Training Qualifications UK

Qualification Specification

TQUK Level 2 Certificate in Awareness of Bullying in Children and Young People (RQF)

Qualification Number: 603/4214/6

Version 3.1

Go to contents Page >

Summary of changes

The following table provides a summary of the changes that have been made to the qualification specification since the publication of the previous version.

Version number	Summary of changes
3	Rebranded
3.1 2025	Format repair Removal • Level 2 Award in Mentoring (RQF) from Progression section as no longer a live qualification. Credit value corrected R/617/4927 Action to be taken when a child and young person is being bullied page 15.

Contents

Introduction 5
Welcome to TQUK 5
Centre Recognition 5
Qualification Specifications 6
Use of TQUK Logo, Name and Qualifications 6

Qualification 7
Qualification Purpose 7
Entry Requirements 7
Progression 7
Structure 8
Guided Learning Hours 8
Directed Study Requirements 8
Total Qualification Time 8
Assessment 9
Centre Devised Assessment (CDA) Guidance 9
Course Delivery 10
Learner Registration 10
Tutor, Assessor and Internal Quality Assurer Requirements 10
External Quality Assurance 12
Useful Websites 12

Mandatory Units 13
Principles of bullying 13
Recognising bullying in children and young people 15
Action to be taken when a child and young person is being bullied 16

Understand government guidelines for bullying..... 17

Introduction

Welcome to TQUK

Training Qualifications UK (TQUK) is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the Register of Regulated Qualifications.

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications. Please visit our website for news of our new and coming soon developments.

Centre Recognition

To offer a TQUK qualification, a centre must be recognised by TQUK.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. These policies and procedures will also support a recognised centre's quality systems and help support the centre to meet the qualification approval criteria.

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

The approval process requires centres to demonstrate that they have sufficient resources, including; suitably qualified and occupationally competent staff to deliver, assess and quality assure the qualification and access to appropriate support in the form of specialist resources. Qualification approval must be confirmed before any assessment of learners takes place.

Qualification Specifications

Each qualification TQUK offers is supported by a specification that includes all the information required by a centre to deliver the qualification. Information in the specification includes unit information, learning outcomes, and how the qualification is assessed.

The aim of the qualification specification is to guide a centre through the process of delivering the qualification.

Please read it alongside the TQUK Centre Handbook. Details of TQUK's procedures and policies can be found on our website.

Qualification specifications can also be found on our website. If you have any further questions, please contact TQUK.

Centres must ensure they are using the most recent version of the qualification specification for planning and delivery purposes.

Reproduction of this document

Centres may reproduce the qualification specification for internal use only but are not permitted to make any changes or manipulate the content in any form.

Centres must ensure they use the most up-to-date pdf version of the specification.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and the use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as corporate/business letterheads, pages of the centre's website relating to TQUK qualifications, printed brochures, leaflets, or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border or shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be a true representation of the logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties they may use. TQUK must be made aware of centre relationships with re-sellers of TQUK qualifications. TQUK must be made aware of any additional websites where the centre intends to use TQUK's name and/or logo. If this information is changed, TQUK should be notified immediately. TQUK is required to monitor centres' websites and materials to ensure that learners are not being misled.

If a centre ceases to be/surrenders recognition as a TQUK centre, it must immediately discontinue the use of TQUK's logo, name, and qualifications from all websites and documents.

Qualification

The TQUK Level 2 Certificate in Awareness of Bullying in Children and Young People (RQF) is regulated by Ofqual.

The qualification was developed in association with The Skills Network.

Qualification Purpose

The qualification develops learner's knowledge and understanding of bullying. Learners will recognise the signs and understand the effects bullying has on children and young people.

Entry Requirements

There are no specific entry requirements however learners should have a minimum of level two in literacy and numeracy or equivalent.

The qualification is suitable for learners of 16 years of age and above.

Progression

Successful learners can progress to other qualifications such as:

- TQUK Level 1 Award in Mentoring (RQF)
- TQUK Level 2 Award in Equality and Diversity (RQF)
- TQUK Level 2 Certificate in Equality and Diversity (RQF)
- TQUK Level 2 Certificate in Counselling Skills (RQF)
- TQUK Level 2 Award in Safeguarding and Protecting Children and Young People (RQF)

Structure

Learners must achieve 14 credits out of 4 mandatory units.

Title	Unit ref.	Level	Guided learning hours	Credit value
Principles of bullying	J/617/4925	2	40	5
Recognising bullying in children and young people	L/617/4926	2	18	4
Action to be taken when a child and young person is being bullied	R/617/4927	2	30	3
Understand government guidelines for bullying	Y/617/4928	2	14	2

Guided Learning Hours

These hours are made up of all contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

GLH for this qualification is 102 hours.

