FAQ **LEVEL 3 DIPLOMA FOR**

RESIDENTIAL CHILDCARE (ENGLAND)

OVERVIEW SPECIFICATION

Qualification Number: **601/5174/2**

Qualification Reference: **L3DRCE**

Table of Contents

Document Details and Version History

Document Details	
Document Name	FAQ Level 3 Diploma for Residential Childcare (England) Full Qualification Specification
Purpose of Document	To confirm requirements and provide guidance regarding the administration, delivery and assessment of this qualification.
Document Version Number	V1.0
Document Owner	The Qualification Development Team
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Version History			
New Version Number	**Date Amended**	**Section/Page Number Amended**	**Details of Amendment(s)**
V1.0	01.06.23	Throughout document	Creation of Overview Specification using information from the Full Specification

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 Residential Childcare (England)** 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 Residential Childcare (England)
Qualification Level:	3
Qualification Product Code:	L3DRCE
Qualification Number:	601/5174/2
Qualification Type:	RQF
Regulated by:	Ofqual

Purpose and Aims

The purpose of the **FAQ Level 3 Diploma for Residential Childcare (England)** is to provide Learners with the skills, knowledge and understanding required to work in residential childcare. This qualification is to support Learners who want to work in residential childcare and who have not previously achieved an existing relevant qualification.

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: **61**

Guided Learning (GL) for this qualification: **466 hours**

Total Qualification Time for this qualification (TQT): **610 hours**

Registration Length: **2 years**

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 Residential Childcare (England)** 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 Residential Childcare (England),** 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	F/506/7653	Understand the Development of Children and Young People in Residential Childcare	3	25	3
2	J/506/7587	Support Risk Management in Residential Childcare	2	18	3
3	L/506/7588	Support Group Living in Residential Childcare	3	22	3
4	A/506/7618	Understand How to Support Positive Outcomes for Children and Young People in Residential Childcare	2	20	3
5	M/506/7616	Support Attachment and Positive Relationships for Children and Young People in Residential Childcare	4	27	3
6	T/506/7617	Support the Well-being and Resilience of Children and Young People in Residential Childcare	3	20	3
7	D/506/7594	Support Children and Young People in Residential Childcare to Manage Their Health	2	17	3
8	R/506/7592	Support the Rights, Diversity and Equality of Children and Young People in Residential Childcare	3	24	3
9	F/506/7605	Participate in Teams to Benefit Children and Young People in Residential Childcare	3	20	3
10	F/506/7782	Engage in Professional Development in Residential Childcare Settings	3	20	3
11	L/506/7798	Support Children and Young People in Residential Childcare to Achieve Their Learning Potential	4	30	3

12	A/506/7828	Assessment and Planning With Children and Young People in Residential Childcare	3	20	3
13	T/506/8363	Understand How to Safeguard and Protect Children and Young People in Residential Childcare	7	63	3
14	A/506/8364	Understand How to Support Children and Young People Who Have Experienced Harm or Abuse	3	22	3
15	A/506/8526	Promote Effective Communication and Information Handling in Residential Childcare Settings	3	21	3
16	Y/506/8193	Support the Development of Socially Aware Behaviour With Children and Young People in Residential Childcare	5	34	3

Group O - Optional Components					
Component Number	Component Reference	Component Name	Credit Value	GLH	Component Level
17	H/506/7595	Understand the Care System and Its Impact on Children and Young People	3	22	4
18	J/506/7606	Understand the Youth Justice System as It Relates to Residential Childcare	3	30	4
19	K/506/7596	Work With the Families of Children and Young People in Residential Childcare	2	17	3
20	F/601/4056	Support Use of Medication in Social Care Settings	5	40	3
21	K/506/8540	Support Young People Leaving Care	6	40	3
22	R/506/8502	Understand Residential Childcare for Children and Young People With Complex Disabilities or Conditions	3	27	3
23	L/506/8501	Understand Support for Young People With Complex Disabilities or Conditions Making the Transition into Adulthood	3	24	3

Rules of Combination - Learners must achieve all of the Components in *Group M - Mandatory Components* and a minimum of 8 credits from *Group O – Optional Components* to make up the total of 61 credits.

Barred Components - There are no barred Components in this qualification; all Components must be achieved.

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 Residential Childcare (England)** 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 Residential Childcare (England)** 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 Residential Care (England),** FutureQuals has created the following resources and sample assessments:

- *FAQ Level 3 Diploma for Residential Care (England) Full Specification (including assessment principles)*
- *FAQ Level 3 Diploma for Residential Care (England) Overview Specification (including assessment principles)*
- *FAQ Level 3 Diploma for Residential Care (England) Evidence Log*
- *FAQ Level 3 Diploma for Residential Care (England) 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 18 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 Residential Childcare (England)** 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 with children and young people.

