



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

OVERVIEW SPECIFICATION

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

Qualification Reference: **L3DCYPW**



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Document Details and Version History

Document Details	
Document Name	FAQ Level 3 Diploma for the Children and Young People's Workforce Full Qualification Specification
Purpose of Document	To confirm requirements and provide guidance regarding the administration, delivery and assessment of this qualification.
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New Version Number	Date Amended	Section/Page Number Amended	Details of Amendment(s)
v1.0	01.06.23	Throughout	Creation of Overview Specification using information from the Full Specification
v1.1	26.06.23	Qualification Size and Registration Length	Registration length updated

Introduction

Introduction to FutureQuals

FutureQuals is a forward-thinking, Learner-centric and customer-focused awarding and end-point assessment organisation committed to excellence.

Our Values

Visionary | Supportive | Innovative | Professional

Our Vision

“We envisage a place in which every Learner achieves their full potential.”

Our Mission

“To provide Learners, Centres and Organisations with respected, valued, inclusive and quality-assured qualifications and assessments.”

Recognised to offer regulated qualifications in England, Wales, Northern Ireland, and accredited qualifications in Scotland, FutureQuals provide approved Centres with specialist, progressive qualifications.

FutureQuals is recognised to deliver high-quality apprenticeship end-point assessment for employers and training providers in England.

A full list of our qualifications and end-point assessments can be found on our website: <https://www.futurequals.com>

Introduction to Qualification Specification

Welcome to the **FAQ Level 3 Diploma for the Children and Young People’s Workforce** Overview Qualification Specification.

The aim of this overview qualification specification is to outline the qualification requirements and provide guidance to FutureQuals Centres regarding the administration, delivery and assessment of this qualification. It is recommended that you study this specification in detail, becoming fully conversant with the procedures and accompanying documents, including the full qualification specification, which contains detailed Component criteria and assessment information.

Publication Information

Every effort has been made to ensure that the information contained in this document is true and correct at the time of publication. However, FutureQuals products and services are subject to continuous development and improvement. We, therefore, reserve the right to change these products and services from time to time. FutureQuals cannot accept liability for any loss or damage incurred from the use of information in this publication.

Any changes and updates will be documented in the version history of this specification.

Qualification Information

Qualification Title:	FAQ Level 3 Diploma for the Children and Young People's Workforce
Qualification Level:	3
Qualification Product Code:	L3DCYPW
Qualification Number:	601/4425/7
Qualification Type:	RQF
Regulated by:	Ofqual

Purpose and Aims

The purpose of the **FAQ Level 3 Diploma for the Children and Young People's Workforce** is to provide Learners 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.

This qualification forms part of the FutureQuals Child Development and Well-being Suite.

Qualification Size and Registration Length

Minimum credits required to achieve this qualification: **65**

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

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

Registration Length: **30 months**

Qualification Fees

Please visit our website for information on registrations fees, applicable assessment resit fees, and to view our *Fees and Pricing Policy*.

Funding Information

The **FAQ Level 3 Diploma for the Children and Young People's Workforce** may be eligible for public funding, as determined by the Department for Education (DfE).

For information regarding potential sources of funding, please contact your local funding office.

Qualification Structure - Components, Rules of Combination and Requirements

To achieve the **FAQ Level 3 Diploma for the Children and Young People’s Workforce**, Learners must meet the rules of combination and follow all guidance relating to barred Components and Component order.

Group M - Mandatory Components					
Component Number	Component Reference	Component Name	Credit Value	GLH	Component Level
1	J/601/1434	Promote Communication in Health, Social Care or Children and Young People’s Settings	3	10	3
2	A/601/1429	Engage in Personal Development in Health, Social Care or Children and Young People’s Settings	3	10	3
3	Y/601/1437	Promote Equality and Inclusion in Health, Social Care or Children and Young People’s Settings	2	8	3
4	R/601/1436	Principles for Implementing Duty of Care in Health, Social Care or Children and Young People’s Settings	1	5	3
5	L/601/1693	Understand Child and Young Person Development	4	30	3
6	R/601/1694	Promote Child and Young Person Development	3	25	3
7	Y/601/1695	Understand How to Safeguard the Well-being of Children and Young People	3	25	3
8	D/601/1696	Support Children and Young People's Health and Safety	2	15	3
9	H/601/1697	Develop Positive Relationships With Children, Young People and Others Involved in Their Care	1	8	3
10	K/601/1698	Working Together for the Benefit of Children and Young People	2	15	3
11	M/601/1699	Understand How to Support Positive Outcomes for Children and Young People	3	25	3

