



## Qualification Specification

### GA Level 2 Award in the Principles of Safeguarding (610/7180/8)

This qualification is subject to the GA Centre Assessment and Standards Scrutiny and General Moderation policy.

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## Section 1: Qualification Overview

### 1.1 Introduction: About this Qualification

Gatehouse Awards (GA) qualifications are designed to give learners the skills to be active in the modern labour market and progress in their career and/or into higher level study.

This Qualification Specification covers the GA Level 2 Award in the Principles of Safeguarding (610/7180/8).

This document provides centre staff, learners and employers with an overview of the qualification content as well as the assessment and quality assurance requirements for this qualification.

This qualification is regulated by the Office of Qualifications and Examinations Regulations (Ofqual) in England and are part of the Regulated Qualifications Framework (RQF).

All versions of this qualification are listed on the Register of Regulated Qualifications which is operated by Ofqual at <http://register.ofqual.gov.uk>.

This qualification is not designed to replace any existing qualifications.

### 1.2 Qualification Titles, Qualification Numbers and Important Dates

Qualification Title and Level	Qualification Number	Operational Start Date	Operational Review Date
GA Level 2 Award in the Principles of Safeguarding	610/7180/8	09/03/2026	March 2031

### 1.3 Qualification Aims and Objectives

This qualification is designed to provide learners with a clear understanding of the key principles, and practices that underpin effective safeguarding practice.

The qualification takes a principles-based approach to safeguarding, making it suitable for use across a range of sectors and settings. It applies to safeguarding in relation to children, young people, and adults, and covers common risks such as abuse, neglect, exploitation, coercion, and other forms of harm. The qualification has been designed with a focus on awareness, recognition, and appropriate action within the limits of one's role.

This qualification supports learners to:

- recognise different types of harm, abuse, neglect, and exploitation
- understand who may be at risk and what can increase vulnerability
- know appropriate responses when safeguarding concerns arise.

### 1.4 Qualification Structure and Overview: Units, GLH, TQT and Credit Value

The structure of this qualification is as follows:

GA Level 2 Award in the Principles of Safeguarding (610/7180/8)					
Mandatory Units	Unit Reference	Level	Credits	GLH*	Study Time
1. Principles of Safeguarding	M/651/9904	2	1	6	2
			<b>Total Credits</b> 1	<b>Total GLH*</b> 6	<b>TQT**</b> (GLH + ST) 8

#### \*Guided Learning Hours (GLH): Definition

The activity of a learner in being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

#### \*\*Total Qualification Time (TQT): Definition

The number of Guided Learning Hours assigned, plus an estimate of the number of study hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

The number of study hours a learner is expected to undertake in order to complete each unit is expressed in the 'Study Time' above. This, including the GLH, provides the Total Qualification Time, or TQT, and represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification.

The estimates for Guided Learning Hours and Total Qualification Time above have been produced with due regard to information gathered from those with experience in education and training and are in line with guidance published by Ofqual on the allocation and expression of Total Qualification Time and Guided Learning Hours.

## Level

The qualification within this specification is designated at Level 2 on the Regulated Qualification Framework (RQF) according to the Level Descriptors for knowledge and understanding, which build on those used within the Qualifications and Credit Framework (QCF) and the European Qualifications Framework (EQF). This means that the qualifications are considered by GA to lead to the outcome as follows:

Achievement at Level 2 reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance.

### 1.5 Rules of Combination

The learner must achieve one mandatory unit.

Learners must successfully demonstrate their achievement of all learning outcomes and meet all qualification requirements in order to achieve the qualification.

There are no further rules of combination.

### 1.6 Intended Audience

This qualification is suitable for:

- learners preparing to work in roles where safeguarding awareness is required
- individuals already working in roles that involve contact with children, young people, or adults who may be at risk
- volunteers, support staff, and those undertaking safeguarding training as part of induction or refresher learning

No prior safeguarding knowledge or experience is required.

## 1.7 Age and Entry Requirements

This qualification is intended for learners aged 18 and above.

There are no other formal entry requirements for this qualification; however, due to the nature of the qualification content, those undertaking the qualification must have a proficient level of spoken and written English (e.g. GCSE Grade C / Grade 4 or above or equivalent).

Where English is not the applicants' first language, an International English level of minimum B2 (CEFR) level, or equivalent, is required.

