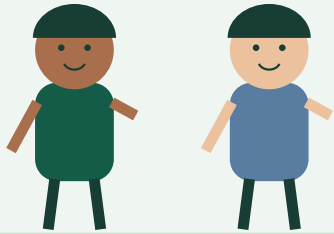


Trainer & Assessment Guide

Adult, children and teenager tracks



Safer together. Learning for life.

SHIELDLET SAFETY TEAM / ORIGINAL ILLUSTRATION

Keep answer keys separate from candidate papers

Edition 1.0 • 21 September 2026

A practical introduction with fictional scenarios, activities, linked references and age-appropriate assessment.

shieldletfoundation.org

Before the first class

- Read the adult course; appoint a competent facilitator and a separate support contact where possible.
- Complete the local reporting worksheet and verify law, contacts, urgency thresholds and applicable training requirements.
- Preview media; choose non-graphic excerpts; provide captions, language support or text alternatives.
- Confirm venue, supervision, digital settings, collection arrangements, medical needs and accessible participation.
- Explain confidentiality limits, no personal disclosure in group work, opt-outs and equivalent assessment formats.
- Use private learner identifiers; store assessment records securely with a defined access and retention policy. Never use genuine child-protection records as assessment work.

Documents in this pack

- Adult course: 15 classes with practice labs, world legal briefing and references.
- Children course: ages 6–11; 15 short classes, cartoons and formative quiz.
- Teen course: ages 12–17; 15 classes, cartoons, quiz and scenarios.
- Adult exam: candidate copy without solutions.
- This guide: keys, rubrics, observation checks and certification rules.
- Certificates: three fillable templates; issue only after the appropriate completion check.

Adult scoring and safety gates

Component	Marks
20 multiple-choice questions × 2	40
4 short answers × 5	20
2 scenarios × 15	30
Local pathway assignment	10
Total	100

- Pass at 80/100 overall and 24/30 on scenarios. Complete all classes or documented equivalents.
- Award no partial MCQ marks. For short answers award one mark per distinct valid point, up to five. Equivalent wording is accepted.
- Scenario rubrics award the stated marks for complete responses; one or two marks may be awarded for partially correct multi-mark criteria. Document why.
- Critical-safety gate: no endorsement of secrecy about harm, blaming the child, collecting/forwarding sexual images of minors, confronting/investigating a suspect, or delaying urgent/proper reporting for reputation or permission. Any such answer requires remediation and reassessment before certification, regardless of total.
- The observed checklist must also be met. A strong written score cannot compensate for an unsafe practical response.
- Allow one supported reassessment after feedback using a new equivalent scenario. If still not ready, arrange further learning and reassessment rather than certify. Offer an appeal to a second competent assessor.

Adult multiple-choice key

1. **B** — Safeguarding includes prevention and response.
2. **C** — Signs are not proof, but should not be dismissed.
3. **B** — Be honest about limited confidentiality.
4. **D** — Urgent safety takes priority over routine administration.
5. **B** — Clear distinctions prevent inference being mistaken for evidence.
6. **A** — Internal policy cannot override an applicable legal duty.
7. **C** — Do not multiply harm or collect illegal material.
8. **D** — Acceptance of a gift does not excuse exploitation.
9. **B** — Acknowledge without blame, disbelief or public repetition.
10. **C** — Local legal context and procedures matter.
11. **D** — Do not import one state's duty into another.
12. **B** — The example is local and does not authorise delay in emergencies.
13. **A** — Regional principles and local implementation are different.
14. **C** — It is a particular privacy framework, not a universal safety rule.
15. **B** — Its scope must not be broadened to unrelated consent questions.
16. **D** — State and territory reporting and screening duties still need checking.
17. **A** — The summary has limited scope and needs local application.
18. **C** — Access and respectful listening are essential.
19. **D** — Reporting culture and accessibility must also be considered.
20. **B** — Completion is not a licence or guarantee.

Short-answer marking guide

1. Describe five features of a useful factual concern record.

- Date/time/place
- Who was present and relevant identifiers
- Observed facts and exact words where possible
- Actions taken and recipient of report
- Response/follow-up; facts separated from opinion

2. A UK-wide organisation is opening a programme in another nation. Give five checks before using its safeguarding policy there.

