



Level 3 Diploma For
THE CHILDREN AND YOUNG PEOPLE'S WORKFORCE

Evidence Logbook

Qualification recognition number: 601/4425/7

Qualification Reference: L3DCYPW

This document is copyright under the Berne Convention. All rights are reserved. Apart from any fair dealing for the purposes of private study, research, criticism or review, as permitted under the Copyright, Designs and Patents Act 1998, no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, electrical, chemical, mechanical, optical, photocopying, recording or otherwise, without prior written permission of the copyright owner. Enquiries should be addressed to Future Awards and Qualifications.

Copyright © Future (Awards and Qualifications) Ltd 2019

Version Control Information

Document details	
Document name	FAQ Level 3 Diploma for the Children and Young People's Workforce- Specification 601/4425/7
Purpose of document	Qualification specification, component contents, assessment guidelines and information for centers.
Change applied to existing version	L3DCYPW_V1_25/10/2017
Document owner	Product Development Team

Version history			
New version number after amendment	Date amended	Section	Details of change/s
L3DCYPW_V2_25/07/2019	July 2019	Throughout	Administration updates, correcting typos, web links and Assessment Principles.

Contents

Centre Requirements	1
1.1 Introduction	1
1.2 Data Protection	2
1.3 Complaints	2
1.4 Enquiries.....	2
Qualification Information	3
2.1 Qualification Outline	3
2.2 Additional Information	3
2.3 Progression	4
2.4 Assessment Principles.....	4
2.5 Qualification Structure.....	4
2.6 Barred Components and Exemptions	8
Assessment Principles and Component Specifications	9
3.1 Assessment Principles.....	9
3.2 Component Specifications	16
Centre Information	37
4.1 Centre Operations Manual	37
4.2 Initial Assessment and Centre Learner Support	37
4.3 Identification Requirements and Learner Authenticity	38
4.4 Legal Considerations	39

Section One

Centre Requirements

1.1 Introduction

Introduction to FutureQuals

FutureQuals is forward thinking, learner and customer-focused, and committed to delivering inspiring learning and skills.

Our Values

“We are a Visionary, Supportive, Innovative and Professional Awarding Organisation that is committed to excellence.”

Our Vision

“We envisage a place in which every learner realises their full potential.”

Our Mission

“To provide respected and valued qualifications and assessment to enable quality assured learning.”

FutureQuals is recognised to deliver regulated qualifications by Ofqual in England, CCEA Regulation in Northern Ireland, the Scottish Qualifications Authority (SQA Accreditation) and Qualifications Wales to offer a comprehensive and diverse range of qualifications across a wide range of vocational areas many of which are transferable across industries and sectors.

A full list of FutureQuals current qualifications can be accessed at <https://www.futurequals.com/>

We have developed a genuine understanding and insight into all types of educational organisations, which ensures that we are highly responsive to their needs. We offer a wide range of benefits and support for our learners, our approved centres, and their assessment and quality assurance teams.

FutureQuals offers a wide range of benefits and support for all of our educational products and services including:

- Vocational qualifications accredited by the UK regulators and recognised by employers, universities and professional bodies
- 24/7 online management systems for the registration of learners, ensuring highly efficient services and access to assessment and results
- A diverse range of qualifications
- A flexible approach to assessment
- A network of professionals who examine and quality assure our regulated qualifications and assessments
- Regular updates on new developments in education and training
- Unrivalled customer service support and extensive guidance materials

Introduction to Qualification Specification

Welcome to the FutureQuals specification for the **FAQ Level 3 Diploma for the Children and Young People's Workforce**. The aim of this specification is to provide our centres with guidance to assist in the administration, delivery and assessment of this qualification. It is recommended that you study this specification in detail and become fully conversant with the procedures and accompanying documents.

This specification is a live document and, as such, will be updated when required. Centres will be notified when changes are made. It is the responsibility of the approved centre to ensure the most up to date version of the Approved Specification is in use.

This document is copyright but may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

1.2 Data Protection

FutureQuals is registered with the Data Protection Act and handles all data in accordance with the required procedures of the Act.

1.3 Complaints

FutureQuals aims to constantly monitor the levels of service provided and report on performance indicators on a regular basis. We will endeavour to be open about the levels of service we aim to offer all our customers.

However, if we fall short of expectations or our own standards, we want to give the opportunity for those affected to provide feedback so we can put things right.

