



FAQ LEVEL 3 DIPLOMA FOR
THE CHILDREN AND
YOUNG PEOPLE'S
WORKFORCE

EVIDENCE LOG

Qualification Number: **601/4425/7**

Qualification Reference: **L3DCYPW**



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Assessment Principles

1. Assessment Principles

1.1 Assessment decisions for competence based learning outcomes (e.g. those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

1.2 Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.

1.3 Competence based assessment must include direct observation as the main source of evidence

1.4 Simulation may only be utilised as an assessment method for competence based Lo where this is specified in the assessment requirements of the component'.

1.5 Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

1.6 Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

1.7 Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.

1.8 Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

2. Internal Quality Assurance

2.1 Internal quality assurance is key to ensuring that the assessment of evidence for components is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

3. Definitions

3.1 Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency components they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

3.2 Occupationally knowledgeable:

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in components designed to test specific knowledge and understanding, or in components where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

3.3 Qualified to make assessment decisions:

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the component of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.

3.4 Qualified to make quality assurance decisions:

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

3.5 Expert witness:

An expert witness must:

- have a working knowledge of the components on which their expertise is based
- be occupationally competent in their area of expertise .
- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

Evidence Requirements for Level 3 Diploma for the Children and Young People's Workforce

You must meet all the learning outcomes and assessment criteria identified in each component to achieve the full component. Evidence should be developed over a period of time and use diverse assessment methods.

How your evidence is checked

After your Assessor has assessed your work, another member of staff - the Internal Quality Assurer - will review it. An External Quality Assurer from Future (Awards and Qualifications) will visit your assessment centre.

Certificate Claims

Once you've built up your portfolio of evidence and your Assessor will sign off your component declaration and present your portfolio to the Internal Quality Assurer. Once the portfolio has passed the internal quality assurance process, they can claim your certificate.

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Component 1: Promote communication in health, social care or children’s and young people’s settings

Component Reference Number: J/601/1434

Level: 3
Credit: 3
GL: 10

| | Assessment Method | Evidence Ref. Page number, Method | Assessor Decision Sign and Date |
|--|-------------------|---|------------------------------------|
| You must be able to: | | | |
| 1 Understand why effective communication is important in the work setting | | | |
| 1.1 Identify the different reasons people communicate | | | |
| 1.2 Explain how communication affects relationships in the work setting | | | |
| 2 Be able to meet the communication and language needs, wishes and preferences of individuals | | | |
| 2.1 Demonstrate how to establish the communication and language needs, wishes and preferences of individuals | | | |
| 2.2 Describe the factors to consider when promoting effective communication | | | |
| 2.3 Demonstrate a range of communication methods and styles to meet individual needs | | | |
| 2.4 Demonstrate how to respond to an individual’s reactions when communicating | | | |
| 3 Be able to overcome barriers to communication | | | |
| 3.1 Explain how people from different backgrounds may use and/or interpret communication methods in different ways | | | |

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| 3.2 Identify barriers to effective communication | | | |
| 3.3 Demonstrate ways to overcome barriers to communication | | | |
| 3.4 Demonstrate strategies that can be used to clarify misunderstandings | | | |
| 3.5 Explain how to access extra support or services to enable individuals to communicate effectively | | | |
| 4 Be able to apply principles and practices relating to confidentiality | | | |
| 4.1 Explain the meaning of the term confidentiality | | | |
| 4.2 Demonstrate ways to maintain confidentiality in day to day communication | | | |
| 4.3 Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns | | | |

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| <p>Learner declaration of authenticity: I declare that the work presented for this component is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p> |
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| <p>Assessor sign off of completed component: I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p> |
|--|

Component 2: Engage in personal development in health, social care or children’s and young people’s settings