Centre recruitment and enrolment processes must be carried out by suitably qualified and experienced centre staff.

It is recommended that prior to commencing a programme of study leading to this qualification, learners receive detailed advice and guidance from the training provider in order to ensure the programme and qualification will meet their needs.

## 1.8 Recognition of Prior Learning and Transfer of Credits

Recognition of Prior Learning (RPL) is a method of assessing whether a learner's previous experience and achievements meet the standard requirements of a GA qualification, prior to the learner taking the assessment for the qualification, or part of the qualification, they are registered for.

Any prior learning must be relevant to the knowledge, skills and understanding which will be assessed as part of that qualification, and GA will subsequently amend the requirements which a learner must have satisfied before they are assessed as eligible to be awarded the qualification.

Where there is evidence that the learner's knowledge and skills are current, valid and sufficient, the use of RPL may be acceptable for recognising achievement of assessment criteria, learning outcome or unit(s), as applicable. The requirement for RPL in such instances must also include a consideration of the currency of the knowledge gained by the learner at the time they undertook the prior learning.

RPL cannot be guaranteed in instances where industry practice or legislation has significantly changed in the time since the prior learning was undertaken / a previous award was issued.

All RPL decisions and processes are subject to External Quality Assurance (EQA) scrutiny and must be documented in line with GA's quality assurance requirements.

No transfer of credits is permitted.

### 1.9 Reasonable Adjustments and Special Considerations

Assessment for this qualification is designed to be accessible and inclusive. The assessment methodology is appropriate and rigorous for individuals or groups of learners.

Please refer to the GA Candidate Access Policy, available on the GA website, which contains information about Reasonable Adjustments and Special Considerations. This policy document provides centre staff with clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the achievement of the qualification.

### 1.10 Relationship to Other Qualifications and Progression Opportunities

Completing this qualification provides a strong foundation for further development in safeguarding and related fields.

Learners may wish to progress to further or higher-level training in safeguarding, or to sector-specific qualifications in health and social care, education, early years, youth work, or in other contexts where safeguarding is relevant.

This qualification also support progression into roles with designated safeguarding responsibilities, such as Designated Safeguarding Lead (DSL) positions, which typically require additional specialist training.

For those already working in a relevant sector, this qualification complements continuing professional development (CPD) pathways and may support applications for more senior or supervisory roles where safeguarding awareness is an essential competency.

### 1.11 Language of Assessment

This qualification is offered in English.

Further information concerning the provision of qualification and assessment materials in other languages may be obtained from GA.

## 1.12 Qualification Availability

This qualification is available in the UK and internationally.

If you would like further information on offering this qualification, please contact us. Our contact details appear on our website, [www.gatehouseawards.org](http://www.gatehouseawards.org)

## Section 2: Qualification Delivery: Assessment, Quality Assurance Model and Administration

### 2.1 Teaching and Learning Requirements

Courses leading to this qualification may consist of e-learning courses or classroom-based courses, or a blended option.

Learners can therefore undertake learning and assessment on a flexible basis.

Learners must have suitable access to teaching and assessment staff as well as technical support. It is essential that the centre provides specialist staff, high quality learning materials and access to assessment opportunities.

### 2.2 Assessment of Learners & Quality Assurance Model

This qualification is a centre-assessed qualification. Learners are assessed by an open-response learner workbook provided by GA.

The learner workbook is available through the Ark, GA's learner management system, to approved GA centres.

The learner workbook is internally assessed and internally moderated by centre staff who must clearly show where learners have achieved the learning outcomes, assessment criteria and qualification requirements.

The learner workbook must be marked and assessed by centre assessors in line with the GA CRAVES requirement, clearly indicating where the learner has achieved the requisite knowledge and understanding.

Assessors are responsible for providing feedback and instructions for re-submission, where applicable.

Assessment, internal moderation and quality assurance activities are subject to external moderation and quality assurance conducted by GA.

This qualification is subject to the GA Centre Assessment and Standards Scrutiny (CASS) and General Moderation Policy.