Our Complaints Policy, which includes information on how to make a complaint, can be found on the FutureQuals website.

1.4 Enquiries

Any enquires relating to this qualification should be addressed to:

Future (Awards and Qualifications) Ltd
EMP House
Telford Way
Coalville
Leicestershire
LE67 3HE

Tel: 01530 836662

E-mail: qualifications@futurequals.com

Website: <https://www.futurequals.com>

Section Two

Qualification Information

2.1 Qualification Outline

Purpose and Aims

The purpose of the FAQ Level 3 Diploma for the Children and Young People's Workforce is to provide the learner with the skills, knowledge and understanding relating to social care and the learning development and support services workforces. The qualification confirms competence in these areas where appropriate and serves as the required qualification (for all new practitioners) for registration and regulatory requirements in the sector.

The Total Qualification Time (TQT) for this qualification is: 650 hours

Guided Learning (GL) for this qualification is: 422 hours

Minimum credits required to achieve the qualification: 65

Suitable for age ranges: 16-18, 18+ 19+

Method of assessment: Portfolio of Evidence. This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

If the method of assessment includes formative assessments such as practical tasks, written questions, multiple choice/short answer and knowledge assessment tasks where supervision of a learner assessment is required, assessment must be undertaken in line with the requirements set on in the FutureQuals Instructions for Conducting Controlled Assessments Policy. This document is published on the Policies and Procedures section of the FutureQuals website.

Grading: There is no specific grading criteria for this qualification.

Entry guidance: There are no formal qualification entry requirements that a learner must have completed before taking this qualification and no requirement for learners to have prior skills, knowledge or understanding.

2.2 Additional Information

This qualification is regulated by the Office of the Qualifications and Examinations Regulator (Ofqual) in England <https://register.ofqual.gov.uk/>

It may be eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

For information regarding potential sources of funding please visit the following websites;

<https://hub.fasst.org.uk/Pages/default.aspx>

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

<https://www.economy-ni.gov.uk>

Alternatively, contact your local funding office.

You should use the Qualification Accreditation Number (QAN) when you wish to seek public funding for your learners. Each component within a qualification will also have a unique reference number (Component Reference Number), which is listed in this specification. The qualification title and component reference numbers will appear on the learner's final certification document. Learners need to be made aware of this detail when they are recruited by the centre and registered with FutureQuals

2.3 Progression

Completion of this qualification could lead on to the Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services or a Foundation Degree.

2.4 Assessment Principles

The **FAQ Level 3 Diploma for the Children and Young People's Workforce** must be assessed according to the Skills for Care and Development Assessment Principles.

2.5 Qualification Structure

To achieve the Level 3 Diploma for the Children and Young People's Workforce learners must achieve a minimum of 65 credits. They must complete 11 mandatory components in Group M (27 credits).

Learners must select one mandatory pathway from Groups P1 or P2. Learners selecting Group P1 (Social Care) must achieve 13 credits. Learners selecting Group P2 (Learning, Development and Support Services) must achieve 13 credits.

The remaining credits must be achieved from the Optional Group O. Components already completed as part of the chosen mandatory pathway cannot be recounted as part of the remaining credits to be achieved in Group O.

Group M – Mandatory				
Component Number	URN	Component Name	Credit Value	Level
1	J/601/1434	Promote communication in health, social care or children's and young people's settings	3	3
2	A/601/1429	Engage in personal development in health, social care or children's and young people's settings	3	3
3	Y/601/1437	Promote equality and inclusion in health, social care or children's and young people's settings	2	3

4	R/601/1436	Principles for implementing duty of care in health, social care or children's and young people's settings	1	3
5	L/601/1693	Understand Child and Young Person Development.	4	3
6	R/601/1694	Promote Child and Young Person Development.	3	3
7	Y/601/1695	Understand How to Safeguard the Wellbeing of Children and Young People.	3	3
8	D/601/1696	Support Children and Young People's Health and Safety.	2	3
9	H/601/1697	Develop Positive Relationship with Children, Young People and Others Involved in Their Care	1	3
10	K/601/1698	Working Together for the Benefit of Children and Young People.	2	3
11	M/601/1699	Understand How to Support Positive Outcomes for Children and Young People.	3	3