Group O - Optional Components					
Component Number	Component Reference	Component Name	Credit Value	GLH	Component Level
12	J/600/9781	Context and Principles for Early Years Provision	4	24	3
13	D/600/9785	Support Children and Young People to Achieve Their Education Potential	4	30	3
14	D/600/9799	Professional Practice in Learning, Development and Support Services	5	35	3
15	M/600/9788	Support Children and Young People to Make Positive Changes in Their Lives	4	27	3
16	M/600/9807	Support the Creativity of Children and Young People	3	20	3
17	A/502/5224	Support Young People Who Are Looked-after or Are Leaving Care	3	23	3
18	A/600/9809	Work With Children and Young People in a Residential Care Setting	5	35	3
19	F/502/5242	Support Young People in Relation to Sexual Health and Risk of Pregnancy	2	10	3
20	F/600/9780	Promote the Well-being and Resilience of Children and Young People	4	30	3
21	F/601/0315	Professional Practice in Children and Young People's Social Care	4	30	3
22	L/502/5261	Support Young People Who Are Involved in Anti-Social and/or Criminal Activities	2	10	3
23	M/600/9760	Assessment and Planning With Children and Young People	5	35	3
24	R/502/5231	Support Young People Who Are Socially Excluded or Excluded from School	2	10	3
25	H/600/9786	Professional Practice in Early Years Settings	3	20	3
26	L/600/9782	Promote Learning and Development in the Early Years	5	40	3

27	T/600/9789	Support Children's Speech, Language and Communication	4	30	3
28	Y/600/9770	Understand How to Set-up a Home-based Childcare Service	4	29	3
29	Y/600/9784	Promote Children's Welfare and Well-being in the Early Years	6	45	3
30	F/600/9777	Understand the Needs of Children and Young People Who Are Vulnerable and Experiencing Poverty and Disadvantage	5	40	4
31	T/600/9775	Coordinate Special Educational Needs Provision	5	35	4
32	A/601/0121	Work With Babies and Young Children to Promote Their Development and Learning	6	45	3
33	D/601/0130	Care for the Physical and Nutritional Needs of Babies and Young Children	6	45	3
34	K/601/0132	Support Children or Young People in their Own Home	4	30	3
35	M/601/0133	Promote Young Children's Physical Activity and Movement Skills	3	22	3
36	A/601/0135	Promote Creativity and Creative Learning in Young Children	5	35	4
37	H/601/0131	Lead and Manage a Community-based Early Years Setting	6	45	4
38	T/601/0134	Support Disabled Children and Young People and Those With Specific Requirements	6	45	4
39	A/601/1334	Provide Information and Advice to Children and Young People	3	22	3
40	D/601/1343	Caseload Management	3	21	3
41	D/601/1357	Support Children and Young People to Achieve Their Learning Potential	3	20	3
42	F/601/1349	Support Young People to Move Towards Independence and Manage Their Lives	3	20	3
43	L/601/1337	Develop Interviewing Skills for Work With Children and Young People	3	21	3

44	M/601/1329	Support Young People to Develop, Implement and Review a Plan of Action	3	25	3
45	M/601/1377	Improving the Attendance of Children and Young People in Statutory Education	5	40	3
46	R/601/1369	Support Children and Young People to Have Positive Relationships	3	20	3
47	R/601/1386	Support the Referral Process for Children and Young People	3	20	3
48	T/601/1381	Facilitate the Learning and Development of Children and Young People Through Mentoring	4	30	3
49	J/601/1806	Support Care Within Fostering Services for Vulnerable Children and Young People	3	20	3
50	L/601/2861	Support Positive Practice With Children and Young People With Speech, Language and Communication Needs	4	28	3
51	A/601/2872	Support Speech, Language and Communication Development	3	20	3
52	Y/601/2877	Work With Parents, Families and Carers to Support Their Children's Speech, Language and Communication Development	3	23	3
53	M/601/2884	Understand the Speech, Language and Communication Needs of Children and Young People with Behavioural, Social and Emotional Difficulties	3	25	3
54	J/601/2888	Support the Speech, Language and Communication Development of Children Who Are Learning More Than One Language	3	26	3
55	L/601/2889	Support Children and Young People's Speech, Language and Communication Skills	3	25	3
56	H/502/4682	Enable Parents to Develop Ways of Handling Relationships and Behaviour That Contribute to Everyday Life With Children	3	20	3