## 2.3 CRAVES Requirements

Assessors must ensure that learner's work is judged to meet GA's 'CRAVES' requirements is:

- **current:** the work is relevant at the time of the assessment
- **reliable:** the work is consistent with that produced by other learners
- **authentic:** the work is the learner's own work
- **valid:** the work is relevant and appropriate to the subject being assessed and is at the required level
- **evaluated:** where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner
- **sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy

## 2.4 Resubmissions

GA recommends that the centre operates a policy of allowing learners to resubmit assessed work a maximum of two times. However, the acceptance and management of resubmissions of assessed work is at the discretion of the centre.

The decision regarding whether to permit a learner to resubmit work and/or attempt an assessment again will be based on an evaluation of how closely their previous attempts met the passing criteria. This evaluation will consider the extent to which the learner's work demonstrated progress towards meeting the required standards.

Resubmitted work will be assessed with the same rigour and adherence to standards as the initial submission.

If a learner does not pass after three attempts at submitting assessed work, the centre must consider the following course of action:

- Additional support – consider whether the learner could benefit from additional support, remedial guidance, or additional resources to help them understand the material better. This could involve providing extra teaching sessions, study materials, or one-on-one tutoring to address specific areas of difficulty. Sometimes, extending deadlines or providing additional time can alleviate pressure and allow for better comprehension and performance.
- Review and feedback - consider whether sufficient detailed feedback, which highlights areas that need improvement and provides specific guidance on how the learner can enhance their work, has been provided after each attempt.

- Alternative assessment methods - consider whether an alternative assessment method, such as the use of professional discussion, may provide opportunities for the learner to demonstrate their understanding. The centre should refer to the GA Candidate Access Policy for further information.
- Reconsideration of participation - assess whether the learner might need to take a break from the programme or whether, despite supportive measures and multiple attempts, the learner's progress is not indicative that they will meet the qualification requirements. They may be issued with a final 'Fail' grade or withdraw from the programme.

The centre must ensure that their policies and procedures regarding learner dismissal or failure are communicated clearly to learners to maintain fairness and transparency.

## 2.5 Internal Moderation and Quality Assurance Arrangements

Internal Moderators (also known as Internal Quality Assurers or IQAs) ensure that assessors are assessing to the same standards, i.e., consistently and reliably, and that assessment decisions are correct. IQA activities will include:

- ensuring assessors are suitably experienced and qualified in line with the qualification requirements
- sampling assessments and assessment decisions
- ensuring that assessment decisions meet the GA 'CRAVES' requirements (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- conducting standardisation and moderation of assessment decisions
- providing assessors with clear and constructive feedback
- supporting assessors and providing training and development where appropriate
- ensuring any stimulus or materials used for the purposes of assessment are fit for purpose.

Sampling of assessment will be planned and carried out in line with a clear IQA and moderation strategy, which takes into account the number of learners, number of assessors, and the experience and competency of assessors.

Centre IQAs may wish to refer to the guidance documents provided by GA to approved centres (available on the Ark) in order to formulate an appropriate Sampling Strategy.

## 2.6 Grading and Recording Achievement

All learning outcomes and assessment requirements must be met before a learner can be considered as having achieved the qualification.

This qualification is not graded on a scale. Learners are assessed as Pass or Fail.

The centre must ensure that regulations relating to the resubmission of work are adhered to.

## 2.7 Unit and Workbook Sign Off

Upon completion, the learner workbook must be signed by the assessor and IQA to confirm the learner's achievement.

The learner is required to sign an authenticity declaration, stating that the work contained in their workbook is their own.

## 2.8 External Moderation and Quality Assurance Arrangements

Assessment and internal moderation and quality assurance activities are subject to external moderation and wider scrutiny and centre controls as per GA's quality assurance arrangements for centre-assessed qualifications.

All GA Approved Centres are entitled to two EQA visits per year. Additional visits can be requested, for which there may be an additional charge.

