

TDA 2.2: Safeguarding the welfare of children and young people

Your learning

This unit is a level 2 unit and also forms part of the CACHE Level 2 Certificate for the Children and Young People's Workforce and the CACHE Level 2 Certificate in Supporting Teaching and Learning in Schools.

You will look at the topic of safeguarding. It will include gaining knowledge about the law in relation to safeguarding and the policies and guidelines that help to implement this law.

You will learn about signs and symptoms of childhood illnesses and gain an understanding of when children or young people may require medical attention.

You will also learn about how to respond to concerns which may arise when you are with or working with children or young people.

This unit may help you in making your decision about your career or your next stage of study.

To achieve this unit you must provide evidence to show that you have met all assessment criteria.

TDA 2.2: Safeguarding the welfare of children and young people

Unit reference K/601/3323 Level 2

Credit value 3 GLH 20

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

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
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.		
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 attention.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Describe the actions to take in response to emergency situations including: <ul style="list-style-type: none"> • fires • security incidents • missing children or young people. 		
3. Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied.	3.1. Identify the characteristics of different types of child abuse.		
	3.2. Describe the risks and possible consequences for children and young people using the internet, mobile phones and other technologies.		
	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.		
	3.4. Describe the actions to take in response to concerns that a colleague may be: <ul style="list-style-type: none"> • failing to comply with safeguarding procedures • harming, abusing or bullying a child or young person. 		
	3.5. Describe the principles and boundaries of confidentiality and when to share information.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: TDA 2.2

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	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.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the QCF unit	<p>This unit must be assessed in accordance with the Teaching Agency (formerly Training and Development Agency for Schools (TDA)) assessment principles.</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 task – TDA 2.2 Safeguarding the welfare of children and young people

Assessment requirements specified by a sector or other appropriate body

- Unit needs to be assessed in line with the Teaching Agency (formerly Training and Development Agency for Schools (TDA)) QCF Assessment Principles.

The credit from this unit can be carried forward to the CACHE Level 2 Certificate for the Children and Young People's Workforce and/or the CACHE Level 2 Certificate in Supporting Teaching and Learning in Schools.

Safeguarding the welfare of children and young people is a high priority in our society today. To develop an awareness of this important area, collect information and prepare an information booklet for use within a parent and toddler group.

Task 1 links to learning outcome 1 and 3 assessment criteria 1.1, 1.2, 3.1, 3.2, 3.3, 3.4, and 3.5.

For section 1 of your booklet gather evidence that shows that you can:

- identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety
- describe the roles of different agencies involved in safeguarding the welfare of children and young people
- identify the characteristics of different types of child abuse
- describe the risks and possible consequences for children and young people using the internet, mobile phones and other technologies
- 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 may be at risk of harm, abuse or bullying
- describe the actions to take in response to **concerns that a colleague** may be:
 - failing to comply with safeguarding procedures
 - harming, abusing or bullying a child or young person
- describe the principles and boundaries of confidentiality and when to share information.

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.1, 2.3 and 2.4.

For section 2 of your booklet gather evidence that shows that you can:

- identify the signs and symptoms of common childhood illnesses
- describe the actions to take when children or young people are ill or injured
- identify circumstances when children and young people might require urgent medical attention
- describe the actions to take in response to emergency situations including:
 - fires
 - security incidents
 - missing children or young people.