Group O1 – Optional Components				
Component Number	URN	Component Name	Credit Value	Level
12	J/600/9781	Context and principles for early years provision.	4	3
13	D/600/9785	Support children and young people to achieve their education potential	4	3
14	D/600/9799	Professional Practice in learning, development and support services	5	3
15	M/600/9788	Support children and young people to make positive changes in their lives	4	3
16	M/600/9807	Support the creativity of children and young people	3	3
17	A/502/5224	Support young people who are looked after or are leaving care	3	3
18	A/600/9809	Work with children and young people in a residential care setting	5	3
19	F/502/5242	Support young people in relation to sexual health and risk of pregnancy	2	3
20	F/600/9780	Promote the well-being and resilience of children and young people	4	3

21	F/601/0315	Professional practice in children and young people's social care	4	3
22	L/502/5261	Support young people who are involved in anti-social and/or criminal activities	2	3
23	M/600/9760	Assessment and planning with children and young people	5	3
24	R/502/5231	Support young people who are socially excluded or excluded from school	2	3
25	H/600/9786	Professional practice in early years settings.	3	3
26	L/600/9782	Promote learning and development in the early years.	5	3
27	T/600/9789	Support children's speech, language and communication.	4	3
28	Y/600/9770	Understand how to set up a home based childcare service.	4	3
29	Y/600/9784	Promote children's welfare and well-being in the early years.	6	3
30	F/600/9777	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage.	5	4
31	T/600/9775	Coordinate special educational needs provision.	5	4
32	A/601/0121	Work with babies and young children to promote their development and learning.	6	3
33	D/601/0130	Care for the physical and nutritional needs of babies and young children.	6	3
34	K/601/0132	Support children or young people in their own home.	4	3
35	M/601/0133	Promote young children's physical activity and movement skills.	3	3
36	A/601/0135	Promote creativity and creative learning in young children	5	4
37	H/601/0131	Lead and manage a community based early years setting.	6	4
38	T/601/0134	Support disabled children and young people and those with specific requirements.	6	4
39	A/601/1334	Provide information and advice to children and young people	3	3

40	D/601/1343	Caseload management	3	3
41	D/601/1357	Support children and young people to achieve their learning potential	3	3
42	F/601/1349	Support young people to move towards independence and manage their lives	3	3
43	L/601/1337	Develop interviewing skills for work with children and young people	3	3
44	M/601/1329	Support young people to develop, implement and review a plan of action	3	3
45	M/601/1377	Improving the attendance of children and young people in statutory education	5	3
46	R/601/1369	Support children and young people to have positive relationships	3	3
47	R/601/1386	Support the referral process for children and young people	3	3
48	T/601/1381	Facilitate the learning and development of children and young people through mentoring	4	3
49	J/601/1806	Support Care within fostering services for vulnerable children and young people.	3	3
50	L/601/2861	Support positive practice with children and young people with speech, language and communication needs.	4	3
51	A/601/2872	Support speech, language and communication development.	3	3
52	Y/601/2877	Work with parents, families and carers to support their children's speech, language and communication development.	3	3
53	M/601/2884	Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties.	3	3
54	J/601/2888	Support the speech, language and communication development of children who are learning more than one language.	3	3
55	L/601/2889	Support children and young people's speech, language and communication skills.	3	3

56	H/502/4682	Enable parents to develop ways of handling relationships and behaviour that contribute to everyday life with children	3	3
57	Y/502/4680	Work with parents to meet their children's needs	3	3
58	T/502/5240	Support young people with mental health problems	3	3
59	J/502/4660	Engage young parents in supporting their children's development	3	3
60	Y/502/4663	Engage fathers in their children's early learning	3	3
61	M/502/3812	Engage parents in their children's early learning	3	3
62	F/601/3764	Promote positive behaviour	6	3
63	F/601/4056	Support use of medication in social care settings	5	3

Pathway 1 – Social Care – Components				
Component Number	URN	Component Name	Credit Value	Level
64	M/600/9760	Assessment and planning with children and young people	5	3
65	F/600/9780	Promote the well-being and resilience of children and young people	4	3
66	F/601/0315	Professional practice in children and young people's social care	4	3

Pathway 2 – Learning Development and Support Services – Components				
Component Number	URN	Component Name	Credit Value	Level
67	D/600/9785	Support children and young people to achieve their education potential	4	3
68	M/600/9788	Support children and young people to make positive changes in their lives	4	3
69	D/600/9799	Professional Practice in learning, development and support services	5	3

2.6 Barred Components and Exemptions

Components with the same title at different levels, or components with the same content, cannot be combined in the same qualification.