EQA activities will focus on the centre's continuing adherence to and maintenance of the GA *Centre Approval Criteria* and the criteria and requirements for the specific qualifications for which it holds approval. This will include:

- checking that the management of the centre and the management arrangements relating to the qualification are sufficient
- checking that resources to support the delivery of the qualification, including physical resources and staffing, are in place and sufficient
- ensuring that the centre has appropriate policies and procedures in place relevant to the organisation and to the delivery and quality assurance of the qualification
- the use of assessment materials and the arrangements in place to ensure that evidence for assessment is 'CRAVES' (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- sampling assessment decisions against the qualification requirements across the range of levels, number of assessors and assessment sites, according to the number of learners

- the internal moderation and quality assurance arrangements
- sampling internal moderation records against the qualification requirements across the range of levels, number of assessors and assessment sites, according to the number of learners
- administrative arrangements
- ensuring that any actions from moderation and wider quality assurance activities have been carried out by the centre
- confirming any claims for RPL, reasonable adjustments or special considerations

Through discussions with centre staff, examining learner work, moderation of assessment, talking to learners and reviewing documentation and systems, the GA EQA will provide the centre with full support, advice and guidance as necessary.

## 2.9 Registering Learners and Unique Learner Numbers (ULNs)

Learners must be registered through the Ark, the GA online Learner Management System.

Owing to the Total Qualification Time of this qualification, the validity period of registrations made will be six months.

Should a learner not have achieved in the timescale, a new registration is required.

Each approved GA centre is provided with a user account to allow approved staff access to the online system.

Where the Unique Learner Number (ULN) of a learners is known, this should be provided at the point of registration in order for GA to issue updates to the Learner Record Service.

## 2.10 ID Requirements

It is the responsibility of the centre to have systems in place to confirm each learner's identity.

Learners are required to declare that all work submitted for assessment is their own work.

## 2.11 Record Keeping

Records of learner details, their work and any records of Reasonable Adjustments, Special Considerations and records containing learners' personal details must be kept by the centre in line with the Data Protection Act 2018 (including GDPR and all relevant privacy regulations) for a minimum of 2 years.

The centre must operate a safe and effective system of care and comply with clinical and information governance requirements, with appropriate policies and procedures in place to maintain confidentiality, both related to patients and clients, staff and learners.

All records must be easily retrievable and made available to GA or the Regulator upon request.

Learner workbooks must be retained until the following External Quality Assurance visit to allow them to be sampled. Following external moderation and the award of a qualification by GA, the centre may return the learner workbooks to learners.

Records of all internal quality assurance and moderation activity undertaken must be kept and made available to GA upon request.

## 2.12 Results and Certification

Centres may make claims for certification via the Ark when learners complete and the assessor and IQA have confirmed achievement. Claims for certification are subject to successful external quality assurance (EQA).

Following the EQA's confirmation of a learner's achievement, GA will authorise claims for the certification of learners, details of which will be visible to the centre in the centre's Ark account. Certificates are usually issued within 10 working days of the award of the qualification.

The qualification certificate will indicate both the title and the level at which the qualification is achieved.

Certificates will only be issued to learners who have achieved sufficient credits and met the rules of combination for the qualification they are registered for. If a learner has not achieved sufficient credits or failed to meet the rules of combination, the qualification certificate will not be issued.

Replacement certificates are available upon request.

Amendments to certificates are available upon request but may require the centre to provide evidence of the need for any amendment (e.g., learner proof of identification) and will involve the return of the original certificate. Replacements and amendments may incur an additional charge.

### 2.13 Direct Claims Status (DCS)

Direct Claim Status is not available for this qualification.

### 2.14 Appeals and Enquiries

GA has an appeals procedure in accordance with the arrangements for regulated qualifications.

General enquiries can be made at any time and should be directed to a GA Centre Administrator.

## Section 3: Staff and Resource Requirements for Centres

In order to deliver this qualification, the centre must ensure that they meet the following requirements for staff and physical resources.

### 3.1 General Staff Requirements

It is the centre's responsibility to ensure that all staff involved in the delivery, assessment and internal quality assurance of this qualification are suitably qualified in line with the stipulations for teachers, assessors and Internal Quality Assurers (IQAs) detailed below.

The centre must ensure that they hold up-to-date and detailed information about the staff involved with the delivery and quality assurance of this qualification and must make records available to GA upon request. The information GA expects the course provider to hold for each member of staff includes, as a minimum:

- a current up to date CV
- copies of relevant qualification certificates
- relevant and up to date CPD (Continuous Professional Development) records

Centre staff must be familiar with the qualification requirements prior to offering the qualification or unit and planning the centre's assessment and moderation strategy.

The centre must also ensure that they have the management and administrative staffing arrangements in place which are suitable to support the registration of learners and the receipt of results and certificates.