- Correct nation/locality
- Current law and guidance
- Role-specific duty/threshold
- Correct external recipient and emergency route
- Deputy/escalation route and date/source recorded

3. Give five practical measures to make an online class safer.

- Approved moderated platform
- Minimal personal information
- Account/permission security
- Clear conduct and reporting route
- Accessible support/consent and recording arrangements

4. Give five distinctions needed in a world legal comparison.

- Treaty versus domestic law
- Guidance/recommendation versus binding law
- National versus state/province/local rule
- EU versus all Europe or mainland China versus separate systems
- Role/threshold/deadline/current commencement must be checked

Scenario 1 marking guide

A disclosure at a youth club

A 12-year-old says a volunteer has hurt them and asks you not to tell. They fear being collected by that volunteer today. The club lead cannot be reached. Write your immediate response, record, reporting route and follow-up. Do not assume a particular country.

Criterion	Marks
Immediate safety, including collection concern and urgent help if necessary	3
Calm acknowledgement; no secrecy promise or blame	3
Minimal non-leading questions; no confrontation or investigation	2
Prompt report via deputy/external route and applicable legal duty	3
Factual confidential record and confirmation/follow-up	2
Explain next steps; consider whether caregiver contact would increase risk	2

Assessor note

Accept appropriate local recipients and emergency pathways when supported by a current source. Do not demand one country's vocabulary. Award practical reasoning, not dramatic language. If the candidate introduces an unsafe action, record it and require specific remediation.

Scenario 2 marking guide

An online threat and internal pressure

A 16-year-old reports being threatened with release of an intimate image. A staff manager tells you to obtain a copy and wait until tomorrow to protect the programme's reputation. Explain what you would do and why.

Criterion	Marks
Check immediate danger and distress; arrange safe adult/emergency support as required	3
Reassure without blame and explain appropriate sharing	2
Do not request, download or forward the sexual image	3
Seek specialist/statutory help promptly; do not pay, negotiate or impersonate	3
Use safe non-image details and confidential factual records	2
Escalate independently; do not let reputation delay a legal duty	2

Assessor note

Accept appropriate local recipients and emergency pathways when supported by a current source. Do not demand one country's vocabulary. Award practical reasoning, not dramatic language. If the candidate introduces an unsafe action, record it and require specific remediation.

Observed response checklist

Read the fictional disclosure in Class 9. Ask the learner to respond to an adult assessor, not a child actor. Allow a written or supported oral equivalent for accessibility. Score each item met/not yet met and record evidence.

☐ Met ☐ Not yet — Acknowledges calmly and without blame

☐ Met ☐ Not yet — Explains limited confidentiality without promising secrecy

☐ Met ☐ Not yet — Uses minimal open prompts; does not investigate or confront

☐ Met ☐ Not yet — Identifies immediate danger and a suitable urgent response

☐ Met ☐ Not yet — Names an appropriate reporting/escalation route without inappropriate delay

☐ Met ☐ Not yet — Explains factual recording, proportionate sharing and follow-up

All six required. Learner ID: _____ Assessor: _____ Date: _____

Local pathway scoring

2 marks jurisdiction/role; 2 current official source/date; 3 correct threshold, recipient and deadline; 3 emergency, independent escalation and secure records. Verify against the relevant official source. Unresolved legal questions require review before certification.

Adult class-check answers

01 | Child safety: the foundations

1. It includes prevention, safe systems and early support as well as protection.
2. Investigation requires statutory authority and specialist competence; this course teaches first response.

02 | Rights, development and listening

1. No. Hear the child and explain protective action; adults retain their duties.
2. For example: an independent interpreter, communication aid, plain language or additional time.

03 | Recognising harm without jumping to conclusions

1. No; signs need context and appropriate assessment.
2. No; apply the local reporting threshold, which may be suspicion or reasonable belief rather than proof.

04 | Body safety, boundaries and consent

1. No. Adults must maintain safe boundaries.
2. The first person may be unavailable, unsafe or fail to act.

05 | Safer environments and positive discipline

1. No. Use the applicable standard and a setting-specific assessment.
2. For example, a collection list and a calm, supervised response to distress.

