believing what the individual says until proven otherwise; ensuring the learner knows where to seek support; making all possible adjustments to the learning programme to support the learner)
- Assuming an attitude of 'it could happen here'
- Following the systems in own organisation that support safeguarding (child protection policy; internet use policy; staff behaviour policy or code of conduct; referral policy; bullying policy; equality and diversity policy)
- Supporting and sharing information with the Designated Safeguarding Lead (DSL) and other professionals, to support early identification and assessment of a vulnerable individual
- Recognising potential safeguarding issues
- Promoting the welfare of individuals at risk and a safe environment within which to learn (boosting self-esteem and self-reliance; creating safe-spaces for learners to seek support from a mentor)
- Ensuring visitors are suitably supervised
- Undertaking staff safeguarding training and continuous professional development (CPD)

What needs to be learned

2.3 State where to seek support in situations that are beyond own experience and expertise

- Line manager/supervisor
  - o for advice if you are unsure about which appropriate action to take
  - o to support you after you have heard a disclosure
- Designated Safeguarding Lead (DSL)
  - o to report a disclosure
- Local Authority Designated Officer (LADO)
  - o to report an action if you are not satisfied with the response of your institution/Designated Safeguarding Lead (DSL)
- Police Liaison Officer (PLO)
  - o to report a disclosure where you are not satisfied with the response of your institution
  - o to report a disclosure if you fear for the immediate physical welfare of the individual, their family or associates

2.4 Describe the different types of harm, abuse and neglect

- *Types of harm*:
  - o exploiting vulnerability (making dismissive comments, deliberate antagonism)
  - o restricting or removing opportunities for social, intellectual or emotional growth
  - o radicalisation
  - o organisational culture of non-compliance with legislation, policy or procedure
- *Types of abuse*:
  - o physical (assault, intimidation, shaking, restraint, poisoning, burning, neglect)
  - o culture-based violence (Female Genital Mutilation (FGM); Forced Marriage; (Dis)Honour Based Violence (HBV))
  - o emotional or psychological (threat of harm; isolation; humiliation; harassing individuals; cyber-bullying)
  - o sexual (indecent exposure; sexual harassment; inappropriate touching; exposure to pornography; online sexual activity; grooming; sexual activity or intercourse with a child; non-consensual sexual activity or intercourse)
  - o financial (theft of property; coerced into spending)
- *Types of neglect*:
  - o lack of food, medication or personal care
  - o self-neglect
  - o acts of omission: not informing individuals of their rights or the services available

What needs to be learned

2.5 Identify the factors that may make someone more vulnerable to harm or abuse

- Learning disabilities (mild, moderate or severe)
- Physical and/or medical disability
- Mental health issues
- Socioeconomic status
- LGBTQ+ (lesbian, gay, bisexual, transgender and/or questioning) status

2.6 Describe common features of perpetrator behaviour and grooming

- *Perpetrator behaviours*:
    - o Behaviour patterns (aggression; unwillingness to take responsibility for the consequences of their actions; controlling the behaviour or finances of others and coercion)
    - o Behaviour characteristics (criticising and humiliating language to others in public and private; being violent or aggressive; isolating the subject of abuse or restricting contact with friends, family or health and social support services)
- *Features of grooming:*
    - o Deliberately engineering opportunities to isolate or remove vulnerable individuals from a group to a more secluded environment
    - o Showing a particular interest in a specific individual beyond the duties of the job role
    - o Visiting a vulnerable individual socially outside of the remit of the job role

2.7 Identify types of behaviour patterns that may be displayed by current and historical victims of harm, abuse or neglect

- *Personality changes*: easily upset, angered, tearful, withdrawn or quiet
- *Age inappropriate actions*: overly outgoing, sexually provocative language or dressing
- *Changes to routine*: socialising less, unexplained absence from work, college or placement, clockwatching, chronic lateness
- *Financial, social or emotionally restricted behaviours*: withdrawn; reluctance to commit to future engagements; having less funds or borrowing more money than usual; stealing from others; denial of behaviour changes; lack of enthusiasm
- *Changes in behaviour in the presence of the perpetrator*: scared or nervous; rushing to pacify a dominant personality; unquestioning obedience; compliance, passivity or silence
- *Self-harm*: cutting/burning skin, punching or hitting themselves, poisoning themselves with tablets/alcohol/drugs, eating disorders
- *Suicidal thoughts and language*