The knowledge and experience of all staff involved in the teaching, assessment and internal quality assurance of this qualification will be considered during the approval and re-approval process and at External Quality Assurance Visits.

### 3.2 Requirements for Teachers and Assessors

Teaching staff include those who deliver teaching and learning content for knowledge and understanding elements and those who are involved in practical teaching and learning.

The primary responsibility of an assessor is to assess a learner's performance and ensure that the evidence submitted by the learner meets the requirements of the qualification.

It is the centre's responsibility to select and appoint suitably qualified and experienced teachers and assessors.

The teacher and assessor may be the same person, subject to meeting the criteria below:

All teachers must:

- have knowledge of the principles of safeguarding

Examples of how knowledge can be demonstrated include but are not limited to:

- a current CV detailing relevant sector experience
- an up-to-date record of ongoing professional development relevant to the sector/subject area
- holding the same, or an equivalent qualification at the same level or above as the qualification being delivered

AND

- hold, or be working towards, a recognised teaching or training qualification, e.g. Level 3 Award in Education and Training or equivalent\*

\*In the absence of a regulated teaching qualification, the teacher must ensure that they are able to demonstrate that they have delivered a minimum of 30 hours of teaching or assessing. They are then required to agree to update their training to an Ofqual-regulated teaching qualification within two years of commencing their role in order to continue to deliver the qualification. Trainee teachers MUST be mentored by a suitable qualified teacher.

All assessors must:

- have knowledge of the principles of safeguarding

Examples of how knowledge can be demonstrated include but are not limited to:

- a current CV detailing relevant sector experience
- an up-to-date record of ongoing professional development relevant to the sector/subject area
- holding the same, or an equivalent qualification at the same level or above as the qualification being delivered

AND

- hold, or be working towards, a recognised assessor qualification or their recognised equivalent\*\* e.g.,
  - Level 3 Award in Assessing Competence in the Work Environment
  - Level 3 Certificate in Assessing Vocational Achievement
  - A1 Assess Candidate Performance Using a Range of Methods
  - D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence.

\*\*Assessors may be working towards a relevant equivalent qualification in assessing under the guidance of a suitably qualified and experienced Assessor and their IQA. Trainee assessors' decisions MUST be counter-signed by a suitably qualified, experienced assessor.

All teachers and assessors must also:

- be able to evidence relevant and up to date teaching/assessing experience.
- understand the qualification structure, unit learning outcomes and criteria related to the teaching and learning being delivered.
- have access to appropriate guidance and support.
- participate in continuing professional development in the specific subject they are teaching and/or assessing.

Further information about supporting staff members working towards required qualifications, including requirements for mentoring, counter-signatories and record-keeping, along with expectations for participation in centre-led standardisation activities and instructions for increased sampling and internal moderation activities are also detailed in the Centre Handbook.

### 3.3 Requirements for IQA (Internal Quality Assurers, also referred to as Internal Moderators).

IQAs are responsible for internal moderation and quality assurance of the qualification to ensure standardisation, reliability, validity and sufficiency of the assessor's assessment decisions.

It is the centre's responsibility to select and appoint IQAs.

All IQAs must:

- have knowledge of the principles of safeguarding

Examples of how knowledge can be demonstrated include but are not limited to:

- a current CV detailing relevant sector experience
- an up-to-date record of ongoing professional development relevant to the sector/subject area
- holding the same, or an equivalent qualification at the same level or above as the qualification being delivered

AND

- hold, or be working towards\*\*\*, one of the following internal quality assurance qualifications or their recognised equivalent:
  - Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
  - V1 Conduct internal quality assurance of the assessment process
  - D34 Internally verify the assessment process

\*\*\*Internal Moderators may be working towards a relevant equivalent quality assurance qualification under the guidance of a suitably qualified and experienced IQA. Trainee IQA's decisions MUST be counter-signed by a suitably qualified, experienced IQA.

IQAs must also have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally quality assuring.

Each assessor may have one or several appointed IQAs.

Staff may undertake more than one role within the centre, e.g., teacher, assessor and IQA. However, members of staff must NOT IQA their own assessment decisions.

The knowledge and experience of tutors, assessors and IQAs will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

### 3.4 CPD Requirements

All staff must ensure their role and subject-specific knowledge, understanding and competence is current and therefore must keep up to date with sector changes and developments.