Section Three

Assessment Principles and Component Specifications

3.1 Assessment Principles

FutureQuals qualifications will always include Assessment Principles whether they have been developed by a Sector Skills Council (SSC) or FutureQuals own. The latest version of the generic Assessment Principles are available on the FutureQuals website and should be used in conjunction with any qualification-specific assessment principles. You can view the principles here:

<https://www.futurequals.com/assets/AssessmentPrinciples.pdf>.

Any Assessment Principles specific to a qualification will always be re-produced in the specification they relate to.

Skills for Care and Development Assessment Principles

1. Introduction

- 1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via a partnership of four organisations: Care Council for Wales, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care (adult social care only).
- 1.2 This document sets out the minimum expected principles and approaches to assessment, and should be read alongside qualification regulatory arrangements and any specific requirements set out for particular qualifications. Additional information and guidance regarding assessment can be obtained from Awarding Organisations and from SfC&D partner organisations*
- 1.3 The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector.
- 1.4 Where Skills for Care and Development qualifications are jointly supported with Skills for Health, Skill for Health assessment principles should also be considered:
<http://www.skillsforhealth.org.uk/images/standards/qcf/Assessment%20of%20Competence%20-%20Skills%20for%20Health%20Assessment%20Principles.pdf>
- 1.5 Throughout this document the term unit is used for simplicity, but this can mean module or any other similar term.
- 1.6 In all work we would expect assessors to observe and review learners practising core values and attitudes required for quality practice. These include embracing dignity and respect, rights, choice, equality, diversity, inclusion, individuality and confidentiality. All learners should follow the appropriate standards for conduct** and all those involved in any form of assessment must know and embrace the values and standards of practice set out in these documents.

*See Appendix A for links to SfC&D partner organisations' websites

**See Appendix B for links to standards for conduct in UK nations

- 1.7 Assessors should ensure that the voices and choices of people who use services drive their practice and that of their learner. This will be apparent throughout the evidence provided for a learner's practice'.

2. Assessment Principles

Good practice dictates the following:

- 2.1 Learners must be registered with the Awarding Organisation before formal assessment commences.
- 2.2 Assessors must be able to evidence and justify the assessment decisions that they have made.
- 2.3 Assessment decisions for skills based learning outcomes must be made during the learner's normal work activity by an occupationally qualified***, competent and knowledgeable assessor.
- 2.4 Skills based assessment must include direct observation as the main source of evidence, and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who use care and support, their families and carers.
- 2.5 Any knowledge evidence integral to skills based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.
- 2.6 Assessment decisions for skills based learning outcomes must be made by an assessor qualified to make assessment decisions. It is the responsibility of the Awarding Organisation to confirm that their assessors are suitably qualified to make assessment decisions.
- 2.7 Simulation may not be used as an assessment method for skills based learning outcomes except where this is specified in the assessment requirements. In these cases, the use of simulation should be restricted to obtaining evidence where the evidence cannot be generated through normal work activity. Video or audio recording should not be used where this compromises the privacy, dignity or confidentiality of any individual or family using services.
- 2.8 Where the assessor is not occupationally competent in a specialist area, expert witnesses can be used for direct observation where they have occupational expertise in the specialist area. The use of expert witnesses should be determined and agreed by the assessor, in line with internal quality assurance arrangements and Awarding Organisation requirements for assessment of units within the qualification and the sector. The assessor remains responsible for the final assessment decision.
- 2.9 Where an assessor is occupationally competent but not yet qualified as an assessor, assessment decisions must rest with a qualified assessor. This may be expressed through a robust countersigning strategy that supports and validates assessment decisions made by as yet unqualified assessors, until the point where they meet the requirements for qualification.

***See Appendix C for links to guidance on qualifications for occupational competence in UK nations

- 2.10 Witness testimony from others, including those who use services and their families, can enrich assessment and make an important contribution to the evidence used in assessment decisions.
- 2.11 Assessment of knowledge based learning outcomes:
- may take place in or outside of a real work environment
 - must be made by an occupationally qualified and knowledgeable assessor, qualified to make assessment decisions
 - must be robust, reliable, valid and current; any assessment evidence using pre-set automated tests, including e-assessment portfolios, must meet these requirements and can only contribute to overall decisions made by the assessor
- 2.12 It is the responsibility of the Awarding Organisation to ensure that those involved in assessment can demonstrate their continuing professional development, up to date skills, knowledge and understanding of practice at or above the level of the unit.
- 2.13 Regardless of the form of recording used for assessment evidence, the guiding principle must be that evidence gathered for assessment must comply with policy and legal requirements in relation to confidentiality and data protection. Information collected must be traceable for internal and external verification purposes. Additionally, assessors must ensure they are satisfied the evidence presented is traceable, auditable and authenticated and meets assessment principles.