Directed study requirements

Learners are expected to study and complete aspects of their assessment portfolio in their own time. This additional time is expected to be approximately 38 hours over the cycle of the programme.

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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 attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment which takes place as directed by, but not under the supervision of, a lecturer, supervisor or tutor. The credit value for a qualification, where given, is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 140 hours.

Assessment

It is essential that all learners are assessed in English unless the qualification specification specifically states that another language may be accepted. This ruling also applies to all learner evidence presented for external quality assurance purposes.

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

All learning outcomes which assess knowledge and understanding (usually beginning with 'Understand') may be assessed through, for example, internally set and marked written assignments, tasks, records of oral or written questions, work books or other portfolio evidence,

Achievement of the qualification includes demonstration of practical skills and confirmation of workplace competence (usually learning outcomes beginning with 'Be able to'). Portfolio evidence must include observation of learner performance in real work situations Details of specific requirements and where simulation is /is not permitted is included in the unit specifications.

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes and assessment criteria must be met to achieve a pass - there is no grading.

Each unit within the qualification may have its own assessment requirements, assessment guidance and range.

- **Assessment requirements** are conditions of assessment that must be met by learners when undertaking their assessments to achieve the unit or meet a particular assessment criterion.
- **Assessment guidance** are areas that could be covered by learners in their assessments to achieve the unit or particular assessment criteria but are not mandatory.
- **Useful Websites** are resources that could be used by centres for the delivery of the qualification and by learners to support them with the completion of the unit.

Centre Devised Assessment (CDA) Guidance

Centre-devised assessments play a vital role in the evaluation of a learner's progress as they are based on the qualification's learning objectives. They provide learners with the opportunity to evidence the knowledge, understanding, and skills gained while studying the qualification and support teaching staff in monitoring the learner's progress.

As this qualification is internally assessed, TQUK allows centres to produce their own assessments. When designing them, assessors must give consideration to the depth and breadth of knowledge allowed by each task.

TQUK has produced centre guidance on our suggested approaches to designing appropriate assessment tasks, and these may be accessed from our website www.tquk.org.

This includes templates to support the design of internal assessments and a checklist to ensure that the assessments are valid and fit for purpose.

To ensure the validity and fairness of our qualifications, centre-devised assessments form part of our quality assurance processes. More information about this and how to prepare for external quality assurance reviews can be found on our website.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer of the level of the learner's current knowledge and/or skills and any additional specific support requirements the learner may need.

The initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable, and relevant to TQUK qualifications.

Teaching resources

All teaching materials and additional resources used to support the delivery of this qualification must be age-appropriate. Centres must ensure when developing or sourcing delivery materials that careful consideration is given to the safeguarding and wellbeing of their learners in line with the centre's policies and procedures.

Learner Registration

Once approved to offer a qualification, centres must follow TQUK's procedures for registering learners. Learner registration is at the discretion of the centre and in line with equality legislation and health and safety requirements.

Centres must register learners before any assessment can take place.

Tutor, Assessor and Internal Quality Assurer Requirements

All members of staff involved with the qualification (assessing or IQA) will need to be occupationally competent in the subject area being delivered. This could be evidenced by a combination of:

- A higher level qualification in the same subject area as the qualification approval request

- Experience of the delivery/assessment/IQA of the qualification requested
- Work experience in the subject area of the qualification.

Staff members will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they remain up to date with work practices and developments associated with the qualifications they assess or quality assure.

Tutor

Tutors or trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they deliver. This can include:

- Further and Adult Education Teacher's Certificate
- Cert Ed/PGCE/Bed/MEd
- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training.

Assessor

Staff who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering or be working towards a relevant qualification and have their assessment decisions countersigned by a qualified assessor. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33.

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification and have their quality assurance decisions countersigned by a qualified internal quality assurer. This could include:

- 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 qualification (internal quality assurance of the assessment process)
- D34 qualification (internally verify NVQ assessments and processes).

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

External Quality Assurance

External Quality Assurance will be undertaken by TQUK to ensure that centres are satisfying TQUK quality assurance compliance with the requirements associated with their TQUK recognised centre status and formal written agreement. This will consist of physical activities and remote reviews.