Component Reference Number: A/601/1429

Level: 3
Credit: 3
GL: 10

| | Assessment Method | Evidence Ref. Page number, Method | Assessor Decision Sign and Date |
|---|-------------------|---|------------------------------------|
| You must be able to: | | | |
| 1 Understand what is required for competence in own work role | | | |
| 1.1 Describe the duties and responsibilities of own work role | | | |
| 1.2 Explain expectations about own work role as expressed in relevant standards | | | |
| 2 Be able to reflect on practice | | | |
| 2.1 Explain the importance of reflective practice in continuously improving the quality of service provided | | | |
| 2.2 Demonstrate the ability to reflect on practice | | | |
| 2.3 Describe how own values, belief systems and experiences may affect working practice | | | |
| 3 Be able to evaluate own performance | | | |
| 3.1 Evaluate own knowledge, performance and understanding against relevant standards | | | |
| 3.2 Demonstrate use of feedback to evaluate own performance and inform development | | | |
| 4 Be able to agree a personal development plan | | | |

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| 4.1 Identify sources of support for planning and reviewing own development | | | |
| 4.2 Demonstrate how to work with others to review and prioritise own learning needs, professional interests and development opportunities | | | |
| 4.3 Demonstrate how to work with others to agree own personal development plan | | | |
| 5 Be able to use learning opportunities and reflective practice to contribute to personal development | | | |
| 5.1 Evaluate how learning activities have affected practice | | | |
| 5.2 Demonstrate how reflective practice has led to improved ways of working | | | |
| 5.3 Show how to record progress in relation to personal development | | | |

Learner declaration of authenticity:

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Learner signature:

Date:

Assessor sign off of completed component:

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

Component 3: Promote equality and inclusion in health, social care or children’s and young people’s settings

Component Reference Number: Y/601/1437

Level: 3
Credit: 2
GL: 8

| | Assessment Method | Evidence Ref. Page number, Method | Assessor Decision Sign and Date |
|---|-------------------|---|------------------------------------|
| You must be able to: | | | |
| 1 Understand the importance of diversity, equality and inclusion | | | |
| 1.1 Explain what is meant by <ul style="list-style-type: none"> • Diversity • Equality • Inclusion | | | |
| 1.2 Describe the potential effects of discrimination | | | |
| 1.3 Explain how inclusive practice promotes equality and supports diversity | | | |
| 2 Be able to work in an inclusive way | | | |
| 2.1 Explain how legislation and codes of practice relating to equality, diversity and discrimination apply to own work role | | | |
| 2.2 Show interaction with individuals that respects their beliefs, culture, values and preferences | | | |
| 3 Be able to promote diversity, equality and inclusion | | | |
| 3.1 Demonstrate actions that model inclusive practice | | | |
| 3.2 Demonstrate how to support others to promote equality and rights | | | |

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| 3.3 Describe how to challenge discrimination in a way that promotes change | | | |
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Learner declaration of authenticity:
 I declare that the work presented for this component is entirely my own work.

Learner signature: _____ Date: _____

Assessor sign off of completed component:
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name: _____

Signature: _____ Date: _____

Component 4: Principles for implementing duty of care in health, social care or children’s and young people’s settings

Component Reference Number: R/601/1436

Level: 3
Credit: 1
GL: 5

| | Assessment Method | Evidence Ref. Page number, Method | Assessor Decision Sign and Date |
|--|-------------------|---|------------------------------------|
| You must be able to: | | | |
| 1 Understand how duty of care contributes to safe practice | | | |
| 1.1 Explain what it means to have a duty of care in own work role | | | |
| 1.2 Explain how duty of care contributes to the safeguarding or protection of individuals | | | |
| 2 Know how to address conflicts or dilemmas that may arise between an individual’s rights and the duty of care | | | |
| 2.1 Describe potential conflicts or dilemmas that may arise between the duty of care and an individual’s rights | | | |
| 2.2 Describe how to manage risks associated with conflicts or dilemmas between an individual’s rights and the duty of care | | | |
| 2.3 Explain where to get additional support and advice about conflicts and dilemmas | | | |
| 3 Know how to respond to complaints | | | |
| 3.1 Describe how to respond to complaints | | | |
| 3.2 Explain the main points of agreed procedures for handling complaints | | | |

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Assessor sign off of completed component:

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Assessor name:

Signature:

Date:

Component 5: Understand Child and Young Person Development

Component Reference Number: L/601/1693

Level: 3

Credit: 4

GL: 30

| | Assessment Method | Evidence Ref. Page number, Method | Assessor Decision Sign and Date |
|---|-------------------|---|------------------------------------|
| You must be able to: | | | |
| 1 Understand the expected pattern of development for children and young people from birth - 19 years | | | |
| 1.1 Explain the sequence and rate of each aspect of development from birth – 19 years | | | |
| 1.2 Explain the difference between sequence of development and rate of development and why the difference is important | | | |
| 2 Understand the factors that influence children and young people’s development and how these affect practice | | | |
| 2.1 Explain how children and young people’s development is influenced by a range of personal factors | | | |
| 2.2 Explain how children and young people’s development is influenced by a range of external factors | | | |
| 2.3 Explain how theories of development and frameworks to support development influence current practice | | | |
| 3 Understand how to monitor children and young people’s development and interventions that should take place if this is not following the expected pattern | | | |

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| 3.1 Explain how to monitor children and young people's development using different methods. | | | |
| 3.2 Explain the reasons why children and young people's development may not follow the expected pattern. | | | |
| 3.3 Explain how disability may affect development. | | | |
| 3.4 Explain how different types of interventions can promote positive outcomes for children and young people where development is not following the expected pattern | | | |
| 4 Understand the importance of early intervention to support the speech, language and communication needs of children and young people. | | | |
| 4.1 Analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition. | | | |
| 4.2 Explain how multi agency teams work together to support speech, language and communication. | | | |
| 4.3 Explain how play and activities are used to support the development of speech, language and communication. | | | |
| 5 Understand the potential effects of transitions on children and young people's development. | | | |
| 5.1 Explain how different types of transitions can affect children and young people's development. | | | |
| 5.2 Evaluate the effect on children and young people of having positive relationships during periods of transition. | | | |

Learner declaration of authenticity:

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Date:

Assessor sign off of completed component:

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Assessor name:

Signature:

Date:

Component 6: Promote Child and Young Person Development

Component Reference Number: R/601/1694

Level: 3

Credit: 3

GL: 25

| | Assessment Method | Evidence Ref. Page number, Method | Assessor Decision Sign and Date |
|--|-------------------|---|------------------------------------|
| You must be able to: | | | |
| 1 Be able to assess the development needs of children or young people and prepare a development plan | | | |
| 1.1 Explain the factors that need to be taken into account when assessing development | | | |
| 1.2 Assess a child or young person's development in the following areas <ul style="list-style-type: none"> • Physical • Communication • Intellectual/ cognitive • Social, emotional and behavioural • Moral | | | |
| 1.3 Explain the selection of the assessment methods used. | | | |
| 1.4 Develop a plan to meet the development needs of a child or young person in the work setting | | | |
| 2 Be able to promote the development of children or young people. | | | |
| 2.1 Implement the development plan for a child or young person according to own role and responsibilities, taking into account that development is holistic and interconnected | | | |

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| 2.2 Evaluate and revise the development plan in the light of implementation | | | |
| 2.3 Explain the importance of a person centred and inclusive approach and give examples of how this is implemented in own work | | | |
| 2.4 Listen to children or young people and communicate in a way that encourages them to feel valued | | | |
| 2.5 Encourage children or young people to actively participate in decisions affecting their lives and the services they receive according to their age and abilities | | | |
| 3 Be able to support the provision of environments and services that promote the development of children or young people | | | |
| 3.1 Explain the features of an environment or service that promotes the development of children and young people | | | |
| 3.2 Demonstrate how own work environment or service is organised to promote the development of children or young people | | | |
| 4 Understand how working practices can impact on the development of children and young people | | | |
| 4.1 Explain how own working practice can affect children and young people's development | | | |
| 4.2 Explain how institutions, agencies and services can affect children and young people's development | | | |
| 5 Be able to support children and young people's positive behaviour | | | |

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| 5.1 Demonstrate how they work with children and young people to encourage positive behaviour | | | |
| 5.2 Evaluate different approaches to supporting positive behaviour | | | |
| 6 Be able to support children and young people experiencing transitions | | | |
| 6.1 Explain how to support children and young people experiencing different types of transitions | | | |
| 6.2 Demonstrate provision of structured opportunities for children or young people to explore the effects of transitions on their lives | | | |

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Learner signature:

Date:

Assessor sign off of completed component:

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

Component 7: Understand How to Safeguard the Wellbeing of Children and Young People