57	Y/502/4680	Work With Parents to Meet Their Children's Needs	3	20	3
58	T/502/5240	Support Young People With Mental Health Problems	3	23	3
59	J/502/4660	Engage Young Parents in Supporting Their Children's Development	3	20	3
60	Y/502/4663	Engage Fathers in Their Children's Early Learning	3	20	3
61	M/502/3812	Engage Parents in Their Children's Early Learning	3	20	3
62	F/601/3764	Promote Positive Behaviour	6	44	3
63	F/601/4056	Support Use of Medication in Social Care Settings	5	40	3

Pathway 1 – Social Care – Components					
Component Number	Component Reference	Component Name	Credit Value	GLH	Component Level
64	M/600/9760	Assessment and Planning With Children and Young People	5	35	3
65	F/600/9780	Promote the Well-being and Resilience of Children and Young People	4	30	3
66	F/601/0315	Professional Practice in Children and Young People's Social Care	4	30	3

Pathway 2 – Learning Development and Support Services - Components					
Component Number	Component Reference	Component Name	Credit Value	GLH	Component Level
67	D/600/9785	Support Children and Young People to Achieve Their Education Potential	4	30	3
68	M/600/9788	Support Children and Young People to Make Positive Changes in Their Lives	4	27	3
69	D/600/9799	Professional Practice in Learning, Development and Support Services	5	35	3

Rules of Combination - Learners must achieve all of the Components in *Group M - Mandatory Components*. Learners must select one mandatory pathway from Pathway 1 or Pathway 2. Learners selecting Pathway 1 (Social Care) must achieve 13 credits. Learners selecting Pathway 2 (Learning, Development and Support Services) must achieve 13 credits.

The remaining credits must be achieved from *Group O – Optional Components*. 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*.

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

Component Order - The order in which Components are to be taught is at the discretion of individual Centres.

Qualification Assessment

The purpose of assessment is to ensure that effective learning has taken place and to provide Learners with the opportunity to achieve all of the learning outcomes and assessment criteria.

Method of Assessment

Detailed information relating to assessment methods for the **FAQ Level 3 Diploma for the Children and Young People's Workforce** can be found within the full qualification specification. This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

All evidence produced by the Learner must be their own.

Assessment Principles

FutureQuals will always publish Assessment Principles, whether they have been developed by a Sector Skills Council (SSC) or are FutureQuals' own. The latest version of the generic FutureQuals Assessment Principles is available on the FutureQuals website and should be used in conjunction with any qualification-specific Assessment Principles.

You can view the *FutureQuals Assessment Principles* here:

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

Any Assessment Principles specific to a qualification will always be reproduced in the specification they relate to. The **FAQ Level 3 Diploma for the Children and Young People's Workforce** must be assessed according to the *FutureQuals Assessment Principles* and the *Skills for Care and Development Assessment Principles* – see *Appendix 1*.

Grading

The overall qualification is graded as Pass or Fail.

Qualification Resources

Learning Resources and Assessments

In support of delivering the **FAQ Level 3 Diploma for the Children and Young People's Workforce**, FutureQuals has created the following resources:

- *FAQ Level 3 Diploma for the Children and Young People's Workforce Full Specification (including assessment principles)*
- *FAQ Level 3 Diploma for the Children and Young People's Workforce Overview Specification (including assessment principles)*
- *FAQ Level 3 Diploma for the Children and Young People's Workforce Evidence Log*
- *FAQ Level 3 Diploma for the Children and Young People's Workforce Optional Component Sheets*

The Head of Centre (and staff authorised by the HoC) at Centres approved to deliver this qualification will be provided with access to a SharePoint folder containing the full qualification specification and the Evidence Log.