3 Quality Assurance

- 3.1 Internal quality assurance is key to ensuring that the assessment of evidence is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the unit they are assuring and be qualified to make quality assurance decisions. It is the responsibility of the Awarding Organisation to confirm that those involved in internal quality assurance are suitably qualified for this role.
- 3.2 Those involved in internal quality assurance must have the authority and the resources to monitor the work of assessors. They have a responsibility to highlight and propose ways to address any challenges in the assessment process (e.g. to ensure suitable assessors are assigned to reflect the strengths and needs of particular learners)
- 3.3 Those carrying out external quality assurance must be occupationally knowledgeable and understand the policy and practice context of the qualifications in which they are involved. It is the responsibility of the Awarding Organisation to confirm that those involved in external quality assurance are suitably qualified for this role.
- 3.4 Those involved in external quality assurance have a responsibility to promote continuous improvement in the quality of assessment processes.

4 Definitions

- 4.1 Occupationally competent: This means that each assessor must be capable of carrying out the full requirements of the area they are assessing. Occupational competence may be at unit level for specialist areas: this could mean that different assessors may be needed across a whole qualification while the final assessment decision for a qualification remains with the lead assessor. Being occupationally competent means also being occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.
- 4.2 Occupationally knowledgeable: This means that each assessor should possess, knowledge and understanding relevant to the qualifications and / or units they are assessing. Occupationally knowledgeable assessors may assess at unit level for specialist areas within a qualification, while the final assessment decision for a qualification remains with the lead assessor. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.
- 4.3 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 unit of skills under assessment. The Joint Awarding Body Quality Group maintains a list of assessor qualifications, see Appendix C.
- 4.4 Qualified to make quality assurance decisions: Awarding Organisations will determine what will qualify those undertaking internal and external quality assurances to make decisions about that quality assurance.
- 4.5 Expert witness: An expert witness must:
- have a working knowledge of the units for which they are providing expert testimony
 - be occupationally competent in the area for which they are providing expert testimony
 - have EITHER any qualification in assessment of workplace performance OR a work role which involves evaluating the everyday practice of staff within their area of expertise.
- 4.6 Witness testimony: Witness testimony is an account of practice that has been witnessed or experienced by someone other than the assessor and the learner. Witness testimony has particular value in confirming reliability and authenticity, particularly in the assessment of practice in sensitive situations. Witness testimony provides supporting information for assessment decisions and should not be used as the only evidence of skills.

Appendix A Skills for Care and Development partnership website links

- <http://www.ccwales.org.uk>
- <http://www.niscc.info>
- <http://www.skillsforcare.org.uk>
- <http://www.sssc.uk.com>
- <http://www.skillsforcareanddevelopment.org.uk>

Appendix B Codes and Standards of Conduct

<http://www.ccwales.org.uk/code-of-professional-practice/>

http://www.niscc.info/files/Standards%20of%20Conduct%20and%20Practice/WEB_OPTIMISED_91739_NISCC_Social_Care_Workers_Book_NAVY_PINK.pdf

<http://www.skillsforcare.org.uk/Standards/Code%20of%20Conduct/Code-of- Conduct.aspx>

<https://www.sssc.uk.com/the-scottish-social-services-council/sssc-codes-of-practice/>

Appendix C Guidance on Occupational Competence Qualifications

Wales:

- Qualification Framework for the Social Care Sector in Wales
<http://www.ccwales.org.uk/qualification-framework/>
- List of the Required Qualifications for the Early Years and Childcare Sector in Wales
<http://www.ccwales.org.uk/early-years-and-childcare-worker/>

N Ireland:

- http://www.niscc.info/files/Publications/WorkforceDevelopmentDocumentFinal_27_04_2015.pdf

England:

- <http://www.skillsforcare.org.uk/Qualifications-and-Apprenticeships/Adult-social-care-qualifications/Adult-social-care-vocational-qualifications.aspx>