Component Reference Number: Y/601/1695

Level: 3

Credit: 3

GL: 25

| | Assessment Method | Evidence Ref. Page number, Method | Assessor Decision Sign and Date |
|---|-------------------|--------------------------------------|------------------------------------|
| You must be able to: | | | |
| 1 Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people | | | |
| 1.1 Outline current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people | | | |
| 1.2 Explain child protection within the wider concept of safeguarding children and young people | | | |
| 1.3 Analyse how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people | | | |
| 1.4 Explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice | | | |
| 1.5 Explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing | | | |
| 2 Understand the importance of working in partnership with other organisations to safeguard children and young people | | | |

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| 2.1 Explain the importance of safeguarding children and young people | | | |
| 2.2 Explain the importance of a child or young person centred approach | | | |
| 2.3 Explain what is meant by partnership working in the context of safeguarding | | | |
| 2.4 Describe the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed | | | |
| 3 Understand the importance of ensuring children and young people's safety and protection in the work setting | | | |
| 3.1 Explain why it is important to ensure children and young people are protected from harm within the work setting | | | |
| 3.2 Explain policies and procedures that are in place to protect children and young people and adults who work with them | | | |
| 3.3 Evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistle-blowers and those whose practice or behaviour is being questioned are protected | | | |
| 3.4 Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits | | | |
| 4 Understand how to respond to evidence or concerns that a child or young person has been abused or harmed | | | |

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| 4.1 Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding | | | |
| 4.2 Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting | | | |
| 4.3 Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged | | | |
| 5 Understand how to respond to evidence or concerns that a child or young person has been bullied | | | |
| 5.1 Explain different types of bullying and the potential effects on children and young people | | | |
| 5.2 Outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place | | | |
| 5.3 Explain how to support a child or young person and/or their family when bullying is suspected or alleged | | | |
| 6 Understand how to work with children and young people to support their safety and wellbeing. | | | |
| 6.1 Explain how to support children and young people's self-confidence and self-esteem | | | |
| 6.2 Analyse the importance of supporting resilience in children and young people | | | |

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| 6.3 Explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety | | | |
| 6.4 Explain ways of empowering children and young people to make positive and informed choices that support their well being and safety | | | |
| 7 Understand the importance of e-safety for children and young people | | | |
| 7.1 Explain the risks and possible consequences for children and young people of being online and of using a mobile phone | | | |
| 7.2 Describe ways of reducing risk to children and young people from: <ul style="list-style-type: none"> • social networking • internet use • buying online • using a mobile phone | | | |

Learner declaration of authenticity:
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Learner signature: _____ Date: _____

Assessor sign off of completed component:
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name: _____

Signature: _____ Date: _____

Component 8: Support Children and Young People's Health and Safety

Component Reference Number: D/601/1696

Level: 3

Credit: 2

GL: 15

| | Assessment Method | Evidence Ref. Page number, Method | Assessor Decision Sign and Date |
|--|-------------------|---|------------------------------------|
| You must be able to: | | | |
| 1 Understand how to plan and provide environments and services that support children and young people's health and safety | | | |
| 1.1 Describe the factors to take into account when planning healthy and safe indoor and outdoor environments and services | | | |
| 1.2 Explain how health and safety is monitored and maintained and how people in the work setting are made aware of risks and hazards and encouraged to work safely | | | |
| 1.3 Identify sources of current guidance for planning healthy and safe environments and services | | | |
| 1.4 Explain how current health and safety legislation, policies and procedures are implemented in own work setting or service | | | |
| 2 Be able to recognise and manage risks to health, safety and security in a work setting or off site visits | | | |
| 2.1 Demonstrate how to identify potential hazards to the health, safety and security of children or young people, families and other visitors and colleagues | | | |

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| 2.2 Demonstrate ability to deal with hazards in the work setting or in off site visits | | | |
| 2.3 Undertake a health and safety risk assessment in own work setting or service illustrating how its implementation will reduce risk | | | |
| 2.4 Explain how health and safety risk assessments are monitored and reviewed | | | |
| 3 Understand how to support children and young people to assess and manage risk for themselves | | | |
| 3.1 Explain why it is important to take a balanced approach to risk management | | | |
| 3.2 Explain the dilemma between the rights and choices of children and young people and health and safety requirements | | | |
| 3.3 Give example from own practice of supporting children or young people to assess and manage risk | | | |
| 4 Understand appropriate responses to accidents, incidents emergencies and illness in work settings and off site visits | | | |
| 4.1 Explain the policies and procedures of the setting or service in response to accidents, incidents, emergencies and illness | | | |
| 4.2 Identify the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies | | | |

Learner declaration of authenticity:

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Learner signature:

Date:

Assessor sign off of completed component:

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

Component 9: Develop Positive Relationship with Children, Young People and Others Involved in Their Care

Component Reference Number: H/601/1697

Level: 3

Credit: 1

GL: 8

| | Assessment Method | Evidence Ref. Page number, Method | Assessor Decision Sign and Date |
|--|-------------------|---|------------------------------------|
| You must be able to: | | | |
| 1 Be able to develop positive relationships with children and young people | | | |
| 1.1 Explain why positive relationships with children and young people are important and how these are built and maintained | | | |
| 1.2 Demonstrate how to listen to and build relationships with children and young people | | | |
| 1.3 Evaluate own effectiveness in building relationships with children or young people | | | |
| 2 Be able to build positive relationships with people involved in the care of children and young people | | | |
| 2.1 Explain why positive relationships with people involved in the care of children and young people are important | | | |
| 2.2 Demonstrate how to build positive relationships with people involved in the care of children and young people | | | |

Learner declaration of authenticity:

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Learner signature:

Date:

Assessor sign off of completed component:

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

Component 10: Working Together for the Benefit of Children and Young People

Component Reference Number: K/601/1698

Level: 3

Credit: 2

GL: 15

| | Assessment Method | Evidence Ref. Page number, Method | Assessor Decision Sign and Date |
|--|-------------------|---|------------------------------------|
| You must be able to: | | | |
| 1 Understand integrated and multi agency working | | | |
| 1.1 Explain the importance of multi agency working and integrated working | | | |
| 1.2 Analyse how integrated working practices and multi agency working in partnership deliver better outcomes for children and young people | | | |
| 1.3 Describe the functions of external agencies with whom your work setting or service interacts | | | |
| 1.4 Explain common barriers to integrated working and multi agency working and how these can be overcome | | | |
| 1.5 Explain how and why referrals are made between agencies | | | |
| 1.6 Explain the assessment frameworks that are used in own UK Home Nation | | | |
| 2 Be able to communicate with others for professional purposes | | | |
| 2.1 Select appropriate communication methods for different circumstances | | | |
| 2.2 Demonstrate use of appropriate communication methods selected for different circumstances | | | |

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| 2.3 Prepare reports that are accurate, legible, concise and meet legal requirements | | | |
| 3 Be able to support organisational processes and procedures for recording, storing and sharing information | | | |
| 3.1 Demonstrate own contribution to the development or implementation of processes and procedures for recording, storing and sharing information | | | |
| 3.2 Demonstrate how to maintain secure recording and storage systems for information: <ul style="list-style-type: none"> • paper based • electronic | | | |
| 3.3 Analyse the potential tension between maintaining confidentiality with the need to disclose information: <ul style="list-style-type: none"> • where abuse of a child or young person is suspected • when it is suspected that a crime has been/may be committed | | | |

Learner declaration of authenticity:

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Learner signature:

Date:

Assessor sign off of completed component:

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

Component 11: Understand How to Support Positive Outcomes for Children and Young People

Component Reference Number: M/601/1699

Level: 3

Credit: 3

GL: 25

| | Assessment Method | Evidence Ref. Page number, Method | Assessor Decision Sign and Date |
|--|-------------------|---|------------------------------------|
| You must be able to: | | | |
| 1 Understand how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people | | | |
| 1.1 Describe the social, economic and cultural factors that will impact on the lives of children and young people | | | |
| 1.2 Explain the importance and impact of poverty on outcomes and life chances for children and young people | | | |
| 1.3 Explain the role of children and young people's personal choices and experiences on their outcomes and life chances | | | |
| 2 Understand how practitioners can make a positive difference in outcomes for children and young people | | | |
| 2.1 Identify the positive outcomes for children and young people that practitioners should be striving to achieve | | | |
| 2.2 Explain the importance of designing services around the needs of children and young people | | | |

