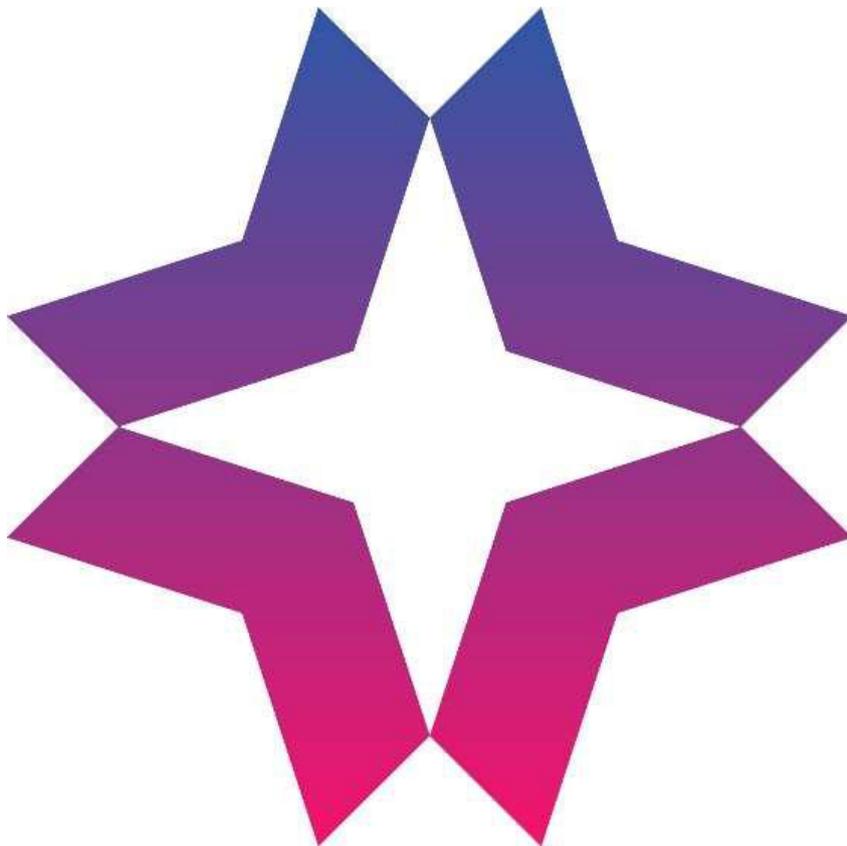


## **SPECIFICATION**

### **IAO LEVEL 1 AWARD IN PRINCIPLES OF SAFEGUARDING IN A LEARNING ENVIRONMENT**

**QUALIFICATION NUMBER: 603/5287/5**



Innovate Awarding is an Ofqual regulated awarding organisation with an innovative and dynamic approach. We develop off-the-shelf, customised and fully bespoke qualifications across a growing number of sectors – all on the Regulated Qualifications Framework (RQF).

Our portfolio is always growing, and we currently have qualifications in the following sectors:

**Active Leisure**  
**Business and Management**  
**Childcare**  
**Employability**  
**Retail**

**Health and Social Care**  
**Hospitality and Catering**  
**IT**  
**Logistics**  
**Education and Training**

We currently offer over 100 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date [www.innovateawarding.org](http://www.innovateawarding.org)

This document will be updated if there are any changes so it is important to make sure you are working from the most up-to-date version, which is available to download from our website.

This specification also provides details on administration, quality assurance policies and the requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

Innovate Awarding is recognised as an awarding organisation by the following qualifications regulators – Ofqual (England).

If you have any questions regarding qualifications in general, aspects of specific qualifications or our quality assurance policies and procedures, visit our website where a lot more information is available.

