



# **Qualification Specification**



## Qualification summary

<b>Qualification title</b>	NCFE CACHE Level 2 Certificate in Understanding Safeguarding and Prevent
<b>Ofqual qualification number (QN)</b>	603/2818/6
<b>Guided learning hours (GLH)</b>	115
<b>Total qualification time (TQT)</b>	132
<b>Minimum age</b>	18
<b>Qualification purpose</b>	<p>This qualification is designed to increase the learner's knowledge and awareness of the Prevent Duty and safeguarding, including online safety.</p> <p>By completing the qualification, learners will develop knowledge of safeguarding in an environment where they have a duty of care.</p>
<b>Grading</b>	Achieved/not yet achieved
<b>Assessment method</b>	Internally assessed and externally quality assured portfolio of evidence.
<b>Work/industry placement experience</b>	Work/industry placement experience is not required.
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 603/2818/6.
<b>Funding</b>	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.



## Contents

<b>Qualification summary</b>	<b>2</b>
<b>Section 1: introduction</b>	<b>4</b>
Aims and objectives	4
Support Handbook	4
Guidance for entry and registration	4
Achieving this qualification	4
Progression	5
Resource requirements	5
How the qualification is assessed	5
Internal assessment	5
<b>Section 2: unit content and assessment guidance</b>	<b>7</b>
Unit 01 Understanding the Prevent Duty (K/616/8129)	8
Unit 02 Understanding safeguarding (H/616/8131)	10
Unit 03 Understanding online safety (K/616/8132)	13
NCFE assessment strategy	15
<b>Section 3: explanation of terms</b>	<b>16</b>
<b>Section 4: support</b>	<b>18</b>
Support materials	18
Other support materials	18
Reproduction of this document	18
<b>Contact us</b>	<b>19</b>
<b>Appendix A: units</b>	<b>20</b>
Mandatory units	20
<b>Change history record</b>	<b>21</b>



## Section 1: introduction

Centres must ensure they are using the most recent version of the Qualification Specification on the NCFE website.

### Aims and objectives

This qualification aims to:

- focus on the study of understanding safeguarding and Prevent Duty
- offer breadth and depth of study, incorporating a key core of knowledge.

### Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This Qualification Specification contains all the qualification-specific information you will need that is not covered in the Support Handbook.

### Guidance for entry and registration

This qualification is designed for learners who are at least 18 years old. We do not set any other entry requirements, but centres may have their own guidelines.

It may also be useful to learners studying qualifications in the following sectors/areas:

- early years
- supporting teaching and learning
- children and young people's workforce.

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the NCFE Portal.

There are no specific prior skills/knowledge a learner must have for this qualification.

Centres are responsible for ensuring that all learners are capable of achieving the units and learning outcomes (LOs) and complying with the relevant literacy, numeracy, and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

### Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **3 units** from the mandatory units.

Please refer to the list of units in appendix A or the unit summaries in Section 2 for further information.



To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve the full qualification but have achieved at least one whole unit; partial achievement certificate fees can be found in the Fees and Pricing document on the NCFE website.

## Progression

Learners who achieve this qualification could progress to the following:

- employment:
  - progression toward the role of Designated Safeguarding Lead
- further education:
  - Level 3 qualifications in Supporting Teaching and Learning
  - Level 3 qualifications in Working with Children and Young People
  - Level 3 Diploma for the Children and Young People's Workforce (England) (Social Care).

## Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

## How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance must still be completed by the centre as usual).

Learners must be successful in this component to gain the Level 2 Certificate in Understanding Safeguarding and Prevent.

Learners who are not successful can resubmit work within the registration period; however, a charge may apply in cases where additional external quality assurance visits are required.

Unless otherwise stated in this Qualification Specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

## Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. The assessment tasks should allow the learner to respond to a real-life situation that they may face when in employment. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.



If a centre needs to create their own internal assessment tasks, there are four essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers.



## Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification and guided learning hours (GLH).

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This can be found in Section 3.