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| 2.3 Explain the importance of active participation of children and young people in decisions affecting their lives | | | |
| 2.4 Explain how to support children and young people according to their age, needs and abilities to make personal choices and experiences that have a positive impact on their lives | | | |
| 3 Understand the possible impact of disability, special requirements (additional needs) and attitudes on positive outcomes for children and young people | | | |
| 3.1 Explain the potential impact of disability on the outcomes and life chances of children and young people | | | |
| 3.2 Explain the importance of positive attitudes towards disability and specific requirements | | | |
| 3.3 Explain the social and medical models of disability and the impact of each on practice | | | |
| 3.4 Explain the different types of support that are available for disabled children and young people and those with specific requirements | | | |
| 4 Understand the importance of equality, diversity and inclusion in promoting positive outcomes for children and young people | | | |
| 4.1 Explain the meaning of equality, diversity and inclusion in the context of positive outcomes for children and young people | | | |

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| <p>4.2 Compare, giving examples, ways in which services for children, young people and their carers take account of and promote equality, diversity and inclusion to promote positive outcomes.</p> | | | |
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Learner declaration of authenticity:
 I declare that the work presented for this component is entirely my own work.

Learner signature: _____ Date: _____

Assessor sign off of completed component:
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name: _____

Signature: _____ Date: _____

Level 3 Diploma for the Children and Young People's Workforce
Summary of Achievement

| | | | |
|--------------|--|------------------------|--|
| Learner Name | | Future™ Learner Number | |
| Centre Name | | Centre Number | |

| Component Number | Component Title | Credits | Date Verified | Learner Signature | Assessor Signature | IQA Signature | EQA Signature |
|------------------|---|---------|---------------|-------------------|--------------------|---------------|---------------|
| J/601/1434 | Promote communication in health, social care or children's and young people's settings | 3 | | | | | |
| A/601/1429 | Engage in personal development in health, social care or children's and young people's settings | 3 | | | | | |
| Y/601/1437 | Promote equality and inclusion in health, social care or children's and young people's settings | 2 | | | | | |
| R/601/1436 | Principles for | 1 | | | | | |

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|------------|---|---|--|--|--|--|--|
| | implementing duty of care in health, social care or children's and young people's settings | | | | | | |
| L/601/1693 | Understand Child and Young Person Development. | 4 | | | | | |
| R/601/1694 | Promote Child and Young Person Development. | 3 | | | | | |
| Y/601/1695 | Understand How to Safeguard the Wellbeing of Children and Young People. | 3 | | | | | |
| D/601/1696 | Support Children and Young People's Health and Safety. | 2 | | | | | |
| H/601/1697 | Develop Positive Relationship with Children, Young People and Others Involved in Their Care | 1 | | | | | |
| K/601/1698 | Working Together for the Benefit of | 2 | | | | | |

| | | | | | | | |
|------------|--|---|--|--|--|--|--|
| | Children and Young People | | | | | | |
| M/601/1699 | Understand How to Support Positive Outcomes for Children and Young People. | 3 | | | | | |

Competence has been demonstrated in all the components recorded above using the required assessment procedures and the specified conditions/contexts. The evidence meets the requirements for validity, authenticity, currency, reliability and sufficiency.

Internal Quality Assurer Signature

Date

Level 3 Diploma for the Children and Young People's Workforce
Summary of Achievement – Optional Components

Must not be used alone – this sheet must be attached to a Mandatory Component Summary of Achievement

| | | | |
|--------------|--|------------------------|--|
| Learner Name | | Future™ Learner Number | |
| Centre Name | | Centre Number | |

| Component Number | Component Title | Credits | Date Verified | Learner Signature | Assessor Signature | IQA Signature | EQA Signature |
|------------------|-----------------|---------|---------------|-------------------|--------------------|---------------|---------------|
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Competence has been demonstrated in all the components recorded above using the required assessment procedures and the specified conditions/contexts. The evidence meets the requirements for validity, authenticity, currency, reliability and sufficiency.

Internal Quality Assurer Signature _____ Date _____

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FAQ LEVEL 3 DIPLOMA FOR
THE CHILDREN AND YOUNG
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