Progression Opportunities

The **FAQ Level 3 Diploma for Residential Childcare (England)** can support progression on to the following qualifications:

- Level 5 Diploma in Leadership and Management for Residential Childcare (England) OR
- a foundation degree in a related discipline

Centre Requirements and Information

Workforce Requirements

In order to deliver, assess and quality assure the **FAQ Level 3 Diploma for Residential Childcare (England),** 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: Understand the Development of Children and Young People in Residential Childcare

Component Reference Number: F/506/7653

Credit Value: 3
GL: 25 hours
Level: 3

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 to 19 years	Sequence and rate of development
	Difference between sequence and rate of development
	Adolescent development on thoughts, feelings and behaviours
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 the cycle of monitoring, assessment and intervention for children and young people's development	Monitoring methods
	Importance of observation
	Promoting positive outcomes
	Multi-agency teams working together
	Day to day activities supporting development
	Importance of observation
4. Understand the importance of early intervention to support development needs of children and young people	Identifying development issues
	Speech, language and communication delays and disorders
5. Understand the effects of transitions on children and young people's development	Times of transitions
	Positive relationships

Component 2: Support Risk Management in Residential Childcare

Component Reference Number: J/506/7587

Credit Value: 2
GL: 18 hours
Level: 3

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand requirements for health, safety and risk management in residential childcare settings for children and young people	Key points of legislative framework
	Policies and procedures in the work setting
	Monitoring and maintenance
	Risks and hazards
2. Be able to support children and young people to manage risk	Value of risk, challenge and enjoyment of life
	Avoidance of excessive risk-taking and excessive risk aversion
	Establish shared agreements
	Age, abilities, needs and stage of development
	Potential conflicts between rights and choices and legal requirements
3. Be able to manage risks to health, safety and security	Living environment
	Health and safety risk assessments
	Recommendations of risk
	Monitor and review
4. Understand how to respond to accidents, incidents, emergencies and illness in work settings and off-site visits	Policies and procedures
	Recording and reporting

Component 3: Support Group Living in Residential Childcare

Component Reference Number: L/506/7588

Credit Value: 3
GL: 22 hours
Level: 3

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand theories that underpin work with children and young people in group living	Theories about groups
	Theories about how the physical environment can support well-being
2. Be able to support children and young people to live together as a group	Theories of group dynamics
	Facilitating agreements
	Resolving conflict and disagreements
	Benefits of conflicts and disagreements
	Maintaining the physical environment to support well-being
3. Be able to plan, with children and young people, activities for sharing a living space	Needs, preferences and aspirations
	Individual plans for children
	Decisions about daily activities
4. Be able to support children and young people to develop relationships through daily living activities	Developing positive relationships
	Modelling socially aware behaviour
	Maintaining positive relationships
5. Be able to support continuous improvement in group living arrangements	Reflect on own practice and behaviour
	Evaluating activities and agreements
	Improvements to arrangements

Component 4: Understand How to Support Positive Outcomes for Children and Young People in Residential Childcare

Component Reference Number: A/506/7618

Credit Value: 2
GL: 20 hours
Level: 3

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	Poverty on outcomes and life chances
	Social and cultural factors
	Personal choices and experiences
2. Understand how those working with children and young people can support positive outcomes	Aims of residential childcare services
	Active participation
	Designing services
	Making personal choices
	Social pedagogy
	High expectations and ambitions
3. Understand how disability can impact on positive outcomes and life chances for children and young people	The impact of disability
	Positive attitudes
	Social model of disability
	Support available

Component 5: Support Attachment and Positive Relationships for Children and Young People in Residential Childcare

Component Reference Number: M/506/7616

Credit Value: 4
GL: 27 hours
Level: 3

Assessment Guidance

Learning Outcomes 4, 5 and 6 must take place/be assessed in a real work environment.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the importance of positive attachments for the well-being of children and young people	Theories of attachment
	Importance of positive attachments
	Short and long term impacts on well-being
2. Understand how to support positive attachments for children or young people in residential childcare	Barriers to forming positive attachments
	Role of parents and care-givers
	Connection between positive attachments and positive relationships
	Impact on own role
	Strategies for supporting children
3. Understand how to support positive relationships for children and young people in residential childcare	Features of positive relationships
	Challenges to building positive relationships
	Emotional or behavioural difficulties
	Positive relationships with peers
4. Be able to develop positive relationships with children and young people	Engagement with children
	Skills, methods and approaches
	Maintaining professional boundaries
5. Be able to address concerns about attachments and relationships of children and young people	Advice and support from others
	Strategies to promote positive attachments
6. Be able to reflect on own practice in supporting positive attachments and relationships for children or young people	Developing own practice
	Evaluating approaches
	Reflection informing improvements