Scotland:

- <https://www.sssc.uk.com/workforce-development/qualification-information-for-providers/scottish-vocational-qualifications>

Appendix C: Joint awarding body quality group – assessor qualifications

D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence

A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation

QCF Level 3 Award in Assessing Competence in the Work Environment (for competence / skills learning outcomes only)

QCF Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only)

QCF Level 3 Certificate in Assessing Vocational Achievement Qualified Teacher Status

Certificate in Education in Post Compulsory Education (PCE) Social Work Post Qualifying Award in Practice Teaching Certificate in Teaching in the Lifelong Learning Sector (CTLTS) Diploma in Teaching in the Lifelong Learning sector (DTLLS) Mentorship and Assessment in Health and Social Care Settings Mentorship in Clinical/Health Care Practice

L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)

L&D9D - Assessing workplace competence using Direct methods (Scotland) NOCN – Tutor/Assessor Award

Level 3 Awards and Certificate in Assessing the Quality of Assessment (QCF) Level 4 Awards and Certificates in Assuring the Quality of Assessment (QCF) Level 3 Award in Education and Training JABQG Sept 2014 - Version 5

Level 4 Certificate in Education and Training Level 5 Diploma in Educations and Training



3.2 Component Specifications

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

Component Summary

This component is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit explores the central importance of communication in such settings, and ways to meet individual needs and preferences in communication. It also considers issues of confidentiality.

Assessment Guidance

Assessment of this component must adhere to the requirements of Skills for Care and Development/Skills for Health assessment strategy.

Relationship to Occupational Standards

This component is linked to:

- CCLD 301
- GCU 1
- GEN 22
- HSC 31

Themes recur as knowledge requirements and core values throughout HSC NOS.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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
	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

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

Component Summary

This component is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit considers personal development and reflective practice, which are both fundamental to such roles.

Assessment Guidance

Assessment of this component must adhere to the requirements of Skills for Care and Development /Skills for Health assessment strategy.

Relationship to Occupational Standards

This component is linked to

- CCLD 304
- GCU 6
- GEN 12 GEN 13
- HSC 33

Themes recur as knowledge requirements, performance criteria and core values throughout HSC NOS.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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	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

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

Component Summary

This component is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit covers the topics of equality, diversity and inclusion, and how to promote these in the work setting.

Assessment Guidance

Assessment of this component must adhere to the requirements of Skills for Care and Development/Skills for Health assessment strategy.

Relationship to Occupational Standards

This component is linked to:

- CCLD 305
- GCU 5
- HSC 34, HSC 35, HSC 3116

Themes recur as knowledge requirements and core values throughout HSC and CCLD NOS.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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
	3.3 Describe how to challenge discrimination in a way that promotes change

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

Component Summary

This component is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. It considers how duty of care contributes to safe practice, and how to address dilemmas or complaints that may arise where there is a duty of care.

Assessment Guidance

Assessment of this component must adhere to the requirements of Skills for Care and Development/ Skills for Health assessment strategy.

Relationship to Occupational Standards

This component is linked to:

- CCLD 305
- GCU 2
- HSC 24, HSC 34, HSC 35

Themes recur as knowledge requirements and core values throughout HSC and CCLD NOS.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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

Component 5: Understand Child and Young Person Development

Component Reference Number: L/601/1693

Level: 3

Credit: 4

GL: 30

Component Summary

This component provides knowledge and understanding of how children and young people from birth to 19 years develop, including underpinning theoretical perspectives. It also includes actions taken when differences in development are identified and the potential effects of transitions on children and young people's development.

Assessment Guidance

This component should be assessed in line with the Skills for Care and Development Assessment Principles.

Relationship to Occupational Standards

This component is linked to:

- CCLD 303: Promote children's development
- HSC 36: Contribute to the assessment of children and young peoples' needs and the development of care plans
- CWDC Training, Support and Development Standards for Foster Care. Standard 5: Understand the development of children and young people

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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.	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.

Component 6: Promote Child and Young Person Development

Component Reference Number: R/601/1694

Level: 3
Credit: 3
GL: 25

Component Summary

This component provides a basis of knowledge, understanding and the competence required to promote children and young people's development and positive behaviour. It also includes how to support children and young people through transitions in their lives.

Assessment Guidance

This component should be assessed in line with the Skills for Care and Development Assessment Principles.