What needs to be learned

Learning outcome 3: Know how to carry out safeguarding in a learning environment

3.1   Explain the importance of risk assessment in safeguarding

- *Risk assessment*: definition; the difference between hazards and risks

- *Importance of risk assessment*: risk assessments help to:

  o create a safe working environment for self and others (in the workplace, work experience, holiday activities, planned trip and excursions and traveling between sites)

  o identify risks in different situations and ways of minimising them

  o identify hazards in the learning environment and ways of removing them

  o identify situations that put tutors at risk of allegations of misconduct

  o meet legal and organisational requirements

3.2   Describe how electronic communications may be misused:

- Making, viewing, storing or distributing any material that is sexually explicit, pornographic, racist, sexist, or derogatory of race, origin, sex, sexual orientation, age, disability, religion or political beliefs

- Viewing, storing or sending messages intended to harass, intimidate, threaten, embarrass, humiliate or degrade another person or that contain defamatory references (cyberbullying)

- Sexting

- Grooming through social media

- Attempting to access or accessing another person's computer, computer account, email or voice mail messages, files or other data without their consent or the consent of an authorised individual (hacking)

- Improper use of a public communications network – sending or attempting to send grossly offensive material, sending false messages

3.3   State how to safeguard others from misuse of electronic communications that may cause abuse or harm:

- Safe storage of data (use of passwords; encrypted files; ensuring safe from viruses; ransomware and malware)

- Limiting access to data (approval by relevant personnel to access data)

- Promoting the safe use of mobile technology and cyberspace to learners (privacy settings on social media; 'think before you post' culture)

- Reporting to Child Exploitation and Online Protection (CEOP)

3.4   State how to report suspected incidents and/or allegations of neglect, abuse or harm:

- *How to report suspected incidents and/or allegations*:

  o follow organisational policies and procedures for reporting

  o complete appropriate paperwork (consistency in reporting; formal and unambiguous language; provide relevant details, i.e. date, time, what was disclosed, your response/reaction, names of parties involved; signed)

What needs to be learned

- o process paperwork and forward to the Designated Safeguarding Lead
- o follow organisation procedure, where action has not been taken by authorised individual or organisation, then defer to:
  - ▪ organisational 'whistleblowing' policy
  - ▪ Public Interest Disclosure Act 1998

3.5 State the steps that are taken after disclosure from a vulnerable individual

- Remain calm
- Inform the individual that you are obliged to disclose any information that is of concern
- Inform the individual that they do not need to continue with the disclosure once they are aware of the need for it to be escalated
- Do not ask any questions or prompt the individual to continue if they do not want to
- Record or immediately make a transcript of the conversation
- Give the recording or transcript to the Designated Safeguarding Lead (DSL)

3.6 Identify reliable sources of information to ensure knowledge and practice are up to date in line with current safeguarding policy

- GOV.UK – Keeping children safe in education: statutory guidance for schools and colleges on safeguarding children and safer recruitment
- Office for Standards in Education (OFSTED): policy on identifying and responding to concerns regarding the safeguarding and protection of children, young people and vulnerable adults
- National Society for the Prevention of Cruelty to Children (NSPCC): safeguarding in schools and colleges; advice, training and resources for teachers, schools and colleges
- Childline: telephone and online support for vulnerable individuals

Further information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Suggested reading/resources

Textbook

Burton S, Reid J – *Safeguarding and Protecting Children in the Early Years* (Routledge, 2017) ISBN 9780415527507

Websites

www.gov.uk	Information on Disclosure and Barring Service (DBS)
	Information on working together to safeguard children
	Keeping children safe in education Part 1: Information for all school and college staff (publication)
www.hse.gov.uk	Health and Safety Executive (HSE) – information on HSE guidance for schools
www.legislation.gov.uk	Information on counter terrorism
	Information on Data Protection Act 1998
	Information on Equality Act
	Information on Health and Safety at Work etc. Act
	Information on Protection of Freedoms Act
	Information on Safeguarding Vulnerable Groups Act

Essential information for assessment

This unit is externally assessed through an onscreen test. Pearson will set and mark this test. The test lasts for 35 minutes and is worth 20 marks. The assessment is available on demand.

The test assesses all of the learning outcomes. The questions in the test are based on each assessment criterion and its associated unit content.

The test consists of multiple-choice items. Items in the test will not necessarily be sequenced in the order of the criteria in the unit. Test items will not rely on or directly follow on from another test item.

A Pass grade is determined by learners achieving a defined cut score for the test.

13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html

- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))

- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)

- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)

- *Equality Policy* (Pearson)

- *Recognition of Prior Learning Policy and Process* (Pearson)

- *UK Information Manual* (Pearson)

- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

14 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website.

Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- Subject Advisors: find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- Ask the Expert: submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at qualifications.pearson.com/en/support/contact-us.html