

Unit Details

Unit Title	Safeguarding in a Youth Work Setting
Level	2
Credit Value	2
Guided Learning Hours	15
Unit Summary	<p>This unit outlines the knowledge, skills and behaviour relating to safeguarding young people in youth work settings</p> <p>The delivery of this unit needs to be linked with the real work environment</p> <p>Unit needs to be assessed in line with the JETS's Committee requirements. This means that Assessors must be suitably qualified to assess learners and have recent practical experience in Safeguarding</p>
Learning Outcomes (1 to 4) <i>The learner will be able to:</i>	Assessment Criteria (1.1 to 4.8) <i>The learner can</i>
1. Be able to apply Safeguarding policies and procedures within own work setting	<p>1.1 Define the terms Child Protection and Safeguarding and identify the relationship between the two</p> <p>1.2 Identify and give a brief description of the legislation, guidelines, policies and procedures relevant to own</p> <p>1.3 Identify own organisation's Child Protection Policies and Procedures and describe how these influence own role</p> <p>1.4 State the boundaries of confidentiality when working with young people and how this could affect their rights</p> <p>1.5 Explain the importance of active participation and empowerment of young people when working in a safe environment</p> <p>1.6 Describe the priorities and challenges when implementing safeguarding procedures in a youth work setting</p>
2. Be able to assess risk in a youth work setting	<p>2.1 Identify the need for Health and Safety and Risk Assessment in youth work settings</p> <p>2.2 Explain the health and safety risk assessment process undertaken within a youth work setting.</p>

	<p>2.3 Contribute to health and safety risk assessing in areas of the work setting and for off sites visits</p> <p>2.4 Explain why a safe but challenging environment is important for young people</p> <p>2.5 Explain the risk assessment process used to assess an individual young person or group in terms of behaviour, needs etc)</p>
<p>3. Recognise signs and symptoms of abuse in young people</p>	<p>3.1 identify different forms of abuse and their characteristics</p> <p>3.2 Describe actions to take in response to evidence or concerns that a young person has been abused, harmed (including self-harm) or vulnerable, or maybe at risk of harm or abuse</p> <p>3.3. Describe the principles and boundaries of confidentiality and when to signpost or share information</p> <p>3.4 State the roles and responsibilities of the different agencies involved when a young person or vulnerable adult has been abused or harmed</p> <p>3.5 Explain the importance of keeping self and colleagues safe within the organisational setting</p> <p>3.6 Explain the organisation's responsibility in keeping self and colleagues safe.</p>
<p>4. Be able to describe ways in which you can support young people in understanding the dangers of social media, internet, mobile phones and other technologies</p>	<p>4.1 Define e-safety, and how e-safety policies and practices help keep young people safe</p> <p>4.2 Explain the importance of an organisation-wide approach to using social media and other technologies safely</p> <p>4.3 Describe the risks the internet, social media and other contemporary technologies pose to young people</p> <p>4.5 Be able to support and empower young people to take a proactive role in safeguarding themselves and their peers and managing personal risk.</p> <p>4.6 Discuss how youth workers can help young people identify and reduce risks of contemporary technologies for themselves</p> <p>4.7 Describe how young people can actively participate in and be empowered to take responsibility for safeguarding and risk assessment</p> <p>4.8 Explain the importance of keeping self safe within the organisational setting when using social media</p>

Mapping to National Occupational Standards (NOS) - Joint Education Training Standards Committee (JETS)

Indicative content/ Underpinning Knowledge

Legislation

organisation's policies and procedures

Confidentiality

UNCRC – Rights of the child

Participation, empowerment and engagement