If you cannot find what you are looking for on our website, please call or email our customer support team:

Telephone: 0117 314 2800  
Email: [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org)

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*“ We work with a wide variety of organisations such as employers, training providers, FE colleges and Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications. ”*

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## Qualification summary

<b>Qualification Accreditation Number (QAN)</b>	603/5287/5
<b>Qualification review date</b>	31 <sup>st</sup> March 2024
<b>Guided Learning Hours (GLH)</b>	Minimum 16 hours
<b>Total Qualification Time (TQT)</b>	28 hours
<b>RQF level</b>	1
<b>Qualification credit value</b>	3 credits
<b>Minimum credits at/above level</b>	3 credits
<b>Assessment requirements</b>	<p>External assessment through multiple choice questions.</p> <p>This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).</p> <p>Multiple Choice Test</p> <p>The MCQ test consists of 15 questions. The learner must achieve a score of 10/15 to achieve a pass. The learner will have 60 minutes to complete the test.</p>
<b>Aims and objectives of the qualification</b>	<p>The aim of this qualification is to recognise learners' achievements within the business administration environment. It developed learners' understanding of the principles of processes of business administration across a broad range of occupational roles.</p> <p>This RQF competence-based qualification is designed for those people who are involved in Business and Administration as their primary work activity and are seeking to develop their career in Business Administration. This qualification was developed in consultation with employers to ensure the content is full and relevant to ensure learners are occupationally competent in the workplace.</p>

**Entry guidance**

There are no formal entry requirements for this qualification.

This qualification is suitable for those who work within a number of industries and job roles. It provides learners with an opportunity to demonstrate their competence and knowledge in a wide range of job roles.

## Occupational competence requirements

### Tutors, Assessors and Quality Assurance Staff

Required Criteria

All Tutors, Assessors and Quality Assurance Staff must:

- Have a specific qualification equivalent to the qualification or units being taught / assessed or quality assured
- Have relevant industry experience
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years (this may be discipline/ contextspecific or relevant to tutoring assessing or quality assurance)

### Tutors

Tutors must hold or be working towards a teaching qualification. The following are acceptable:

- Level 3 Award, Level 4 Certificate or Level 5 in Education and Training
- Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTTLS)
- Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTTLS) Relevant predecessor NQF tutor qualifications

### Assessors

Assessors must hold or be working towards any of the following:

- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 (previously D32, D33) or
- Relevant predecessor NQF assessor qualifications

Assessors holding historical qualifications such as unit A1, unit A2, and/or unit D32, and/or unit D33, are required to demonstrate that they meet the same standards of assessment practice as set out in the Learning and Development National Occupational Standard - Standard 9 Assess Learner Achievement. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

### Internal Quality Assurers

Internal quality assurers must hold or be working towards any of the following:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 (previously D34)
- Relevant predecessor NQF internal quality assurance qualifications

Internal verifiers holding historical qualifications such as unit V1 – Conduct internal quality assurance of the assessment process and/or unit D34, are required to demonstrate that they meet the same standards for monitoring assessment processes and decisions as set out in the Learning and Development National Occupational Standard – Standard 11 Internally monitor and maintain the quality of assessment. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

It is recommended that internal quality assurance staff also hold a relevant assessing qualification as detailed above.

### **External Quality Assurers**

External quality assurers must hold or be working towards any of the following:

- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice
- V2 (previously D35)

External verifiers holding historical qualifications such as unit V2 – Conduct external quality assurance of the assessment process and/or unit D35, are required to demonstrate that they meet the same standards for monitoring assessment processes and decisions as set out in the Learning and Development National Occupational Standard – Standard 12 Externally monitor and maintain the quality of assessment. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

It is recommended that external quality assurance staff also hold a relevant assessing and internal quality assurance qualifications as detailed above.

All new assessors and quality assurance staff must be given a clear action plan for achieving the appropriate qualification(s) and should be countersigned by an appropriately qualified individual until the qualification(s) are achieved.

## **Innovate Awarding**

When you work with Innovate Awarding, you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative...everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website [www.innovateawarding.org](http://www.innovateawarding.org).

### **Feedback**

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems. Email us at [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org) or call us on 0117 314 2800.

### **Complaints**

If we do get things wrong, we will make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint, then we recommend you read our Complaints Procedure which can be found on our website.

### **Fees**

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

### **Enquiries and appeals**

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

### **Data Protection**

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

## **Equality and Diversity**

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

## **Reasonable Adjustment and Special Consideration**

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

## **Malpractice and Maladministration**

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

## **Recognition of Prior Learning (RPL)**

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL and this can be found within our Information and Guidance for Centres on our website.

**Please note the above is not a comprehensive guide to running IAO qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.**

## **The Regulated Qualifications Framework (RQF)**

### **What is the RQF?**

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

### **Qualification Level**

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three "Entry" levels.