## Unit 01 Understanding the Prevent Duty (K/616/8129)

Unit summary			
In this unit learners will look at the Prevent Duty, understanding why it exists and what their roles and responsibilities are in relation to it. Learners will understand the terms 'radicalisation', 'extremism' and 'terrorism', and how to reduce the risk of radicalisation.			
Assessment			
Internally assessed using a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>35 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the Prevent Duty	1.1 Describe the key features of the Prevent Duty
	1.2 Explain why the Prevent Duty exists
	1.3 Identify the three strategic objectives of the Prevent Duty
	1.4 Identify who needs to comply with the Prevent Duty
	1.5 Explain own roles and responsibilities in relation to the Prevent Duty
2. Understand the terms 'radicalisation', 'extremism' and 'terrorism'	2.1 Identify current examples of extremist groups
	2.2 Define the following: <ul style="list-style-type: none"> <li>• terrorism</li> <li>• extremism</li> <li>• radicalisation.</li> </ul>
	2.3 Explain the difference between radicalisation, extremism and terrorism
	2.4 Explain why some individuals or groups of individuals can become vulnerable to radicalisation
	2.5 Explain how some extremist groups aim to exploit these vulnerabilities
3. Understand how to reduce the risk of radicalisation	3.1 Identify ways to reduce the risk of radicalisation
	3.2 Describe when attitudes, behaviours or actions might indicate signs of potential radicalisation
	3.3 Explain how own actions or statements could adversely affect the use of evidence in future investigations or in court
	3.4 Explain the referral process where an individual is at risk of radicalisation
	3.5 Describe the intervention process for an individual at risk of radicalisation

Delivery and assessment guidance
<p><b>AC1.1</b> The learner could carry out independent research in order to describe the key features of the Prevent Duty. In addition to the assessment of the work presented, contribution to any debate by the learner can be made subject of a witness testimony. A discussion group is not compulsory but may be used to determine levels of knowledge and comprehension.</p> <p><b>AC2.1</b> The learner will be expected to identify at least three different extremist groups which are currently active.</p>

**Delivery and assessment guidance**

**AC2.4** The learner could produce a report or presentation explaining why some individuals or groups can become vulnerable to radicalisation.

**AC2.5** Taking their answers for AC2.4 into account, the learner should look at how extremist or terrorist groups could look to exploit these vulnerabilities.

**AC3.1** The learner should identify ways in which to reduce the risk of radicalisation. The learner could consider the term 'resilience' in the context of any systems or solutions offered.

**AC3.3** Learners could research and examine case studies of real-life events and actions, which have adversely affected or hampered the outcome of an investigation to fully understand implications of such unconsidered actions or statements.

This AC lends itself to a form of role play or situational simulation, where the learner is exposed to a scenario where the actions are necessary and later subject of a peer review, which can create a powerful learning environment. The intention of this AC is to help learners understand what they should and should not do when taking action or giving statements when they are dealing with someone they suspect of being at risk of radicalisation.

**AC3.4, AC3.5** These ACs are closely associated and it is suggested that both are assessed together.

The learner should use the referral and intervention processes from their own organisation. If this is not possible then the learning provider should be provided with processes which are in line with government guidelines.

It is suggested that the learner be handed a scenario containing all the details required for them to carry out the referral and intervention processes. Any paperwork from this exercise should remain within the portfolio of each learner. The assessment should be based upon the learner's actions.



## Unit 02 Understanding safeguarding (H/616/8131)



Unit summary			
In this unit learners will understand the term 'safeguarding', identify national policies and local systems that relate to safeguarding, know how to recognise signs of abuse or potential harm and know how to respond if abuse or harm is disclosed, suspected or alleged.			
Assessment			
Internally assessed using a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>45 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the term 'safeguarding'	1.1 Define what safeguarding is
	1.2 Identify current key legislation relating to safeguarding
	1.3 Explain the right to stay safe
	1.4 Explain the difference between safeguarding and child protection
	1.5 Describe the key elements of the vetting process for recruiting staff in roles working with vulnerable individuals
	1.6 Explain why the vetting process for recruiting staff in roles working with vulnerable individuals is important
2. Understand the national and local context of safeguarding and protection from abuse	2.1 Identify national policies and local systems that relate to safeguarding and protection from abuse
	2.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse
	2.3 Identify reports into serious failures to protect individuals from abuse
	2.4 Identify sources of information and advice about safeguarding and protecting individuals from abuse
3. Know how to recognise signs of abuse or potential harm	3.1 Define the following types of abuse: <ul style="list-style-type: none"> <li>• physical abuse</li> <li>• sexual abuse</li> <li>• emotional/ psychological abuse</li> <li>• financial abuse</li> <li>• institutional abuse</li> <li>• self-neglect</li> <li>• neglect by others</li> <li>• sexual exploitation</li> <li>• domestic violence</li> <li>• female genital mutilation (FGM)</li> <li>• forced marriage</li> <li>• fabricated and induced illness.</li> </ul>
	3.2 Describe the signs and/or symptoms that may be associated with different types of abuse
	3.3 Describe factors that may contribute to an individual being more vulnerable to abuse
	3.4 Explain why individuals might not disclose abuse