Adult class-check answers

06 | Online safety and digital wellbeing

1. No. Others may copy or redistribute material.
2. A calm, supportive response and appropriate protective action, not blame.

07 | Bullying and peer harm

1. Yes. Protection does not depend on the bullying label.
2. It can increase pressure, blame or retaliation where power is unequal.

08 | Grooming, exploitation and coercion

1. No. Do not request or circulate sexual images of minors.
2. No. The person making the threat is responsible for that behaviour.

09 | Responding when a child tells you

1. For example, promises of secrecy, disbelief, blame or a leading allegation.
2. Use the deputy or external route; comply with any direct reporting duty and act urgently when needed.

10 | Recording, reporting and sharing safely

1. So the recipient can assess the evidence without confusing inference with fact.
2. No. Relevant information may need to be shared lawfully with people responsible for protection.

Adult class-check answers

11 | UK law and safeguarding pathways

1. No. The cited guidance applies to England.
2. Territorial scope, amendments, commencement and the particular duty for the learner's role.

12 | US law: federal framework and state duties

1. No. Duties vary by jurisdiction and role.
2. No. The separately required department training must be completed where applicable.

13 | Child protection around the world

1. No. National and local law and procedures must be identified.
2. The relevant state Child Rights or Child Protection Law and implementation pathway.

14 | Safer organisations and inclusive practice

1. No. Ongoing supervision and safe systems are still needed.
2. People may not know how to report or may fear retaliation.

15 | Integrated practice and final assessment

1. At least 80/100 overall, at least 24/30 on scenarios and all critical-safety criteria satisfied.
2. Completion of Shieldlet's introductory course and its stated assessment, not external accreditation.

Children class-check answers

01 | I deserve to be safe

Adults have responsibility; children may share ideas but are not responsible for preventing abuse.

02 | Feelings and body clues

Yes. You do not need a perfect explanation.

03 | My helping team

Try another safe adult or ask when and where help is available.

04 | My body deserves respect

No. A polite greeting does not require physical contact.

05 | Surprises and worrying secrets

Yes, including when someone told you never to tell.

Children class-check answers

06 | Getting help when something happens

Yes. Everyone deserves protection.

07 | Safer places and journeys

No. The responsible adult should verify the collection arrangement.

08 | Kind friends and unkind behaviour

No. Seek adult help and offer safe support.

09 | My private information

No. Use pretend information only.

10 | People online may not be who they say

No. Profiles can be misleading.

Children class-check answers

11 | When a screen shows something upsetting

No. Ask a safe adult for help without spreading it.

12 | Photos, games and permission

Ask permission and follow the adult safety rules for sharing.

13 | Children have rights everywhere

No. Ask a trusted adult; adults identify the correct local help.

14 | My safety plan

Yes. Keep the plan usable and current.

15 | Safety celebration and friendly quiz

No. Harm is never the child's fault.

Children final quiz key

1. Adults; children can contribute ideas but are not responsible for preventing abuse.
2. Two appropriate safe adults or adult-help roles; accept pictures or private oral responses.
3. Yes.
4. Tell another safe adult or use another help route.
5. Yes.
6. No; ask a trusted adult about sharing information.
7. Stop interacting if safe, put it down and tell an adult; do not forward it.
8. No; check the agreed collection plan with the responsible adult.
9. Yes.
10. No.

Scoring

Formative only. Use a private ready / practise again record. Give explanations and another opportunity; do not rank children or withhold safety support.

Teen class-check answers

01 | Your rights and your voice

No. Adults keep their protective duties.

02 | Stress, discomfort and support

No. People respond in different ways.

03 | Boundaries and pressure

Yes. Power and coercion matter.

04 | Recognising manipulation

Yes. Mixed feelings do not remove your right to support.

05 | Privacy and account security

No. Keep codes private and verify suspicious requests safely.

Teen class-check answers

06 | Scams, false content and AI

No. Verify through reliable, independent channels.

07 | Bullying and being an upstander

No. Offer support and report without amplifying it.

08 | Image pressure and blackmail

No. Get specialist help without redistributing it.