Learner Requirements and Information

Entry Requirements

Learners must:

- be 16 years of age (or older) on the first day of teaching

There are no formal qualification entry requirements that Learners must complete prior to completing the qualification. Learners will, however, need to have minimum core skills in literacy, numeracy and ICT to successfully complete the qualification. Initial assessment of minimum core skills may be carried out for all Learners commencing the qualification.

Reasonable Adjustments and Special Considerations

We are committed to improving access for Learners with disabilities and other difficulties, without compromising assessment.

Further details are provided in the *Reasonable Adjustments and Special Considerations Policy*, which can be found on the FutureQuals website.

Identification Requirements

The following are acceptable examples of proof of a Learner's identity:

- a valid passport (any nationality)
- a national identity card issued by an EU country
- a Gibraltar identity card
- a signed UK photocard driving licence
- a 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 or a travel card

Learner Authenticity

It is a regulatory requirement that assessment evidence is authenticated as the work of the named Learner. Therefore, FutureQuals require that a declaration of authenticity is signed by the Learner for each assessment submitted (this includes e-portfolio systems). If an assessment is conducted online through the XAMS Platform, Learners will also be asked to declare that the assessment attempt is their own.

If a Centre uses their own pre-approved version of a FutureQuals Evidence Log, the same information must be captured as in the FutureQuals-issued Evidence Log, i.e., the assessment method, evidence reference, the Assessor's decision (including the signature and date to evidence completion of assessment) and the Learner's declaration of authenticity. The Learner must sign and date the declaration.

Recognition of Prior Learning (RPL)

RPL is a method of assessing and validating learning, achievement or credit that considers whether a Learner can demonstrate they meet the assessment requirements for a Component. This may be through knowledge, understanding or skills they already possess.

Provided the assessment requirements of a given Component or qualification have been met, the use of RPL is acceptable for the achievement of a Component(s) or a whole qualification. For further information, Centres should refer to the *FutureQuals Recognition of Prior Learning Policy* which can be found on the FutureQuals website.

Requalification

Once awarded, the **FAQ Level 3 Diploma for the Children and Young People's Workforce** certificate does not expire. However, it is advised that Learners complete refresher training, as and when appropriate and in line with government guidelines, in order to continue working in a role in care or working with children and young people.

Progression Opportunities

The **FAQ Level 3 Diploma for the Children and Young People's Workforce** can support progression on to the following qualifications:

- Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services OR
- a foundation degree

Centre Requirements and Information

Workforce Requirements

In order to deliver, assess and quality assure the **FAQ Level 3 Diploma for the Children and Young People's Workforce**, Centres must first have applied for, and received, approval to offer the qualification.

Centres must have in place appropriately experienced and qualified staff. This includes Tutors, Assessors, Invigilators and Internal Quality Assurers (IQAs). All workforce requirements can be found in *Appendix 1 –Skills for Care and Development Assessment Principles*.

Component Specifications – Mandatory Components

Component 1: Promote Communication in Health, Social Care or Children and Young People’s Settings

Component Reference Number: J/601/1434

Credit Value: 3

GL: 10 hours

Level: 3

Component Summary

This Component explores the central importance of communication in health, social care or children and young people’s settings. It looks at ways to meet individual needs and preferences in communication, including issues of confidentiality.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand why effective communication is important in the work setting	Reasons people communicate
	Communication and relationships
2. Be able to meet the communication and language needs, wishes and preferences of individuals	Establishing communication and language needs, wishes and preferences of individuals
	Effective communication
	Communication methods and styles
	An individual’s reactions
3. Be able to overcome barriers to communication	Cultures and backgrounds
	Barriers to effective communication
	Overcoming barriers
	Strategies used to clarify misunderstandings
	Accessing extra support or services
4. Be able to apply principles and practices relating to confidentiality	What is ‘confidentiality?’
	Maintaining confidentiality in day to day communication
	Disclosing concerns

Component 2: Engage in Personal Development in Health, Social Care or Children and Young People's Settings

