

Specification

IAO Level 2 Award in Safeguarding and Protecting Children in Residential Care

Qualification number: 610/7786/0

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Change Control Sheet

Innovate Awarding will continuously review all support material to ensure its accuracy. All amendments will be recorded on the change control table below.

Version Number	Date Revised	Description of Revision	Page Affected

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Innovate Awarding Organisation

Innovate Awarding is an Ofqual regulated awarding organisation offering a wide range of Regulated Qualifications Framework (RQF) approved Qualifications ranging from Level 1 to Level 7, including skills for life and bespoke Qualifications.

This Specification version number is 1. We will inform centres of any changes to this Specification. Centres can keep up to date by visiting our website www.innovateawarding.org

This Specification provides details on administration, Quality Assurance policies and requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

For more information on our range of Qualifications, email contactus@innovateawarding.org

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Qualification Summary

Qualification Title	**IAO Level 2 Award in Safeguarding and Protecting Children in Residential Care**		
Qualification Number (QN)	**610/7786/0**	**RQF Level**	**2**
Operational Start Date	**1st September 2026**		
Qualification Appropriate For Age Ranges	**18**		

Total Qualification Time (TQT)	Guided Learning Hours (GLH)	Qualification Credit Value
30	**8**	**3**

Qualification Objective

The objective of this qualification is to provide learners with the knowledge and understanding required to safeguard and protect children in residential care.

All staff in residential childcare are required to undertake safeguarding training and are audited against this requirement during regulatory visits and inspections.

Assessment Requirements

This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).

To pass, the learner must demonstrate that they have met all the learning outcomes and their associated assessment criteria. If the learner has not demonstrated competence, they would be provided with feedback for the criteria not yet met.

Portfolio of Evidence

Learners are required to complete a portfolio of evidence.

Evidence may include written assignments and professional discussions.

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Statement of Authenticity

Learners will need to provide a Statement of Authenticity to confirm that work submitted for assessment is their own and that they have not copied it from someone else or allowed another learner to copy it from them. The Statement of Authenticity is attached to the Evidence Locator. This must be signed by both the learner and their line manager.

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Qualification Structure

Mandatory Units

Unit Number	Unit Title	Level	Credit Value	GLH
A/652/2986	Principles of safeguarding and child protection in residential childcare	2	2	5
K/652/3014	Safeguarding processes and investigations in residential childcare	2	1	3

Target Audience

This knowledge-based qualification is designed for all people who work with children in the residential care sector.

There are no formal entry requirements for this qualification.

This qualification is regulated for learners aged **18** years old and over.

Progression Opportunities

Learners who complete this qualification may go on to further study in related areas such as:

- Level 3 Diploma for Residential Childcare
- Level 5 Diploma in Leadership and Management for Residential Childcare

Support Materials

Innovate Awarding have developed a Portfolio of Evidence Locator for learners to complete. This can be found on Quartz, including the Assessment Key Verbs Document.

Funding

This qualification is not eligible for public funding.

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QUALIFICATION UNITS

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Unit Title Principles of safeguarding and child protection in residential childcare

Unit Number A/652/2986
Level 2
Credit Value 2
GLH 5

Unit Aim

This unit provides the underpinning knowledge required to understand safeguarding and child protection within residential childcare. Learners are introduced to key safeguarding concepts, legislation, statutory guidance, serious case learning, types and indicators of abuse and harm, and professional safeguarding responsibilities. The unit also explores how practitioners should respond to concerns and allegations, maintain professional boundaries, and protect themselves and others through safe working practice.

Learning outcome The learner will	Assessment criteria The learner can
1 Understand safeguarding and child protection in residential childcare	1.1 Define the terms safeguarding and child protection. 1.2 Explain how following the Protection of Children Standard (Regulation 12) supports safeguarding practice in children's homes. 1.3 Describe how safeguarding, bullying prevention, missing from care, self-harm procedures and whistleblowing form part of child protection practice in children's homes.
2 Understand legislation, guidance and **serious case learning** that shape safeguarding practice in residential care	2.1 Summarise key **legislation and guidance** relating to safeguarding children in residential care. 2.2 Outline **serious case reviews and inquiries** that have influenced safeguarding practice, including the creation or updates of specific legislation and guidance. 2.3 Explain the development over time of multi-agency safeguarding arrangements. 2.4 Explain the safeguarding purpose of safer recruitment, including **pre-employment checks**, references, DBS checks and risk assessments.

