



Level 2

Award in Principles of Safeguarding & Prevent

(610/8178/4)

nqual.

SPECIFICATION
PACK

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ABOUT NQUAL

NQual provides high-quality vocational and occupational qualifications designed to meet the needs of learners and employers.

At NQual we are committed to certifying current and relevant qualifications that meet the demands of today's ever-changing industries. Our dedication to staying at the forefront of knowledge ensures that our qualifications reflect the latest trends in your field of interest.

QUALIFICATION SPECIFICATION

Qualification Specifications are used to inform and guide centres to deliver the qualification set out within this document. Information within this specification includes a qualification overview, unit breakdowns, assessment guidance and learning outcomes.

Alongside the specification, you will also find a qualification 'Fact Sheet'. These are used as handy tools to provide an overview of the qualifications.

QUALIFICATION INFORMATION

The NQual Level 2 Award in Principles of Safeguarding and Prevent is regulated by Ofqual.

- Qualification Number: 610/8178/4

Overview

The NQual Level 2 Award in Principles of Safeguarding and Prevent is designed to give learners a sound understanding of how to keep children and adults safe from abuse, harm, neglect and exploitation, including the risk of being drawn into terrorism. It covers what safeguarding means, how to recognise the signs of abuse and of radicalisation, how to respond to a disclosure, and how to record, share and report a concern.

This is a short, knowledge-based qualification designed to be delivered in one day. It is suitable for anyone whose paid or voluntary role brings them into contact with children or adults, including in education, early years, health and social care, sport and leisure, hospitality, retail, transport, faith and community settings. It also supports employers who wish to evidence a consistent baseline of safeguarding and Prevent awareness across their workforce.

The unit has been developed with reference to the National Occupational Standard HSCCLD24 Support the safeguarding of individuals and others (Skills for Care and Development, 2026), Working Together to Safeguard Children (2023), Keeping Children Safe in Education (2026), the Care Act 2014 and the Care and Support Statutory Guidance, and the Prevent duty guidance for England and Wales (2023).

Safeguarding legislation and statutory guidance, including Keeping Children Safe in Education and the Prevent duty guidance, are revised regularly. Centres must ensure that delivery and assessment reflect the legislation and guidance current and in force at the time of delivery. This qualification does not prepare learners to undertake a designated safeguarding lead role.

Entry Requirements

- Minimum age: 16
- There are no prior qualification requirements. Learners should have the literacy skills needed to complete a short written workbook at Level 2, with reasonable adjustments where appropriate.
- There is no requirement for learners to be employed. Learners who are not in a paid or voluntary role may respond in relation to a work placement or a case study setting provided by the centre.

Progression Opportunities

- NQual Level 2 Award in Safeguarding Children and Young People or NQual Level 2 Award in Safeguarding Vulnerable Adults, for learners who need greater depth in relation to one group
- Level 3 qualifications in safeguarding, or in health and social care, early years, the children and young people's workforce, or education and training
- Paid or voluntary roles that involve contact with children or adults, including roles that require safeguarding training as a condition of appointment
- The qualification provides underpinning safeguarding and Prevent knowledge for learners on apprenticeships and study programmes, and is a first step for those who may later move towards the NQual Level 4 Award for Designated Safeguarding Lead.

Unit Guidance

Learners must achieve the single mandatory unit. The total credit value for this qualification is 1.

All learning outcomes within this qualification are assessed as knowledge outcomes. Assessment does not require the learner to be observed in the workplace.

This qualification is designed to be delivered in one day. The expected delivery model is:

- Pre-course reading or tutor-set preparation of up to three hours;
- Seven hours of guided learning, delivered face-to-face or through live tutor-led online sessions, during which the learner completes the assessment workbook; and
- A completion window of no more than 14 days after the delivery day for any outstanding workbook responses.

Each learner must complete the workbook individually and sign a declaration of authenticity. Identical or copied responses across a cohort will not be accepted. Short written answers are acceptable at this level, provided they address the full requirement of each assessment criterion.