Component 6: Support the Well-being and Resilience of Children and Young People in Residential Childcare

Component Reference Number: T/506/7617

Credit Value: 3
GL: 20 hours
Level: 3

Assessment Guidance

Learning Outcomes 2, 3 and 4 must take place/be assessed in a real work environment.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the well-being and resilience of children and young people	Factors impacting on well-being
	Importance of developing resilience
	Attitudes and approaches
	Ways of working with key people
2. Be able to support the development of children and young people's social and emotional identity and self-esteem	Social and emotional identity
	Methods of encouraging confidence
	Abilities, talents and interests
	Value of abilities, talents and achievements
	Planning and decision-making
3. Be able to support children and young people to develop a positive outlook on their lives	Solution focused approach
	Responding positively to challenges and disappointments
	Expressing feelings, views and hopes
	Actions and interactions
4. Be able to recognise and respond to signs of distress in children and young people	Communicating distress through behaviour
	Mental health concerns
	Types of behaviour
	Reporting, addressing and recording concerns
	Considering choices for positive change

Component 7: Support Children and Young People in Residential Childcare to Manage Their Health

Component Reference Number: D/506/7594

Credit Value: 2
GL: 17 hours
Level: 3

Assessment Guidance

Learning Outcomes 2, 3 and 4 must take place/be assessed in a real work environment.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand health service provision in relation to children and young people in residential childcare	Range and function of local services
	Registering with primary health services
	Factors that may jeopardise access to health services
	Overcoming barriers
2. Be able to address concerns about the health of children and young people	Deciding appropriate actions
	Addressing concerns
	Recording and reporting concerns
	Seeking additional support
3. Be able to support children and young people to manage their own health needs, as appropriate to their age and level of understanding	Recognising own health needs
	Keeping appointments and implementing recommended treatments
	Access to health services and completing recommended treatments
	Managing own medication
4. Be able to support children and young people to make healthy lifestyle choices	Factors associated with a healthy lifestyle
	Modelling a healthy lifestyle
	Choices about lifestyle
	Sustaining healthy lifestyle choices

Component 8: Support the Rights, Diversity and Equality of Children and Young People in Residential Childcare

Component Reference Number: R/506/7592

Credit Value: 3
GL: 24 hours
Level: 3

Assessment Guidance

Learning Outcomes 3, 4 and 5 must take place/be assessed in a real work environment.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the rights of children and young people	Safeguarding in law at national and international level
	Improving life chances and outcomes
	Voice of the child
	Policies and procedures
2. Understand the implications of equalities legislation for children and young people in residential childcare	Effect of equalities legislation
	Effects of discrimination, stereotyping and labelling
	Multiple discrimination
3. Be able to address discriminatory practice	Infringing power
	Values and behaviours in relation to equality and diversity
	Challenging discriminatory or oppressive behaviour
4. Be able to work in a culturally sensitive way	Differing cultural practices and beliefs
	Valuing cultural practices and beliefs
	Respecting choices
	Cultural practices that are themselves discriminatory, harmful or illegal
	Policies and procedures
5. Be able to support the right of children and young people to raise concerns and make complaints	Difficulties raising concerns
	Building confidence
	Supporting children in making complaints
	Recognising when a child or young person is expressing concern indirectly

Component 9: Participate in Teams to Benefit Children and Young People in Residential Childcare

Component Reference Number: F/506/7605

Credit Value: 3
GL: 20 hours
Level: 3

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand how to work as part of a team	Practices that support effective team working
	Roles and responsibilities of different team members
	Ensuring responsibilities are met
2. Understand the local network for children and young people's services	Functions of agencies
	Referrals between agencies
3. Understand the role of networks and multi-agency work in supporting positive outcomes for children and young people in residential childcare	Benefits of networks and multi-agency work
	Failures in networks and multi-agency work
	Using networks to build a multi-agency team
4. Be able to build working relationships with others involved in the care of children and young people	Build and maintain working relationships
	Overcoming barriers to partnership working
	Reflection on practice
	Improving own practice
5. Be able to participate in a multi-agency team around a child or young person	Negotiating agreement
	Taking account of responsibilities
	Working collaboratively with other team
	Understanding the work of the team
6. Be able to communicate with others to facilitate multi-agency working	Appropriate communication for different circumstances
	Tensions between maintaining confidentiality and sharing information
	Preparing reports that meet legal requirements
	Support multi-agency working
	Value of using information