09 | How to ask for help

No. Tell what you know and let responsible people act.

10 | Supporting a friend

No. Seek protective help and explain your concern.

Teen class-check answers

11 | Safer school, work and community spaces

No. Safeguards apply to leaders too.

12 | Rights and laws across the world

No. European countries include EU and non-EU states.

13 | Safer choices under pressure

No. Responsibility belongs to the person causing harm.

14 | Build a help plan and take action

No. Keep personal plans private and share only as needed.

15 | Review, assessment and next steps

Yes. Support and protection never depend on assessment results.

Teen final quiz key

1. Get a safe adult or urgent help and explain why; do not promise secrecy.
2. Seek trusted adult/specialist help; do not pay/send more material; assess immediate safety.
3. No; seek specialist help and do not request or redistribute images.
4. No.
5. Listen, seek adult help, report appropriately or offer safe companionship without forwarding content.
6. Do not share it; verify through a trusted independent route.
7. No.
8. No; local systems differ.
9. No.
10. No.

Scoring

Two marks per fully correct answer; one for a partly correct answer needing a prompt. Total 20.

Teen scenarios & completion

Scenario 1: image-based threat

- 2 marks: checks immediate danger and seeks urgent adult/emergency support where needed.
- 2 marks: caring, non-blaming words; does not promise dangerous secrecy.
- 2 marks: does not receive, request or circulate sexual images.
- 2 marks: trusted adult/specialist reporting; no payment, negotiation or impersonation.
- 2 marks: protects privacy and follows up safely.

Scenario 2: leader pressure

- 2 marks: recognises power and boundary concerns without needing to prove a crime.
- 2 marks: identifies an independent adult or external help route.
- 2 marks: avoids secret meetings or confronting the leader alone.
- 2 marks: describes the concern factually and privately.
- 2 marks: includes immediate safety and ongoing support.

Completion standard

Target 32/40 with 16/20 in scenarios. Reteach and reassess any answer supporting image circulation, blame or secrecy about immediate danger. Require a safe help-seeking explanation after feedback and all classes or accessible make-ups. This standard is a Shieldlet learning rule, not a government qualification.

Children: supportive completion

- Read questions aloud or allow pictures, pointing or private conversation. Never infer safety at home from a child's quiz answers.
- Check three core understandings after teaching: I can ask a safe adult and try another route; worrying secrets can be told; harm is not my fault.
- If a child answers unsafely, model the safe response with a fictional story and let them try again. Record learning support without a public score.
- Confirm engagement with all 15 classes or adapted make-up learning. Award completion for participation and supported demonstration, not adult-level legal recall.
- A disclosure during assessment activates safeguarding procedures, not a low score. Do not put disclosure details in the general assessment record.

Record

Learner ID: _____ Track: Children Date: _____

☐ Classes / make-ups complete

☐ Can identify a help route using an accessible method

☐ Understands worrying secrets may be shared

☐ Understands harm is not the child's fault

☐ Support provided / follow-up learning date

Issue certificates responsibly

- Use the matching adult, children or teen template. It is deliberately blank and unsigned. Do not issue it simply because this pack was downloaded.
- Check the learner name, cohort, dates, track, hours actually completed and relevant assessment evidence. Adult hours are 22.5; children 7.5; teenagers 11.25 when all planned sessions are completed.
- Assign a unique certificate ID, for example SF-CS-2026-0001. Keep a private issue register containing ID, learner identity, course version, completion date, outcome and authorised signatory.
- Fill and sign only after requirements are met. No external accreditation, government recognition, CPD approval, professional licence or safeguarding-lead status is claimed.
- For youth, never publish certificate registers or children's names. Verify a certificate privately with appropriate consent.
- Recommend an annual learning review and prompt updates after material legal or policy changes; this recommendation is not a statutory certificate-expiry rule.
- Retain and delete records under the organisation's applicable privacy policy and law. Establish a retention period before the course begins.

Quality assurance before release

Record the local reviewer, source-review date, contact checks, facilitator competence, media preview, accessibility plan and assessment moderation. Update links and law before each cohort. Do not advertise a complete worldwide legal qualification.