The content of this qualification may be distressing for some learners and may prompt a disclosure. Centres must name a designated safeguarding lead for every delivery, brief tutors on how to respond to a disclosure made during delivery, and signpost learners to sources of support.

Legislation and guidance referenced in this qualification apply in England. Prevent duty guidance applies in England and Wales. Centres delivering in Wales must also reflect the Social Services and Well-being (Wales) Act 2014 and the Wales Safeguarding Procedures, and must reflect the guidance current and in force at the time of delivery.

Mandatory Units

Unit Reference	Title	Level	GLH	Credit Value
Y/652/4117	Principles of Safeguarding and Prevent	2	7	1

Guided Learning Hours

These hours are made up of contact time, guidance or supervision from course tutors, trainers, or training providers. The Guided Learning Hours for this qualification is 7.

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of understanding required for the award of this qualification. This includes the Guided Learning Hours and time spent completing independent study.

The Total Qualification Time for this qualification is 10.

Delivery Options

NQual allows qualifications to be delivered both online and face-to-face. This qualification is designed to be delivered in one day, face-to-face or through live tutor-led online sessions. It must not be delivered solely through unsupported self-study or e-learning. Please check the additional requirements with your Centre EQA if delivering qualifications online.

Grading and Assessment

Assessment is used to measure a learner's skill or knowledge against the standards set in this qualification. This qualification is internally assessed and externally quality assured.

All learning outcomes within this qualification are knowledge-based. Assessment is by an internally assessed workbook, completed by the learner during and after the delivery day; the observation of workplace practice is not required.

The assessment consists of:

- An internally assessed workbook, externally quality assured by NQual.

The workbook can contain:

- Short written answers
- Scenario and case study responses
- Records of tutor questioning, used to clarify or supplement written answers
- Records of professional discussion, where agreed as a reasonable adjustment

This qualification is graded Pass or Fail. To achieve a Pass, the learner must meet all assessment criteria. NQual provides a workbook for this qualification; a centre-devised workbook may be used only where it has been mapped to all assessment criteria and approved by the Centre EQA before use.

Approved Centre

To deliver any NQual qualification, each centre must be approved by NQual and meet the qualification approval criteria. The recognition process requires centres to implement policies and procedures to protect learners when undergoing NQual qualifications.

Approved centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have the resources, including staff, and processes in place to deliver and assess the qualification.

Once approved to offer this qualification, centres must register learners before any assessment takes place. Centres must follow NQual's procedures for registering learners.

Support From NQual

NQual support all new and existing approved centres. We respond to all communication within 48 hours and hold regular information webinars. If you would like to book our next webinar, please visit the 'News & Events' section on our website.

Initial Assessment

It is part of the enrolment process by the approved centre to complete an initial assessment. Approved centres must ensure everyone undertaking an NQual qualification complete some form of initial assessment. This will be used to inform the tutor/trainer of current knowledge and understanding.

Reasonable Adjustment

NQual is committed to providing fair and reasonable adjustments for learners to help reduce the effect of a disability or difficulty that places the learners at a disadvantage during an assessment. For more information on Reasonable Adjustments, please see our Reasonable Adjustments and Fair Access Policy.

Responsibilities

Tutor/Trainer

Tutors/Trainers who deliver NQual qualifications must possess a teaching qualification appropriate for the level they are delivering. Examples of these can include at least one of the following:

- Further and Adult Education Teachers Certificate
- Cert Ed/PGCE/B Ed/M Ed
- PTLLS/CTLLS/DTLLS
- Level 3 Award/4 Certificate/5 Diploma in Education and Training

Examples of evidence for subject knowledge can include:

- A safeguarding qualification at Level 3 or above
- Extensive and current experience of safeguarding practice, for example as a designated safeguarding lead or safeguarding trainer, including current knowledge of the Prevent duty

Internal Quality Assurer

Centre staff who complete Internal Quality Assurance for NQual qualification must possess or be working towards a relevant qualification. Examples of these can include at least one 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 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

Examples of evidence for subject knowledge must include at least one of the following:

- Qualification at the same level or above, the qualification you are quality assuring
- Extensive experience at the same level or above, the qualification you are quality assuring

MANDATORY UNITS

Unit Breakdown: NQual Level 2 Award in Principles of Safeguarding and Prevent

Learners must complete the mandatory unit for this qualification.