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
4. Know how to respond if abuse or harm is disclosed, suspected or alleged	4.1 Identify actions, behaviours and situations that may lead to harm or abuse to the individual
	4.2 Describe what actions to take where there are concerns that an individual might have been harmed or abused
	4.3 Explain the actions to take if abuse or harm is disclosed, suspected or alleged
	4.4 Describe the boundaries of confidentiality
	4.5 Explain the importance of following an organisation's policies and procedures when responding to disclosed, suspected or alleged abuse or harm
	4.6 Explain how own actions or statements could adversely affect the use of evidence in future investigations or in court
	4.7 Explain how to access support in situations that are outside your expertise, experience, role and responsibility
	4.8 Describe what whistleblowing is

### Delivery and assessment guidance

**AC1.1 to AC1.5** These AC are closely associated and for the purposes of assessment the learner could submit a report or presentation explaining and describing the various aspects requested within the criteria outlined for each AC.

In terms of effective assessment, this will allow the learner the freedom to express their knowledge and comprehension by taking a holistic view. As a minimum, each of the various ACs must be clearly addressed.

**AC2.1** The essential elements of this AC are the identification of national and local systems relating to safeguarding and protection from abuse. It is suggested that in relation to local systems, then the systems familiar to the learner should be used by them for the purposes of assessment. Where a learner is not in employment in this capacity then a local system should be explained and provided for them to work within.

**AC2.2** The learner is expected to present a comprehensive list of roles performed by different agencies. The listing of names and roles is not sufficient to meet the needs of this assessment, an explanation is required to prove knowledge and comprehension.

**AC2.3** By independent research the learner should identify a minimum of two case files that highlight serious failures in the protection of individuals from abuse.

**AC2.4** The learner could prepare a pamphlet or briefing sheet identifying sources of information and advice for someone new to the profession. Otherwise by report or presentation.

**AC3.1, AC3.2, AC3.4** All three ACs are closely associated to enable assessment by combining all three in the one activity. The learner should be able to define the areas of abuse listed in this learning outcome and describe the signs and symptoms associated with each type of abuse. In response to each, the learner should consider reasons why an individual might not disclose abuse. Each type of abuse must be individually addressed with clear statements provided to allow for effective assessment. One-line answers should not be accepted. Learners must clearly demonstrate their knowledge to achieve this AC. Learners may use examples to underpin their answers.



**Delivery and assessment guidance**

**AC3.2** One sign could be attributable to multiple types of abuse.

**AC3.3** Learners should consider the various forms of abuse as listed and describe those factors that may contribute to an individual being more vulnerable to abuse. Online research will reveal the factors for each and a comprehensive answer should be expected.



## Unit 03 Understanding online safety (K/616/8132)



Unit summary			
The aim of this unit is to understand the potential consequences of inappropriate or illegal online activity, how to reduce the risks posed online, and how to spot signs and behavioural changes that could cause concern.			
Assessment			
Internally assessed using a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>35 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand key aspects of online safety	1.1 Define online safety
	1.2 Describe the following: <ul style="list-style-type: none"> <li>• online content safety</li> <li>• online contact safety</li> <li>• online conduct safety</li> </ul>
	1.3 Describe the potential consequences of inappropriate: <ul style="list-style-type: none"> <li>• online content</li> <li>• online contact</li> <li>• online conduct</li> </ul>
2. Understand how to reduce the risks posed online	2.1 Explain the contents of an acceptable use policy in the following contexts: <ul style="list-style-type: none"> <li>• workplace</li> <li>• home</li> <li>• educational establishment</li> </ul>
	2.2 Describe how having an acceptable use policy reduces the risks posed online
	2.3 Outline the consequences of non-compliance with an acceptable use policy
	2.4 Outline ways to reduce online safeguarding risks
3. Know about potential signs and behavioural changes that could cause concern	3.1 Describe potential behavioural changes of an individual that has been affected by online safety issues
	3.2 Describe potential changes in online habits of an individual that has been affected by online safety issues
4. Understand sources of support, information and advice regarding online safety	4.1 Identify sources of information and advice about online safety
	4.2 Identify sources of support for those who have been affected by an issue online

Delivery and assessment guidance
<p><b>AC1.1 to AC1.3</b> The aim of this learning outcome is to get learners to think about the potential online conduct, contact and content of the individuals that they in turn are working with. Online content is any information, data or media available through the internet that users can see, hear or interact with. Online contact is the digital interaction between individuals, groups or businesses through the internet. Online conduct includes individuals' personal behaviour, actions and interactions on the internet. These ACs could be assessed together through the learner producing an online safety report.</p>



**Delivery and assessment guidance**

**AC2.3** This is to identify the potential exposure to risk.

**AC2.4** Outline of a minimum of three ways to reduce online safeguarding risks.

**AC4.1 to AC4.2** Learners could submit a report, presentation, or other document.



## NCFE assessment strategy

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

### Knowledge LOs

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

### Competence/skills LOs

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- IQAs will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

The centre with which the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.