Component Reference Number: A/601/1429

Credit Value: 3

GL: 10 hours

Level: 3

Component Summary

This Component considers personal development and reflective practice, both of which are fundamental to such roles.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand what is required for competence in own work role	Responsibilities of own work role
	Expectations about own work role
2. Be able to reflect on practice	Improving quality of service
	Reflecting on practice
	Values, belief systems and experiences
3. Be able to evaluate own performance	Consideration of relevant standards
	Use of feedback
4. Be able to agree a personal development plan	Sources of support for planning and reviewing
	Learning needs, professional interests and development opportunities
5. Be able to use learning opportunities and reflective practice to contribute to personal development	The impact of learning activities on practice
	Improved ways of working
	Recording progress

Component 3: Promote Equality and Inclusion in Health, Social Care or Children and Young People’s Settings

Component Reference Number: Y/601/1437

Credit Value: 2

GL: 8 hours

Level: 3

Component Summary

This Component covers the topics of equality, diversity and inclusion and how to promote these in the work setting.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the importance of diversity, equality and inclusion	Key terms of diversity, equality and inclusion
	Potential effects of discrimination
	Promoting equality and supporting diversity
2. Be able to work in an inclusive way	Legislation and codes of practice
	Respecting beliefs, cultures, values and preferences
3. Be able to promote diversity, equality and inclusion	Modelling inclusive practice
	Supporting others
	Challenging discrimination

Component 4: Principles for Implementing Duty of Care in Health, Social Care or Children and Young People's Settings

Component Reference Number: R/601/1436

Credit Value: 1

GL: 5 hours

Level: 3

Component Summary

This Component 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.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand how duty of care contributes to safe practice	Duty of care in own work role
	Safeguarding and protection of individuals
2. Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care	Potential conflicts or dilemmas
	Managing risks associated with conflicts or dilemmas
	Support and advice about conflicts and dilemmas
3. Know how to respond to complaints	Responding to complaints
	Agreed procedures for handling complaints

Component 5: Understand Child and Young Person Development

Component Reference Number: L/601/1693

Credit Value: 4

GL: 30 hours

Level: 3

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.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the expected pattern of development for children and young people from birth - 19 years	Sequence and rate of development
	Differences between sequence of development and rate of development
2. Understand the factors that influence children and young people's development and how these affect practice	Personal factors
	External factors
	Theories of development
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	Methods of monitoring development
	Reasons why development may not follow the expected pattern
	Disability
	Promoting positive outcomes
4. Understand the importance of early intervention to support the speech, language and communication needs of children and young people	Speech, language and communication delays and disorders and the potential risks of late recognition
	Working with multi-agency teams
	Support the development of speech, language and communication through play
5. Understand the potential effects of transitions on children and young people's development	Types of transitions
	Positive relationships

Component 6: Promote Child and Young Person Development

Component Reference Number: R/601/1694

Credit Value: 3

GL: 25 hours

Level: 3

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.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Be able to assess the development needs of children or young people and prepare a development plan	Consideration of key factors
	Recognising behavioural and moral factors
	Assessment methods
	Meeting the needs of a child or young person
2. Be able to promote the development of children or young people	Role and responsibilities
	Revising the development plan
	A person-centred and inclusive approach
	Encouraging children to feel valued
	Decisions affecting children's lives according to age and ability
3. Be able to support the provision of environments and services that promote the development of children or young people	Features of an environment or service
	Organisation of own work environment or service
4. Understand how working practices can impact on the development of children and young people	Effects of own working practice
	Institutions, agencies and services
5. Be able to support children and young people's positive behaviour	Encouraging positive behaviour
	Approaches in supporting positive behaviour
6. Be able to support children and young people experiencing transitions	Types of transitions
	Effects of transitions

Component 7: Understand How to Safeguard the Well-being of Children and Young People