Participation in continuing professional development in order to evidence contemporaneous proficiency must take place regularly. There is no set minimum number of hours of CPD

required; however, the CPD activities must reflect contemporary standards and developments in the subject matter and content being delivered.

Records of CPD activities (both planned and those that have taken place) must be made available to GA at EQA visits or upon request.

### 3.5 Teaching, Learning and Assessment Resources

When devising teaching and learning materials for this qualification, the centre must:

- ensure teaching and learning materials directly address the learning outcomes and sufficiently prepare learners for assessment.
- structure materials to be accessible and engaging.
- use clear, unambiguous language appropriate for the level.
- align materials to the specific topics and content.
- pitch the level and depth of materials accurately based on the content to be delivered.
- ensure materials can be clearly attributed back to the centre.
- offer opportunities and resources for additional research and study, where appropriate.
- offer opportunity for learners to relate teaching and learning content to their own experience.
- ensure materials provide any relevant guidance to staff on consistent delivery.

Course programmes must be designed using the unit specifications content in Section 4 below.

Teaching and learning resources must be relevant, up-to-date and of industry standard, in order to allow learners to adequately prepare for assessment. This will be considered at approval and during the on-going monitoring of the centre.

The learner workbook must be used for assessment. The learner workbook is provided by GA and made available to approved GA centres.

All resources should be inclusive of the principles of equality and diversity and the safeguarding of learners.

### 3.6 Venue and Equipment Requirements

When training premises are used in the delivery of teaching and assessment of this qualification, centres should, wherever possible, provide suitable access in line with Disability Discrimination, Diversity & Equality law and regulations and any other regulations which apply.

The centre must ensure that all products and equipment used in the delivery and assessment of this qualification are confirmed as fit for purpose and compliant with current Health and Safety legislation and any other relevant regulations. This will be considered at approval and during the on-going monitoring of the centre.

### 3.7 Ongoing Support

There are a number of documents on the GA website that centres and learners may find useful: [www.gatehouseawards.org](http://www.gatehouseawards.org). The website is updated regularly with news, information about GA qualifications, sample materials, updates on regulations and other important notices.

Within the centre, a named Examinations Officer is responsible for ensuring that all information and documents provided to centre staff and learners are correct and up to date.

GA must be kept up to date with contact details of all changes of personnel so the centre can be provided with the best level of support and guidance.

At the time of approval, the centre is assigned a designated Centre Administrator who is their primary point of contact for all aspects of service or support.

Learners should always speak to a member of staff at the centre for information relating to GA and our qualifications prior to approaching GA directly.

Contact details for GA can be found on the GA website [www.gatehouseawards.org](http://www.gatehouseawards.org).

## Section 4: Unit Specifications

### 4.1 Mandatory Unit 1: Principles of Safeguarding

	Mandatory Unit	GLH	Credits	Level	Unit Reference
1	Principles of Safeguarding	6	1	2	M/651/9904

In this unit, the learner will develop their knowledge and understanding of what safeguarding is and how to recognise safeguarding concerns. The learner will develop their knowledge and understanding of safeguarding responsibilities and how to respond appropriately to safeguarding concerns within the limits of their role.

The unit introduces learners to the core principles of safeguarding, including awareness of who may be at risk, the types of harm, abuse, neglect and exploitation that may occur, indicators of safeguarding concerns. Learners will also explore how to respond appropriately to disclosures or suspicions, the importance of acting promptly and responsibly, and how reporting routes and organisational procedures support effective safeguarding practice.

#### Assessment Instructions and Guidance

Assessment of this unit is via the GA-issued learner workbook.

Centres may access the learner workbook on the Ark (GA's learner management system).