Component 10: Engage in Professional Development in Residential Childcare Settings

Component Reference Number: F/506/7782

Credit Value: 3
GL: 20 hours
Level: 3

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand what is required for competence in own job role in a residential childcare setting	Responsibilities and boundaries
	Expectations as expressed in relevant standards
	Resilience, maturity and emotional intelligence
	Personal attitudes and beliefs
2. Be able to reflect on own practice	Cyclical process of reflection
	Improving own practice
	Reflect on own practice
	Work demands
3. Be able to evaluate own performance	Consider relevant standards
	Formal and informal feedback from others
	Evaluate own performance using feedback
4. Be able to engage with professional supervision to plan and review own development	Participate in supervision
	Prioritisation of own personal development
	Agree professional development plan
5. Be able to use reflective practice to contribute to professional development	Evaluate learning activities
	Improved ways of working
	Recording progress

Component 11: Support Children and Young People in Residential Childcare to Achieve Their Learning Potential

Component Reference Number: L/506/7798

Credit Value: 4
GL: 30 hours
Level: 3

Assessment Guidance

Learning Outcomes 2, 4 and 5 must take place/be assessed in a real work environment.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the context of learning for children and young people in residential childcare	Theories
	Differences between learning, learning potential and education
	Life experiences and other factors
	Circumstances and strategies to support learning
	Physical environment
2. Be able to engage children and young people in learning	Interests, skills, talents and aspirations
	Achieving aspirations
	Developing interests, skills and talents
	Accessing activities and experiences
	Management of physical environment
3. Understand the education system	Underpinning legislation
	National policies
	Roles of key professionals
	Alternatives to formal education
4. Be able to support children and young people to sustain engagement in learning and education	Recognising the benefits
	Goals and targets
	Monitoring progress
	Attitudes and behaviours in overcoming barriers
	Support given
5. Be able to work with children and young people to maximise learning	Learning activities
	Positive feedback to celebrate achievement
	Learning applied in other areas of life
6. Understand how to work with others to support children and young people to maximise outcomes from learning	Engaging family members
	Pro-active and consistent contact
	Roles and responsibilities for addressing difficulties
	Local community

Component 12: Assessment and Planning With Children and Young People in Residential Childcare

Component Reference Number: A/506/7828

Credit Value: 3
GL: 20 hours
Level: 3

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the purpose and principles of assessment and planning with children and young people	Purpose of assessment and planning
	Child-centred model
	Holistic assessment
	Legal requirements
2. Understand how to place children and young people at the centre of assessment and planning	Identifying the needs of children
	Working with others
	Methods of engagement
	Strategies for disengaged children
3. Be able to participate in assessment and planning for children and young people	Boundaries of role and responsibilities
	Needs, views and aspirations
	Assessment frameworks
	Targets and goals
	Supporting positive outcomes
	Developing a plan
	Understanding and agreement
4. Be able to work with children and young people as a plan is implemented	Child's role and responsibilities
	Working towards the achievement of a plan
	Recording progress in line with organisational requirements
	Record progress of a child
5. Be able to work with children and young people to review and update plans	Importance of reviewing and updating plans
	Reviewing progress towards goals and targets
	Identify aspects that are working well and those that need to be revised
	Using outcomes
	Agreeing on updated plan
6. Be able to contribute to assessment led by other professionals	Roles of others
	Responding to requests
	Understand and contribute to external assessment

Component 13: Understand How to Safeguard and Protect Children and Young People in Residential Childcare

Component Reference Number: T/506/8363

Credit Value: 7
GL: 63 hours
Level: 3

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the context of safeguarding and protection of children and young people	What is safeguarding?
	Links between child protection and safeguarding
	Current legislation, national guidelines and policies
2. Understand policies and practices for the protection of children and young people and the adults who work with them	Protecting children from harm and abuse
	Official inquiries and serious case reviews
	Policies and procedures in place
	Working practices
	Allegations and complaints
	Building positive, trusting and consistent relationships
	Systems and practices addressing concerns
3. Understand the nature of abuse that can affect children and young people in residential childcare	Types of abuse
	Signs and indicators
	Factors which increase vulnerability
	Common myths
	Characteristics and behaviours of perpetrators
4. Understand how to address concerns about abuse	Actions to take
	Importance of early identification
	Misinterpretation of warning signs
	Abuse and exploitation
	Disclosure of abuse
5. Understand policies, procedures and practices to address bullying	Types of bullying
	Responding to concerns
	Necessity of policies
	Supporting children
6. Understand principles for e-safety	Risks and possible consequences
	Reducing risk
7. Understand how to minimise risk of harm to a child or young person who goes missing from care	Risks to a missing child
	Following procedures
	Prompt and persistent action
8. Understand child sexual exploitation	Human trafficking
	Non-abusive sexual activity
	Patterns of child sexual exploitation
	Behaviour patterns of those who sexually exploit children and young people

