



Oxford Cambridge and RSA

Unit Title:

OCR Unit number

Sector Unit number

Level:

Credit value:

Guided learning hours:

Unit accreditation number:

Safeguarding the welfare of children and young people

2

TDA2.2

2

3

20

K/601/3323

Unit purpose and aim

This unit provides the knowledge and understanding required for safeguarding the welfare of children and young people.

Learning Outcomes	Assessment Criteria	Exemplification
The learner will:	The learner can:	
1. Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety	1.1 Identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety 1.2 Describe the roles of different agencies involved in safeguarding the welfare of children and young people	Centres must ensure that all assessment criteria are met.
2. Know what to do when children or young people are ill or injured, including emergency procedures	2.1 Identify the signs and symptoms of common childhood illnesses 2.2 Describe the actions to take when children or young people are ill or injured 2.3 Identify circumstances when children and young people might require urgent medical	

	<p>attention</p> <p>2.4 Describe the actions to take in response to emergency situations including:</p> <p>a) fires</p> <p>b) security incidents</p> <p>missing children or young people</p>	
<p>3. Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied</p>	<p>3.1 Identify the characteristics of different types of child abuse</p> <p>3.2 Describe the risks and possible consequences for children and young people using the internet, mobile phones and other technologies</p> <p>3.3 Describe actions to take in response to evidence or concerns that a child or young person has been abused, harmed (including self harm) or bullied, or maybe at risk of harm, abuse or bullying</p> <p>3.4 Describe the actions to take in response to concerns that a colleague may be:</p> <p>a) failing to comply with safeguarding procedures</p> <p>b) harming, abusing or bullying a child or young person</p> <p>3.5 Describe the principles and boundaries of confidentiality and when to share information</p>	<p>Evidence or concerns that a child or young person has been abused, harmed or bullied, or maybe at risk of harm, abuse or bullying includes:</p> <ul style="list-style-type: none"> • disclosure • allegations • signs and indicators of abuse <p>Concerns about a colleague should recognise that those making the allegations (whistle blowers) and those subject to as yet unproven allegations have rights to protection</p>

Assessment

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

This unit is knowledge based. It is centre-assessed and externally moderated by OCR. Centres will be required to design their own assignments. All assignments created by centres should be reliable and fit for purpose, and should meet all of the assessment criteria.

Assignments should provide a context in which candidates can operate, or which set out tasks which can be undertaken to meet the requirements of the assessment criteria, and their associated skills, knowledge and understanding. It is therefore important that the assessment criteria are clearly indicated in the assignments briefs.

Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters or projects. Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt.

Assessment of these qualifications will be conducted in accordance with the appropriate codes of practice approved and published by the regulatory authorities.

When candidates complete an assignment, the centre assessor assesses their work. Centres will need to identify staff who will act as assessors. Assessors will need to have experience in making judgments about candidates' progress.

Achievement at unit level is Pass or Fail.

Learners undertaking this unit as part of the competence based qualifications, the Level 2 Certificate in Supporting Teaching and Learning in Schools and the Level 3 Certificate in Supporting the Wider Curriculum in Schools may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

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.

National Occupational Standards (NOS) mapping/signposting

STL3 Help to keep children safe (CCLD202)

SWiS 2.1 Explore and respond to the needs of pupils

Introductory training materials:

- Role and context

- ICT

NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk.

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening		Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website www.ocr.org.uk.