LOs 1, 2, 3, 5 and 6 must be assessed in a real work environment. Simulation is not permitted. Some reflection on practice should be included in the assessment.

Relationship to Occupational Standards

This component is linked to:

- CCLD 303: Promote children's development
- LDSS 10: Support the child or young person's successful transfer and transition in learning and development contexts
- HSC 36: Contribute to the assessment of children and young peoples' needs and the development of care plans
- CWDC Training, Support and Development Standards for Foster Care, Standard 5: Understand the development of children and young people
- UK Codes of Practice for Social Care Workers

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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
	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.	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.

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

Component Summary

This component covers the understanding, knowledge and competences required to support the safeguarding of children and young people.

Assessment Guidance

This component should be assessed in line with the Skills for Care and Development Assessment Principles.

Relationship to Occupational Standards

This component is linked to:

- CLD 305: Protect and promote children's rights
- LDSS NOS Unit 1: Contribute to the protection of children and young people from abuse
- HSC 34: Promote the well-being and protection of children and young people
- CWDC Training, support and development standards for Foster care. Standard 6: Safeguard children and young people
- UK Codes of Practice for Social Care Workers

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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	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 whistleblowers 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	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
	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

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

Component Reference Number: D/601/1696

Level: 3

Credit: 2

GL: 15

Component Summary

This component provides the knowledge, understanding and skills required to support children and young people's health and safety. It requires a demonstration of competence in recognising hazards and undertaking risk assessments in the work setting.

Assessment Guidance

This component should be assessed in line with the Skills for Care and Development Assessment Principles.

Assessment of Learning Outcome 2 must take place in a real work environment. Simulation is not permitted.

Relationship to Occupational Standards

This component is linked to:

- CCLD 302: Develop and maintain a healthy, safe and secure environment for children
- HSC 32: Promote, monitor and maintain health, safety and security in the working environment
- LDSS Unit 2: Ensure your own actions reduce risk to health and safety
- CWDC Training, support and development standards for Foster care
- Standard 3: Understand health and safety, and healthy care
- UK Codes of Practice for Social Care Workers.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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.
	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.

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

Component Summary

This component aims to enable learners to understand and practise the skills required to develop positive relationships with children, young people and carers.

Assessment Guidance

This component should be assessed in line with the Skills for Care and Development Assessment Principles.

This component must be assessed in a real work environment.

Relationship to Occupational Standards

This component is linked to:

- CCLD 301: Develop and promote positive relationships
- HSC 31: Promote effective communication for and about individuals
- CWDC Training, Support and Development Standards for Foster Carers. Standard 4: Know how to communicate effectively
- UK Codes of Practice for Social Care Workers

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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.

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

Component Reference Number: K/601/1698

Level: 3

Credit: 2

GL: 15

Component Summary

This component aims to enable the learner to understand the importance of multiagency and integrated working and to develop the skills required for effective communication for professional purposes. It includes and assesses competence in information sharing between those involved in the work with children and young people.

Assessment Guidance

This component should be assessed in line with the Skills for Care and Development Assessment Principles.

LO's 2 and 3 must be assessed in real work environments.

Relationship to Occupational Standards

This component is linked to the:

- CCLD 301: Promote children's' development
- CCLD 431: Contribute to leadership and management of integrated childcare provision
- CCLD 323: Manage multi agency working arrangements
- HSC 31: Promote effective communication with, for and about individuals
- CWDC Training, Support and Development Standards for Foster Care, Standard 4: Know how to communicate effectively
- UK Codes of Practice for Social Care Workers.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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.

	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.

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

Component Summary

This component aims to provide members of the children and young person's workforce with understanding of the factors that can impact, both positively and negatively, on outcomes and life chances of children and young people. It includes approaches to supporting positive outcomes including disability and specific requirements (additional needs).

Assessment Guidance

This component should be assessed in line with the Skills for Care and Development Assessment Principles.

Relationship to Occupational Standards

This component is linked to:

- CCLD 308: Promote children's wellbeing and resilience
- HSC 38: Support children and young people to manage their lives
- HSC 310: Work with children and young people to prepare them for adulthood, citizenship and independence
- UK Codes of Practice for Social Care Workers

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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
	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.
	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.

Section Four

Centre Information

4.1 Centre Operations Manual

Information regarding centre support, learner registration, certification, reasonable adjustments and special consideration, complaints and appeals can be found in the [Centre Operations Manual](#).

