

Unit Title:	Develop and implement policies and procedures to support the safeguarding of children and young people
Level:	5
Credit value:	6
Guided learning hours:	26
Unit accreditation number:	A/601/9370

Unit purpose and aim

This unit aims to provide learners with the opportunity to develop and implement policies and procedures for safeguarding children and young people.

Learning Outcomes	Assessment Criteria	Exemplification
<p>The Learner will:</p> <p>1. Understand the impact of current legislation that underpins the safeguarding of children and young people</p>	<p>The Learner can:</p> <p>1.1 Outline the current legislation that underpins the safeguarding of children and young people within own UK Home Nation</p> <p>1.2 Evaluate how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people</p> <p>1.3 Explain how the processes used by own work setting comply with legislation that covers data protection, information handling and sharing.</p>	<p>Day to day work may include:</p> <ul style="list-style-type: none"> • Childcare practice • Child protection • Risk assessment • Ensuring the voice of the child or young person is heard (e.g. providing advocacy services) • Supporting children and young people and others who may be expressing concerns • Working practices that protect practitioners and children/ young people

<p>2. Be able to support the review of policies and procedures for safeguarding children and young people</p>	<p>2.1 Investigate why inquiries and serious case reviews are required and how sharing of findings affects practice</p> <p>2.2 Identify the policies and procedures required in the work setting for safeguarding children and young people</p> <p>2.3 Develop the process for reviewing the process for safeguarding policies and procedures</p> <p>2.4 Evaluate the impact of a child/young person centred approach to safeguarding on policies and procedures</p> <p>2.5 Liaise with different organisations as part of the development or review process of policies and procedures for safeguarding children and young people</p>	<p>Policies and procedures required for safeguarding may include:</p> <ul style="list-style-type: none"> • Listening to children and young people • Sharing concerns and recording/ reporting incidents • Dealing with allegations • Duty of care • Whistleblowing • Propriety and behaviour • Physical contact/ Intimate personal care • Off site visits • Photography and video • Timely and accurate information sharing • Partnership working <p>Different Organisations may include:</p> <ul style="list-style-type: none"> • Social services • NSPCC • Health visiting • GP • Probation • Police • School • Psychology service
<p>3. Be able to implement policies and procedures for safeguarding children and young people</p>	<p>3.1 Support the implementation of policies and procedures for safeguarding children and young people</p> <p>3.2 Mentor and support other practitioners to develop the skills to safeguard children and young people</p>	

<p>4. Be able to lead practice in supporting children and young people's wellbeing and resilience</p>	<p>4.1 Justify how promoting well being and resilience supports the safeguarding of children and young people</p> <p>4.2 Review how children or young people's resilience and well being are supported in own work setting</p> <p>4.3 Support others to understand the importance of well being and resilience in the context of safeguarding</p>	
---	---	--

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

Details of relationship between the unit and national occupational standards

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in the children and young people's workforce developed by Skills for Care and Development:

- CCLD 402 Support policies, procedures and practice to safeguard children and ensure their inclusion and well-being

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

The *OCR Children and Young People's Workforce Centre Handbook* contains important information for anyone delivering, working towards or involved with the Children and Young People's Workforce qualifications, of which this unit forms a part. This can be downloaded from OCR's website www.ocr.org.uk.

This unit is a shared unit. It is located within the subject/sector classification system 01 Health, Public Services and Care and 01.5 Child Development and Well Being.