Indicative Content (IC) is provided against each Learning Outcome in the table below.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand the principles and purpose of safeguarding	1.1 Explain what is meant by safeguarding
	1.2 Identify who has responsibility for safeguarding

	1.3 Describe safeguarding responsibilities within a specific different roles or setting
	1.4 Identify legislation, guidance and organisational policies that support safeguarding practice
<p><i>LO1 - Indicative Content:</i>  <i>Meaning and purpose of safeguarding; safeguarding as protecting children, young people and adults from harm, abuse, neglect and exploitation; promoting wellbeing and preventing harm; safeguarding as everyone’s responsibility; shared responsibility across individuals, organisations and services; duty of care in safeguarding contexts; safeguarding as part of everyday practice; roles and responsibilities within a specific job role or setting; importance of following organisational safeguarding procedures; awareness of key legislation and statutory guidance that underpin safeguarding practice; role of organisational policies in guiding safe practice; how legal and organisational frameworks support consistent and appropriate safeguarding responses.</i></p>	
2. Understand who may be at risk and factors that increase vulnerability	2.1 Explain who may be at risk of harm
	2.2 Outline individuals or groups who may be at greater risk of harm
	2.3 Explain what is meant by vulnerability in a safeguarding context
	2.4 Identify factors that may increase an individual’s vulnerability to harm
<p><i>LO2 - Indicative Content:</i>  <i>Understanding that safeguarding applies to children, young people and adults; recognition that anyone may be at risk of harm; individuals or groups who may be at increased risk, including children, older people, individuals with disabilities, those with health or mental health conditions, individuals experiencing social isolation or dependency; meaning of vulnerability in a safeguarding context; vulnerability as situational, temporary or long term; factors that may increase vulnerability, including age, disability, communication needs, financial pressures, dependency on others, previous experiences of harm, online activity and environmental factors; increased risk during periods of change or transition; impact of power imbalance; understanding that vulnerability may change over time depending on circumstances.</i></p>	
3. Understand types of harm, abuse, neglect,	3.1 Identify different types of harm, abuse, neglect, and exploitation

and exploitation, and their indicators	3.2 Explain what is meant by an indicator of a safeguarding concern
	3.3 Identify common indicators that may suggest an individual is experiencing harm, abuse, neglect, or exploitation
	3.4 Explain why indicators may be unclear, hidden, or change over time
<p><i>LO3 - Indicative Content:</i>  <i>Types of harm, abuse, neglect and exploitation; physical abuse; emotional or psychological abuse; sexual abuse; neglect; financial or material abuse; discriminatory abuse; organisational abuse; criminal and sexual exploitation; online abuse; coercion and controlling behaviour; understanding indicators as signs or warning signals of possible harm; physical, behavioural and emotional indicators; changes in appearance, behaviour or communication; indicators in online environments; understanding that indicators may be subtle, cumulative or inconsistent; reasons indicators may be hidden, including fear, shame, dependency, communication barriers or lack of awareness; recognition that indicators may change over time or vary across situations.</i></p>	
4. Understand how to respond appropriately to safeguarding concerns	4.1 Explain why suspected safeguarding concerns must be taken seriously and acted upon
	4.2 Describe how to respond appropriately if a person discloses a safeguarding concern
	4.3 Explain the importance of acting within the limits of one's role
	4.4 Identify appropriate reporting routes for safeguarding concerns
	4.5 Outline how to report a safeguarding concern
<p><i>LO4 - Indicative Content:</i>  <i>Importance of taking suspected safeguarding concerns seriously; understanding that proof is not required to report a concern; risks of ignoring or delaying action; potential for harm to continue or escalate; duty of care in safeguarding contexts; importance of acting promptly in line with organisational procedures; appropriate response to a disclosure, including remaining calm, listening carefully and taking what is said seriously; not asking leading or investigative questions; not promising confidentiality; explaining that information may need to be shared with appropriate individuals; ensuring immediate safety where possible; acting within the limits of one's role; not investigating, confirming or proving abuse; following organisational safeguarding procedures;</i></p>	

*identifying appropriate reporting routes within a setting, such as a designated safeguarding lead or line manager; awareness that emergency services should be contacted if an individual is in immediate danger; reporting concerns promptly; making clear, factual and accurate records; distinguishing between fact and opinion; maintaining confidentiality and secure handling of information.*

Document Specification:					
Purpose:	To detail the specification of the GA Level 2 Award in the Principles of Safeguarding (610/7180/8) qualification.				
Accountability:	GA Governance Committee	Responsibility:	GA Compliance Manager		
Version:	1	Effective From:	March 2026	Indicative Review Date:	March 2031
Links to Ofqual GCR:	E3; G6; G7; H2	Other relevant documents:	GA Centre Handbook GA Candidate Access Policy GA Malpractice & Maladministration Policy GA CASS Strategy and General Moderation Policy GA Quality Assurance policy		