

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Safeguarding in a Youth Work Setting

Unit Reference Number: J/651/9361

Level: Three (3)

Credit Value: Four (4)

Minimum Guided Learning Hours: 25

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know about the importance of safeguarding policies and procedures, in providing a safe environment for young people and vulnerable adults	1.1 Define the terms 'child protection' and 'safeguarding'
	1.2 Outline current safeguarding legislation, guidelines, policies and procedures relevant to own organisation
	1.3 Outline how own organisation's child protection policies and procedures create a safe environment that benefits young people and vulnerable adults
	1.4 Describe how own organisation's child protection and safeguarding policies and procedures influence own practice
	1.5 Describe the boundaries of confidentiality when working with young people and vulnerable adults and how this could affect their rights
2. Know about roles and responsibilities in relation to keeping young people, vulnerable adults, self and colleagues safe in youth work settings	2.1 Identify a range of child protection and safeguarding multi-agency partnerships
	2.2 Describe forms of abuse including their characteristics and how to recognise them
	2.3 Describe forms of exploitation including their characteristics and how to recognise them

	2.4	Identify own organisation's safeguarding officer in relation to reporting child protection issues
	2.5	Identify own organisation's policies and procedures for keeping staff and volunteers safe
	2.6	Outline individual responsibility in terms of what actions must be taken when indicators for abuse and exploitation are recognised
3.	Be able to assess risk in a youth work setting	3.1 Describe a health and safety risk assessment benefit process used in a youth work setting, including assessing behaviour and needs of an individual young person or group of young people 3.2 Develop health and safety risk assessment benefit analysis of work areas including off-site visits 3.3 Record all health and safety risks in a group work environment and take the correct actions to ensure the safety of all young people in line with own organisations policies and procedures
4.	Understand how to safeguard young people when using technologies	4.1 Describe professional obligations regarding administration, recording and management of data ie UK GDPR 4.2 Describe the importance of an organisation-wide approach to using social media and other technologies safely 4.3 Outline how youth work could raise awareness around potential harm related to using technologies
5.	Understand how youth work could help protect young people and vulnerable adults	5.1 Describe how youth work could protect and support young people 5.2 Describe how the purposes and principles of youth work align with child protection and safeguarding policies and procedures 5.3 Outline ways to support and empower young people and vulnerable adults to manage personal risk 5.4 Outline the challenges when implementing safeguarding procedures in a youth work setting

Assessment Requirements

The following assessment criteria are skills-based and, therefore, the primary method of assessment is direct observation and assessment of practical work-based activities:

- 3.2
- 3.3

Other methods of assessment may be used to triangulate the evidence (e.g., professional discussion, question and answer, reflective accounts).

Indicative Content

LO1	<i>*The term vulnerable adults relates to vulnerable people up to the age of 25.</i> 1.1 Safeguarding is defined as: • Protecting children from maltreatment • Preventing impairment of children's health and development • Ensuring children are growing up in circumstances consistent with the provision of safe and effective care • Taking action to enable all children to have the best outcomes 1.2 Legislation (as of 2024): • Children's Act 1989 • UN Convention on the Rights of the Child 1989 • Children's Act 2004 • Safeguarding Vulnerable Groups Act 2006 • What to do if you are worried a child is being abused 2015 • Children and Social Work Act 2017 • Mandatory Reporting of Female Genital Mutilation (FGM) 2018 Guidance (as of 2024): • Working together to Safeguard Children 2023 1.3 Learners must be able to demonstrate that they understand their organisation's policies and procedures relating to child protection and vulnerable adults, that they know where/how to access them and the reporting procedures they need to follow. 1.4 Learners must be able to give examples from their youth work practice to describe how the child protection and safeguarding policies and procedures influence their youth work practice. 1.5 Learners must be able to demonstrate that they are fully aware of the confidentiality boundaries they need to work within in their own youth work practice and where possible give examples from their practice. Where possible, examples must include how to protect the rights of young people and vulnerable adults
LO2	2.1 Learners must be able to identify a range of multi-agency partnerships both locally and nationally that could offer support. This could include statutory and voluntary sector agencies and organisations e.g. • Children's Services • Police • NSPCC

	• Child Line • Domestic Abuse forums 2.2 Learners must be able to describe the meaning and characteristics of at least 5 of the following: • Physical abuse • Emotional abuse • Sexual abuse • Neglect • Financial abuse • Coercive control • Online abuse • Female genital mutilation Learners also need to describe signs and symptoms of recognising if each of the forms of abuse described is being perpetrated. 2.3 Learning could include: • Sexual exploitation • Criminal exploitation and gangs • Domestic servitude • Forced marriage • Forced work Learners also need to describe signs and symptoms of recognising if each form of exploitation described is being perpetrated. 2.4 Learners must be able to identify and name the person in their organisation who is responsible for child protection issues. 2.5 As well as identifying own organisation's policies and procedures, learners must indicate how they are applied in practice. These might include: • Specific organisational policies and reporting/referral forms • Safe recruitment processes/references taken for new staff/volunteers • Clear job descriptions • Regular safeguarding/child protection training • DBS clearance • Code of conduct • Regular managerial supervision • Confidentiality protocols 2.6 Learners must be able to outline what their responsibilities are and the actions they would take if they recognised that abuse and or exploitation is being perpetrated. If real case studies are used, please ensure all personal details are removed for the purposes of qualification assessment.
LO3	3.1 Learners must be able to describe the risk assessment process used in their organisation highlighting behaviour and needs risk of young people. 3.2 Learners must be supported to undertake two risk assessments – one indoor and one for an off-site visit/activity. They must be able to explain the reasons for the assessments and the benefits of doing the risk assessments. Could include: • Legal requirement

	• Reduction of potential hazards • Keep young people and colleagues safe • Duty of care • Safe use of facilities and equipment • Encourages young people to be aware of their own safety and possible risks 3.3 Learners must record the risks identified for the group work environment/activity and the necessary control measures in place to ensure the environment and activity is safe for all participants.
LO4	4.1 Learners must be able to identify and describe the policies relevant to a youth support worker's obligation to keep young people and their data safe. Including current Data Protection legislation, confidentiality, data management. 4.2 Learners must describe why it is important that organisations take a comprehensive approach to the safe use of social media and other technologies. 4.3 Learners could include: • Specific projects/activities • Awareness of misuse of technology including Cyber bullying and Online exploitation/grooming
LO5	5.1 Learners could include: • Provision of a safe environment • Activities based on the identified needs of young people • Trained and reflective youth workers • Empowering young people to recognise risky behaviour • Partnership working • Supporting young people to access further specialist help when needed • Confidentiality and data protection 5.3 Outline the possible areas of vulnerability and personal risk faced by young people and vulnerable adults. This could be done by: • Supporting young people and vulnerable adults to identify their own vulnerability and ways to manage the inherent risks. • Development of personal risk assessment with young people and vulnerable adults. 5.4 Learning could include: • Information sharing • Key personnel not being available when a disclosure is made • Need to update safeguarding training to ensure all staff/volunteers are aware of current practice For further information assessors/trainers must refer to the Principles of Youth Work Unit (1.1 and 1.3) for identification of the purpose and principles of youth

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