	Available support
	Role of key partners in protecting children
9. Understand the concept of multi-agency working to safeguard children and young people	Multi-agency working
	Local multi-agency forums
	Roles and responsibilities of organisations
10. Understand how to empower children and young people to develop strategies to protect their own safety and well-being	Building resilience, self-confidence and self-esteem
	Ways to work with children
	Making informed choices
11. Understand processes and procedures when there are concerns about practice	Reporting concerns
	Protection of whistleblowers
	Addressing questionable practice
	Escalating concerns

Component 14: Understand How to Support Children and Young People Who Have Experienced Harm or Abuse

Component Reference Number: A/506/8364

Credit Value: 3
GL: 22 hours
Level: 3

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand the role and responsibilities of the practitioner and others when supporting children and young people who have experienced harm or abuse	Role and responsibilities of the practitioner
	Roles and responsibilities of others
	Establishing trusting relationships
2. Understand how to support children and young people who disclose harm or abuse	Level of understanding
	Using evidence in future investigations or in court
	Sharing and passing on of information
	Ways to support a child making a disclosure
	Responding to disclosures
	Importance of recording disclosures
	Accessing support in situations
3. Understand how to support children or young people who have experienced harm or abuse	Sources of information
	Distress, fear and anxieties
	The implications of harm and abuse
	Positive coping strategies
	Behaviour that gives cause for concern
4. Understand restrictions on the involvement of key people with children or young people who have experienced harm or abuse	Consideration of circumstances
	Implementation and maintenance of boundaries
5. Understand how to address the practitioners support needs in relation to harm or abuse	Effective use of supervision
	Additional support

Component 15: Promote Effective Communication and Information Handling in Residential Childcare Settings

Component Reference Number: A/506/8526

Credit Value: 3
GL: 21 hours
Level: 3

Assessment Guidance

Learning Outcomes 2, 4 and 6 must take place/be assessed in a real work environment.

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand effective communication in the work setting	Why people communicate
	Factors for effective communication
	Verbal communication
	Communication and relationships
2. Be able to meet the communication and language needs, wishes and preferences of individual children and young people	Establishing communication and language needs
	Communication methods and aids
	Communicating in different ways
	Responding to reactions
3. Be able to reduce barriers to communication in residential childcare settings	Impact of barriers
	Reducing barriers
	Resolving misunderstandings
	Accessing support or services
4. Be able to use communication skills to de-escalate situations of tension or conflict	Verbal and non-verbal communication
	Reflective practice

Component 16: Support the Development of Socially Aware Behaviour With Children and Young People in Residential Childcare

Component Reference Number: Y/506/8193

Credit Value: 5
GL: 34 hours
Level: 3

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	Areas Covered:
1. Understand principles for supporting the development of socially aware behaviour in children and young people	Theories of behaviour and development
	Positive relationships
	Negative reinforcement
	Policies and procedures
	Modelling actions
2. Be able to support children and young people to understand their actions relating to socially aware behaviour	Level of ability
	Recognising benefits
	Understanding behaviour
	Shared understanding of choices made
	Consequences of behaviour
	Triggers in certain situations
3. Be able to agree expectations about socially aware behaviour	Working with key people
	Consistent support in working towards targets and expectations
	Indicators of meeting expectations
	Recording in plans
4. Be able to support children and young people to achieve targets and adhere to agreed expectations	Providing consistent support
	Supporting key people and others
	Use of activities
	Feedback on behaviour
	Sharing observations and monitoring progress
	Positive feedback
	Importance of praise
5. Be able to respond to instances of socially unacceptable behaviour	Accessing help and support
	Agreed interventions
	Responding to specific situations
	Recording progress
	Recording instances of unacceptable behaviour
6. Understand the use of physical intervention and restraint	Legal context and key principles
	Values and relationships
	Ethical reasons
	Post-incident support
	Gathering and recording feedback

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

FAQ **LEVEL 3 DIPLOMA FOR**
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