Unit: Principles of Safeguarding and Prevent

Unit Code: Y/652/4117

RQF Level: 2

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand what is meant by safeguarding.	1.1 Define the terms 'safeguarding', 'child' and 'adult at risk'. 1.2 Identify key legislation and statutory guidance that relate to safeguarding children and adults. 1.3 Outline the six principles of adult safeguarding. 1.4 Describe own role and responsibilities in safeguarding, including the limits of that role.
2. Know how to recognise abuse, harm, neglect and exploitation.	2.1 Identify types of abuse, harm, neglect and exploitation that may affect children and adults. 2.2 Describe possible signs and indicators of abuse, harm, neglect and exploitation. 2.3 Describe Factors that may make a child or adult more vulnerable to abuse, harm or exploitation. 2.4 Outline reasons why a child or adult may not disclose abuse.
3. Know how to respond to and report safeguarding concerns.	3.1 Describe how to respond to a child or adult who discloses abuse. 3.2 Describe the actions to take when abuse is suspected or alleged, including when a person is in immediate danger. 3.3 Explain why safeguarding concerns must be recorded accurately and promptly. 3.4 Explain when and how information may be shared, including the limits of confidentiality. 3.5 Identify who safeguarding concerns should be reported to, within and outside the organisation.
4. Understand safe working practice.	4.1 Describe working practices that help to keep individuals and workers safe, including online. 4.2 Describe the action to take if there is a concern about the conduct of a colleague, including whistleblowing. 4.3 Explain why organisations and agencies must work together and share information to keep people safe.

5. Understand the Prevent duty.	<p>5.1 Outline the purpose of the Prevent duty.</p> <p>5.2 Define the terms 'radicalisation', 'extremism' and 'terrorism'.</p> <p>5.3 Explain how Prevent forms part of wider safeguarding.</p>
6. Know how to recognise and respond to concerns about radicalisation.	<p>6.1 Describe factors that may make a person vulnerable to radicalisation.</p> <p>6.2 Describe how a person may be drawn into extremism, including online.</p> <p>6.3 Identify signs that may indicate a person is being radicalised or is at risk of being drawn into violence.</p> <p>6.4 Describe how to raise a concern about radicalisation, including the purpose of Channel.</p>

Guidance Notes

This unit covers safeguarding children and adults at awareness level. Learners are not expected to investigate concerns or make safeguarding decisions; AC 1.4 and AC 3.5 should make clear that the learner's role is to recognise, respond, record and report to the designated safeguarding lead or equivalent, or to the police or emergency services where a person is in immediate danger.

For AC 1.2, learners should identify the legislation and guidance relevant to their setting, which may include the Children Acts 1989 and 2004, the Care Act 2014, the Safeguarding Vulnerable Groups Act 2006, the Counter-Terrorism and Security Act 2015, the Domestic Abuse Act 2021, the Children's Wellbeing and Schools Act 2026, the Data Protection Act 2018 and UK GDPR, Working Together to Safeguard Children and Keeping Children Safe in Education. For AC 2.1, types should include physical, sexual, emotional or psychological, financial or material, discriminatory, organisational, neglect and acts of omission, self-neglect, domestic abuse, modern slavery, child sexual and criminal exploitation, online abuse, female genital mutilation and forced marriage.

Prevent content must be ideology-neutral and must not stigmatise any faith or community. AC 6.3 should include fascination with extreme violence or mass-casualty attacks and mixed, unclear or unstable ideologies, in line with current Home Office guidance. Learners are not required to name extremist groups. AC 4.3 may draw on learning from national reviews, including the Southport Inquiry, about the risk of concerns being considered in isolation.

Mapped to National Occupational Standard HSCCLD24 Support the safeguarding of individuals and others (Skills for Care and Development, 2026). LO5 and LO6 are aligned to the Prevent duty guidance for England and Wales (2023), for which no National Occupational Standard currently exists.



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