4.2 Initial Assessment and Centre Learner Support

It is important that centres carry out an initial assessment to identify what knowledge and degree of skills the learner already has, and to identify if any support or reasonable adjustments will be required to enable them to be assessed fairly. This may include an assessment of minimum core personal skills in English, Mathematics and ICT.

This can be recorded so that centres can identify any associated needs and record this in appropriate plans. This will help in planning the learning programme. It is important at the initial assessment stage to ensure that learners commence a programme at the appropriate level.

Centres should assess each learner's potential and make a professional judgement about his/her ability to successfully complete the programme of study and achieve the qualification.

This assessment will need to take account of:

- the support available to the learner within the centre during his/her programme of study
- any specific support that might be necessary to allow the learner to access the assessment for the qualification
- diagnoses of the requirements of the learner, making use of specialist advice from external sources, as appropriate

Centres should identify any learner requirements and how they may affect successful completion of the particular programme. Programme teams should refer closely to the qualification specifications when discussing possible options for learners. They should advise learners on the appropriateness of the qualification to the learner and identify more suitable qualifications if necessary.

It is our intention that there should be no discrimination on the grounds of a protected characteristic. FutureQuals and approved centres have a responsibility to ensure that the process of assessment is robust and fair and allows a learner to show what they know and can do without compromising the assessment criteria.

Details on how to make adjustments for learners to ensure fair access to assessment is set out in the FutureQuals Reasonable Adjustment and Special Considerations Policy.

4.3 Identification Requirements and Learner Authenticity

Identification Requirements

It is a centre's responsibility to confirm the identity of a learner as part of its registration process. A centre may do this by requesting sufficient personal data and a unique learner number (ULN) to ensure the learner can be clearly and uniquely identified.

The use of a ULN is now a mandatory requirement for publicly funded education and when submitting Individualised Learner Record (ILR) returns.

Centres must have systems in place to ensure that an individual completing an assessment is the person he/she is claiming to be.

Therefore, centres are required to ensure that each learner's identification is checked and that the type of identification provided by each learner is recorded before assessments are undertaken. FutureQuals External Quality Assurers will check this record during quality assurance monitoring activities.

The following would be permitted proof of a learner's Identity:

- a valid passport (any nationality)
- a signed UK photo card driving licence
- valid warrant card issued by HM Forces or the Police
- other photographic ID card, e.g. employee ID card (must be current employer), student ID card, travel card
- UK biometric residence permit

If an assessment is taking place in a learner's place of work and a learner is unable to supply any of the above, authentication of a learner's identity by a third-party representative, for example his/her line manager or a member of his/her workplace Human Resources Team can be accepted.

Learner Authenticity

It is a regulatory requirement that every assessment submission is authenticated as the work of the named learner whether submitted to a centre or to FutureQuals. Therefore, the FutureQuals Evidence Logbook requires that a declaration of authenticity is signed by a learner for each assessment submitted.

By signing the declaration, a learner is acknowledging that if the statement is untrue, an assessment breach has been committed.

If a centre uses electronic systems or e-portfolios, an alternate form of formal declaration of authenticity must be completed with each assessment that is submitted.

If a centre uses its own version of the FutureQuals Evidence Logbook it must ensure that the version used captures the same information i.e. the assessment method, evidence reference, the assessor's decision (including the signature and date to evidence completion assessment) and the learner's declaration of authenticity.

Any submission that does not carry a formal declaration of authenticity will not be externally quality assured. If an alternate formal declaration of authenticity is completed by a learner it must, as a minimum, include the statement:

Statement of confirmation of authenticity

I declare that the work presented for this component is entirely my own work.

The learner must sign and date the declaration.

4.4 Legal Considerations

Learners and centres should be aware of regulations affecting those who deal with children, young people and vulnerable adults in the country the qualification is delivered in.

The Prevent Duty Guidance available from the Home Office, makes clear the important role of further education leaders in stopping extremists seeking to radicalise learners on campuses and in supporting learners at risk of extremist influences.

Ofsted has responsibility for monitoring the Prevent Duty in publicly funded further education and skills providers.

FutureQuals[™]

INSPIRING LEARNING AND SKILLS

Future (Awards and Qualifications) Ltd
EMP House, Telford Way, Coalville,
Leicestershire, LE67 3HE

Telephone: 01530 836662

Email: info@futurequals.com

www.futurequals.com

www.futurequals.com