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3	Understand abuse, harm and the impact on children	3.1	Identify different types of **child abuse** and harm.
		3.2	Describe signs and indicators of abuse and harm.
		3.3	Explain how abuse and harm may impact a child's development, behaviour, emotional wellbeing and relationships.
		3.4	Describe how behaviour management methods of discipline, control, restraint or deprivation may become a safeguarding concern.
4	Know how to respond to concerns or allegations of abuse and harm	4.1	Outline actions to take in response to a child that has been abused or harmed, or is at risk of abuse or harm.
		4.2	Explain the difference between a disclosure and an allegation.
		4.3	Explain how to maintain confidentiality while safeguarding children following an allegation.
		4.4	Describe protocols and how to respond following an allegation involving: a) child on child b) adult on child c) external concern raised regarding an adult working with a child.
		4.5	Explain how to record and report safeguarding concerns factually, accurately and in a timely manner following an allegation.
5	Understand roles, responsibilities and professional boundaries in safeguarding	5.1	Outline the safeguarding responsibilities of staff working in residential childcare.
		5.2	Explain the importance of maintaining professional boundaries when working in a position of trust.
		5.3	Describe how practitioners can protect themselves from allegations through safe working practice.
		5.4	Identify when concerns should be escalated, including concerns about a manager or senior manager.

Additional Information

Serious case learning encompasses learning derived from:

- Serious Case Reviews
- Child Safeguarding Practice Reviews
- Inquiries
- Other significant safeguarding cases

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which have influenced legislation, guidance and safeguarding practice.

Legislation and guidance include:

- Children Act 1989 and 2004
- Care Standards Act 2000
- Children and Families Act 2014
- Children and Young Persons Act 2008
- Safeguarding Vulnerable Groups Act 2006
- Children and Social Work Act 2017
- Children's Homes (England) Regulations 2015 – Protection of Children, Policies for Protection of Children
- Working Together to Safeguard Children
- Local Safeguarding Children Partnership (LSCP) procedures
- United Nations Convention on the Rights of the Child
- Every Child Matters

Serious case reviews and inquiries include:

- Victoria Climbié
- Baby Peter Connelly
- Daniel Pelka
- Rotherham Child Sexual Exploitation (Jay Report)
- Independent Inquiry into Child Sexual Abuse (IICSA)

Pre-employment checks may also include:

- employment history
- gaps in employment
- disciplinary history
- qualification verification
- identity checks
- right to work checks
- overseas/international checks

where applicable.

Core categories of **child abuse:**

- Physical
- Emotional
- Sexual
- Neglect

Additional safeguarding concerns and vulnerabilities include:

- Child sexual exploitation (CSE)
- Child criminal exploitation (CCE), including county lines
- Bullying
- Online abuse and digital harm
- Radicalisation
- Domestic abuse
- Female genital mutilation (FGM)

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• Forced marriage • Honour-based abuse • Modern slavery and trafficking • Child-on-child abuse (which may be physical, emotional or sexual in nature)
Details of the relationship of the unit and relevant national occupational standards
• SCDHSC0034 - Promote the safeguarding of children and young people • SCDHSC0325 – Contribute to the support of children and young people who have experienced harm or abuse

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Unit Title Safeguarding processes and investigations in residential childcare

Unit Number K/652/3014
Level 2
Credit Value 1
GLH 3

Unit Aim

This unit focuses on the operational safeguarding processes that practitioners may encounter when safeguarding concerns or allegations arise within residential childcare settings. Learners develop an understanding of the role of the Local Authority Designated Officer (LADO), multi-agency safeguarding arrangements, safeguarding notifications, Regulation 40 requirements, and the responsibilities of organisations and professionals when allegations are made.

Learners are also required to understand investigation processes, safety planning, fact-finding, management oversight, safeguarding outcomes, disciplinary considerations, and potential DBS referrals.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the role of the LADO, **multi-agency working and safeguarding** notifications	1.1 Describe the role and purpose of the Local Authority Designated Officer (LADO). 1.2 Explain when a LADO referral may be required. 1.3 Identify what the LADO does and does not do. 1.4 Explain the **LADO outcomes** and their meanings. 1.5 Describe the protocol and notifications to the social worker, placing authority, police, regulators, and employer during safeguarding concerns. 1.6 Explain when safeguarding related Regulation 40 notifications may be required and the process.
2. Understand the internal safeguarding investigation process	2.1 Explain the purpose of immediate safety planning and dynamic risk assessment to safeguard children following an allegation. 2.2 Explain the purpose of statements, fact finding, safeguarding forms, independent visitors, and management oversight during safeguarding investigations.

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	2.3 Explain the importance of supporting children, staff and the wider team during and after safeguarding investigations. 2.4 Explain how safeguarding outcomes may inform HR processes, disciplinary action, and potential DBS referral.