Useful Websites

Office of Qualifications and Examinations Regulation
Register of Regulated Qualifications

For further details regarding approval and funding eligibility please refer to the following websites:

- Education & Skills Funding Agency for public funding information for 14+ learners in England
- Learning Aim Reference Service (LARS)

Mandatory Units

Title:		Principles of bullying	
Unit reference number:		J/617/4925	
Level:		2	
Credit value:		5	
Guided learning hours:		40	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand what is meant by bullying	1.1	Define bullying.
		1.2	Describe the different types of bullying
2.	Understand key features of what behaviour is considered bullying	2.1	Explain the key features of the different types of bullying
3.	Understand what is meant by cyber bullying	3.1	Explain what cyberbullying is
		3.2	Describe the cyberbullying behaviours
		3.3	Explain what methods cyberbullies use
		3.4	Outline ways that cyberbullying can be prevented
		3.5	Describe ways to avoid cyberbullying
4.	Understand bullying in context	4.1	Identify the signs of bullying in context
		4.2	Explain safeguarding and accountability in context
5.	Understand the short and long term effects of bullying	5.1	Describe the long term effects of bullying in children and young people
		5.2	Describe the short term effects of bullying in children and young people
6.	Understand discrimination	6.1	Outline different types of discrimination
		6.2	Outline indirect discrimination

		6.3	Describe peer pressure in discrimination

Title:		Recognising bullying in children and young people	
Unit reference number:		L/617/4926	
Level:		2	
Credit value:		4	
Guided learning hours:		18	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand individuals who may be at risk of bullying	1.1	Explain why children or young people might be at risk of bullying
2.	Know the signs that a child or young person may be being bullied	2.1	Describe the physical signs that might indicate a child or young person is a victim of bullying
		2.2	Describe the non-physical signs that might indicate a child or young person is a victim of bullying
3.	Understand why children or young people bully	3.1	Outline the reasons that children or young people may bully
		3.2	Describe the signs displayed by a child or young person who instigates bullying
		3.3	Describe the signs that a child or young person might display if they are peer pressured into bullying

Title:		Action to be taken when a child and young person is being bullied	
Unit reference number:		R/617/4927	
Level:		2	
Credit value:		3	
Guided learning hours:		30	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand how to support a child or young person who is being bullied	1.1	Identify steps to tackle the bullying from a parent's perspective
		1.2	Describe ways of supporting a child or young person who is being bullied
		1.3	Identify behaviours to avoid
2.	Understand how to approach the potential bully	2.1	Explain the steps to tackle bullying from an authoritative person's perspective
		2.2	Describe behaviours to avoid when approaching a bully
		2.3	Identify the external support you can seek for a child or young person who is being bullied
		2.4	Describe ways to prevent bullying

Title:		Understand government guidelines for bullying	
Unit reference number:		Y/617/4928	
Level:		2	
Credit value:		2	
Guided learning hours:		14	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the Equality Act 2010	1.1	Define the Equality Act 2010
		1.2	Describe what is meant by 'equality'
		1.3	Define the following terms: • stereotyping • prejudice • labelling • protected characteristics • equal opportunity • positive action • discrimination • discrimination by association
2.	Understand government and Ofsted guidance on tackling bullying	2.1	Summarise behaviour and anti-bullying policies
		2.2	Explain how bullying should be reported
3.	Understand policies and procedures for bullying	3.1	Outline the fundamental aspects of anti-bullying policies and procedures
		3.2	Explain the importance of bullying policies and procedures

Centre Devised Assessment (CDA) Guidance

This qualification is a level 2, knowledge-based qualification. This means that learners will be expected to be able to operate in line with the following range of command verbs:

Summarise	Describe
Identify	Define
Outline	Explain

When designing assessments for learners on these qualifications, assessors should consider the opportunity for depth and breadth of knowledge allowed by their assessment tasks. When reviewing centre devised assessments, TQUK will make a judgement on the sufficiency of these aspects.

TQUK does not require centres to devise an assessment task for every assessment criteria included within a unit. We recognise the need to balance breadth and depth with burden, and the avoidance of over-assessing. It is acceptable for one assessment item to cover content from two or more assessment criteria, across one or more units, providing mapping documentation is provided which allows the Quality Team to clearly see that all assessment criteria are covered at the point of sign off. Centres are welcome to select and use their own combinations of command verbs in order to assess learners.

We believe in offering this greater degree of flexibility to our centres, which are free to tailor assessments as they see fit. This does, however, come with a requirement for TQUK to review and authorise all CDAs before use to ensure that they present sufficient opportunity for learners to demonstrate competence and maintain comparability for the qualifications as a whole. This process is designed to ensure that inadequacies in assessments are picked up before EQA stage and before learners have sat their assessments.

We will work with you to develop your CDA, but please be aware that in some cases this can take time and learners are not permitted to sit their assessments until this process has been completed. With this in mind we encourage centres to talk to us about their CDAs as early on in the process as possible.

Alternatively, our delivery partner The Skills Network offers a full resource pack for this qualification including TQUK endorsed training materials written by subject experts, and pre-approved assessments which meet the requirements of this specification. Centres choosing to work with The Skills Network resources and assessments do not need to complete a CDA approval process and may begin assessing learners as soon as qualification approval is confirmed.

More detail about The Skills Network packs, and other TQUK qualifications that they support, can be found at www.theskillsnetwork.com .

Further help and assistance can be sought from our Client relationship Officer or Quality Team who can be contacted on 03333 58 3344 or at quality@tquk.org.