### **Qualification Size**

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels, but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

## Credit values

Every unit and qualification on the RQF has been given a credit value, which denotes the number of credits that will be awarded to each candidate who successfully completes the unit or qualification.

- **1** credit represents **10** notional learning hours

Notional learning hours represent the amount of time a learner is expected to take, on average, to complete the learning outcomes of the unit to the standard required within the assessment criteria. It is important to note that notional learning hours is not the same as guided learning hours (GLH). GLH represents the hours during which a tutor or trainer is present and contributing to the learning process. Notional learning hours represents the hours which are needed to successfully cover all the learning required to achieve the unit, either guided or independently.

## RQF terminology

Whilst the evidence outcomes required from RQF and NVQ units are the same, the RQF units use different terminology to the NVQ units. The assessment criteria for NVQ units are 'what you must do' and 'what you must know' whereas the RQF units are all 'the Learner can' or 'the Learner is able to'.

## Rules of Combination (RoC)

Every qualification on the RQF is structured through Rules of Combination. Rules of Combination are important because they define the number of credits which need to be achieved and where these credits must come from in order for a Learner to achieve the qualification. Rules of Combination also state what the potential is for Learners who wish to transfer credits between qualifications and awarding bodies.

## Qualification structure

Learners must complete the mandatory unit to gain the required 3 credit.

The minimum Guided Learning Hours (GLH) for this qualification is 16 hours. The Total Qualification Time (TQT) for this qualification is 28 hours.

## Unit structures

All units are listed below.

## Mandatory units

Unit ref	Unit title	Level	Credits	GLH
H/617/8836	Principles of Safeguarding in a Learning Environment	1	3	16

**Mandatory unit:**

<b>Title:</b>	<b>H/617/8836 Principles of safeguarding in a learning environment</b>
<b>Level:</b>	<b>1</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>16</b>
<b>TQT:</b>	<b>30</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Know key issues relating to safeguarding in a learning environment	1.1 Define safeguarding 1.2 Outline the different types of harm, abuse and neglect 1.3 Outline potential safeguarding issues for the following: <ul style="list-style-type: none"> <li>• Radicalisation</li> <li>• Child sexual exploitation/grooming</li> <li>• Bullying</li> <li>• Abuse/harm (including self-harm)</li> <li>• Criminal activity (e.g., FGM, modern slavery etc.)</li> <li>• Neglect</li> </ul> 1.4 Describe how electronic communication may be misused
2. Know the principles of protecting individuals in a learning environment	2.1 List current safeguarding legislation relevant to the learning environment 2.2 Describe the legal requirements for equality, diversity, anti-discrimination practice and inclusion in a learning environment 2.3 Outline the key elements of the Prevent Strategy that are important in a learning environment 2.4 Outline the legal requirements for maintaining the security and confidentiality of information 2.5 Outline the importance of risk assessment in safeguarding
3. Know how to carry out safeguarding in a learning environment	3.1 Identify the roles of individuals with responsibility for safeguarding in an educational setting

	<p>3.2 Outline the safeguarding responsibilities of these identified roles</p> <p>3.3 Outline the steps that are taken after disclosure from a vulnerable individual</p> <p>3.4 State how to report suspected safeguarding incidents, including suspicions and/or allegations of:</p> <ul style="list-style-type: none"> <li>• Child sexual exploitation/grooming</li> <li>• Bullying</li> <li>• Abuse/harm (including self-harm)</li> <li>• Criminal activity (e.g. FGM, modern slavery etc. )</li> <li>• Neglect</li> </ul> <p>3.5 Outline considerations to protect self from safeguarding related allegations or incidents</p> <p>3.6 State how to safeguard others from misuse of electronic communications that may cause abuse or harm</p> <p>3.7 Identify sources of information to ensure knowledge and practice are up-to-date inline with current safeguarding policy</p> <p>3.8 Identify where to seek support in situations beyond own experience and expertise</p>
<p><b>Additional information about this unit</b></p> <p><b>Bullying</b> to include cyberbullying</p>	
<b>Unit aim(s)</b>	<p>This unit will give learners an understanding of safeguarding legislation, principles of protecting individuals, and how to carry out safeguarding of individuals appropriate to their role in a learning environment</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A