Additional Information

Multi-agency working and safeguarding includes:

- Local Authority Designated Officer (LADO)
- Area Child Protection Committees (ACPCs)
- Local Safeguarding Children Boards (LSCBs)
- Multi-Agency Safeguarding Arrangements (MASA)
- Multi-Agency Safeguarding Hubs (MASH)

LADO outcomes:

- Substantiated
- Unsubstantiated
- Unfounded
- False
- Malicious

Details of the relationship of the unit and relevant national occupational standards

- SCDHSC0034 - Promote the safeguarding of children and young people
- SCDHSC0325 – Contribute to the support of children and young people who have experienced harm or abuse

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APPENDIX

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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.

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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 organisations.

Assessment Principles

Learners must be registered with the Awarding Organisation before formal assessment commences.

Assessors must be able to evidence and justify the assessment decisions that they have made.

Where an assessor is occupationally competent but not yet qualified as an assessor, assessment decisions must rest with a qualified assessor. This may be expressed through a robust countersigning strategy that supports and validates assessment decisions made by as yet unqualified assessors, until the point where they meet the requirements for qualification.

Assessment of knowledge-based learning outcomes:

- May take place in or outside of a real work environment
- Must be made by an occupationally qualified and knowledgeable assessor, qualified to make assessment decisions
- Must be robust, reliable, valid, and current; any assessment evidence using pre-set automated tests, including e-assessment portfolios, must meet these requirements and can only contribute to overall decisions made by the assessor.

Those involved in assessment must demonstrate their continuing professional development, up to date skills, knowledge and understanding of practice at or above the level of the unit.

Regardless of the form of recording used for assessment evidence, the guiding principle must be that evidence gathered for assessment must comply with policy

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and legal requirements in relation to confidentiality and data protection. Assessors must ensure they are satisfied the evidence presented is traceable, auditable and authenticated and meets assessment principles.

Quality Assurance

Internal quality assurance is key to ensuring that the assessment of evidence is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the unit they are assuring and be qualified to make quality assurance decisions.

Those involved in internal quality assurance must have the authority and the resources to monitor the work of assessors. They have a responsibility to highlight and propose ways to address any challenges in the assessment process (e.g. to ensure suitable assessors are assigned to reflect the strengths and needs of particular learners).

Those carrying out external quality assurance must be occupationally knowledgeable and understand the policy and practice context of the qualifications in which they are involved.

Those involved in external quality assurance have a responsibility to promote continuous improvement in the quality of assessment processes.

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Occupational Competence Requirements

Tutors, Assessors and Quality Assurance Staff

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/context specific 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)
- Qualified Teacher Status
- Relevant predecessor tutor qualifications, such as Level 3 Awards and Certificate in Assessing the Quality of Assessment (QCF), Certificate in Education in Post Compulsory Education (PCE) or L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)

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

Assessors holding historical qualifications such as unit A1, unit A2, or Level 4 Awards and Certificates in Assuring the Quality of Assessment (QCF), are required to demonstrate that they meet the same standards as current assessment practice requirements. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

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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

Internal Verifiers holding historical qualifications such as unit V1 – Conduct Internal Quality Assurance of the Assessment Process, are required to demonstrate that they meet the same standards for monitoring assessment processes and decisions as current assessment practice requirements. 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.

Please note that Tutors, Assessors and Internal Quality Assurers for the Level 2 Award in Safeguarding and Protecting Children in Residential Care are also expected to have achieved the safeguarding unit within either of the following two qualifications:

- Level 3 Diploma for Residential Childcare
- Level 5 Diploma in Leadership and Management for Residential Childcare

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

External verifiers holding historical qualifications such as unit V2 – Conduct External Quality Assurance of the Assessment Process, are required to demonstrate that they meet the same standards for monitoring assessment processes and decisions as current assessment practice requirements. 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.

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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.

Additional Information

Centre Approval

We approve organisations such as colleges, schools, providers and employers as approved centres. As an approved centre you will be able to deliver our qualifications.

To become an approved centre complete our Centre Approval Application Form which can be download from our website. Our support team will contact you within two working days to help you through the process.

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 contactus@innovateawarding.org or call 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.

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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.

Use of Artificial Intelligence (AI) and referencing

Learner submissions such as reports, presentations, business projects and portfolios must be produced by themselves. Correctly cited quotes and the use of Artificial Intelligence (AI) can be used to enhance and support the document, but the document itself must be the learner's own work and not generated by AI.

Innovate Awarding expects all forms of plagiarism to be treated very seriously by staff at centres, and centres should have in place their own plagiarism policy and process for handling suspected cases of plagiarism.

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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 qualifications. Once approved, centres must adhere to the Centre Agreement and Information and Guidance for Centres.

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