## Section 3: explanation of terms

This table explains how the terms used at **level 2** in the unit content are applied to this qualification (not all verbs are used in this qualification).

<b>Apply</b>	Link existing knowledge to new or different situations.
<b>Assess</b>	Consider information in order to make decisions.
<b>Classify</b>	Organise according to specific criteria.
<b>Compare</b>	Examine the subjects in detail, looking at similarities and differences.
<b>Define</b>	State the meaning of a word or phrase.
<b>Demonstrate</b>	Show an understanding of the subject or how to apply skills in a practical situation.
<b>Describe</b>	Write about the subject giving detailed information.
<b>Differentiate</b>	Give the differences between two or more things.
<b>Discuss</b>	Write an account giving more than one view or opinion.
<b>Distinguish</b>	Show or recognise the difference between items/ideas/information.
<b>Estimate</b>	Give an approximate decision or opinion using previous knowledge.
<b>Explain</b>	Provide details about the subject with reasons showing how or why. Some responses could include examples.
<b>Give (positive and negative points)</b>	Provide information showing the advantages and disadvantages of the subject.
<b>Identify</b>	List or name the main points (some description may also be necessary to gain higher marks when using compensatory marking).
<b>Illustrate</b>	Give clear information using written examples, pictures or diagrams.
<b>List</b>	Make a list of key words, sentences or comments that focus on the subject.
<b>Perform</b>	Do something (take an action/follow an instruction) that the question or task asks or requires.
<b>Plan</b>	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
<b>Provide</b>	Give relevant information about a subject.
<b>Reflect</b>	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.



<b>Select</b>	Choose for a specific purpose.
<b>State</b>	Give the main points clearly in sentences.
<b>Use</b>	Take or apply an item, resource or piece of information as asked in the question or task.



## Section 4: support

### Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- Qualification Factsheet.

### Other support materials

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Products to support the delivery of this qualification may be available. For more information about these resources and how to access them, please visit the NCFE website.

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## Appendix A: units

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each unit.

 Knowledge-only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

### Mandatory units

	Unit number	Regulated unit number	Unit title	Level	GLH	Notes
	Unit 01	K/616/8129	Understanding the Prevent Duty	2	35	
	Unit 02	H/616/8131	Understanding safeguarding	2	45	
	Unit 03	K/616/8132	Understanding online safety	2	35	



## Change history record

Version	Publication date	Description of change
v2.1	February 2020	Information regarding the wellbeing and safeguarding of learners added to <a href="#">Resources</a> .
v2.2	June 2022	Information regarding <a href="#">entry requirements</a> and the language of assessment evidence added to section 2.  Information about the <a href="#">support handbook</a> added to section 5.
v3.0	May 2026	Updated qualification specification to new template version.  <a href="#">Unit 01</a> : AC1.2 is now AC2.2 meaning AC1.3 is now AC1.2, AC1.4 is now AC1.3, AC1.5 is now AC1.4 and AC1.6 is now AC1.5. Also, AC2.2 is now AC2.3, AC2.3 is now AC2.4 and AC2.4 is now AC2.5. Reworded AC2.4 for enhanced clarity.  <a href="#">Unit 02</a> : Reworded AC1.5 for enhanced clarity. Added AC1.6. Reworded AC2.4 for enhanced clarity. AC4.2 was removed meaning AC4.3 is now AC4.2, AC4.4 is now AC4.3, AC4.5 is now AC4.4, AC4.6 is now AC4.5, AC4.7 is now AC4.6, AC4.8 is now AC4.7 and AC4.9 is now AC4.8. Reworded AC4.5 for enhanced clarity.  <a href="#">Unit 03</a> : LO1, AC1.1, AC1.2 and AC1.3 all rewritten. Reworded AC2.4 for enhanced clarity. AC3.1 has been reworded and split to make AC3.1 and AC3.2. The previous AC3.2 and AC3.3 have been reworded and made into AC4.1 and AC4.2 under a new LO4.