Component Reference Number: Y/601/1695

Credit Value: 3

GL: 25 hours

Level: 3

Component Summary

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

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people	Current legislation within own UK Home Nation
	Child protection
	Day to day safeguarding policies
	Inquiries and serious case reviews
	Data protection and information handling
2. Understand the importance of working in partnership with other organisations to safeguard children and young people	The importance of safeguarding
	A child or person-centred approach
	Partnership working
	Roles and responsibilities of different organisations
3. Understand the importance of ensuring children and young people's safety and protection in the work setting	Protecting children from harm
	Policies and procedures in the work setting
	Reporting of poor practice
	Protection of practitioners in everyday practice
4. Understand how to respond to evidence or concerns that a child or young person has been abused or harmed	Signs, symptoms, indicators and behaviours that may cause concern
	Actions to take in line with policies and procedures
	Rights of children, young people and their carers
5. Understand how to respond to evidence or concerns that a child or young person has been bullied	Types of bullying and its potential effects
	Policies and procedures that should be followed
	Support when bullying is suspected or alleged
6. Understand how to work with children and young people to support their safety and well-being	Self-confidence and self-esteem
	Supporting resilience
	Making decisions about safety
	Making positive and informed choices
7. Understand the importance of e-safety for children and young people	Risks and possible consequences of technology
	Reducing risk

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

Component Reference Number: D/601/1696

Credit Value: 2

GL: 15 hours

Level: 3

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.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand how to plan and provide environments and services that support children and young people's health and safety	Factors to consider
	Monitoring risks and hazards
	Sources of current guidance
	Policies and procedures
2. Be able to recognise and manage risks to health, safety and security in a work setting or off-site visits	Potential hazards
	Dealing with hazards
	Health and safety risk assessment
	Monitor and review a health and safety risk assessment
3. Understand how to support children and young people to assess and manage risk for themselves	A balanced approach to risk management
	Balancing rights and choices with health and safety requirements
	Support given to assess and manage risk
4. Understand appropriate responses to accidents, incidents, emergencies and illness in work settings and off-site visits	Policies and procedures
	Recording and reporting accidents, incidents, injuries, signs of illness and other emergencies

Component 9: Develop Positive Relationships With Children, Young People and Others Involved in Their Care

Component Reference Number: H/601/1697

Credit Value: 1

GL: 8 hours

Level: 3

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.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Be able to develop positive relationships with children and young people	Building and maintaining positive relationships
	Listening to others and building relationships
	Effectiveness in building relationships
2. Be able to build positive relationships with people involved in the care of children and young people	Importance of positive relationships with people involved in the care of children
	Building positive relationships with people involved in the care of children

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

Component Reference Number: K/601/1698

Credit Value: 2

GL: 15

Level: 3

Component Summary

This Component aims to enable the Learner to understand the importance of multi-agency and integrated working and to develop the skills required for effective communication for professional purpose. It includes and assesses competence in information sharing between those involved in work with children and young people.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand integrated and multi-agency working	Multi-agency and integrated working
	Delivering better outcomes for children
	Functions of external agencies
	Common barriers
	Referrals between agencies
2. Be able to communicate with others for professional purposes	Assessment frameworks
	Appropriate methods for different circumstances
	Communication methods
3. Be able to support organisational processes and procedures for recording, storing and sharing information	Reports that meet legal requirements
	Processes and procedures for recording, storing and sharing information
	Maintaining secure recording and storage systems for information
	Balancing confidentiality with the need to disclose information

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

Component Reference Number: M/601/1699

Credit Value: 3

GL: 25 hours

Level: 3

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).

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people	Social, economic and cultural factors
	Impact of poverty
	Personal choices and experiences
2. Understand how practitioners can make a positive difference in outcomes for children and young people	Positive outcomes
	Children's needs
	Active participation in decision making
	Age, needs and abilities
3. Understand the possible impact of disability, special requirements (additional needs) and attitudes on positive outcomes for children and young people	Effects of disability
	Positive attitudes
	Social and medical models of disability
	Available support
4. Understand the importance of equality, diversity and inclusion in promoting positive outcomes for children and young people	Equality, diversity and inclusion
	Ways services take account of, and promote, equality, diversity and inclusion

Enquiries

Contact Us

Any enquires relating to this qualification should be addressed to:

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Feedback

Your feedback is very important to us. We're always open to suggestions for enhancing and improving our services, products and systems.

Please email us at AO@futurequals.com or call us on 01530 836662.

Appendix 1 – Skills for Care and Development Assessment Principles

(March 2016)

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, Skills 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:

- <https://niscc.info/standards-and-guidance/>

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 (CTLLS)
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 Education and Training



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