



QCF Level 3 Diploma Children & Young People's Workforce

Target Group of Learners

This Diploma is designed for full or part time workers, paid and voluntary, permanent or temporary as well as day or night workers. The qualification pathways for Children and Young People at Level 3 are relevant to those supporting children and young people in a Health or Social Care setting.

Qualification

Level 3 Diploma for the Children & Young People's Workforce

Duration and Visits

The target time for completion is **10 months** but learners with more experience may complete the qualification earlier. Learners are provided with an induction visit and up to 3 further support visits

Accreditation/Awarding Body

Regis Training Company is an accredited assessment centre for City & Guilds Awards.

Entry Requirements

There are no formal entry requirements for this award. Learners must be employed on either a full-time, part-time or voluntary basis supporting children or young people.

Features and Delivery

Induction - Learners are inducted into the programme on either a one-to-one or group basis by a vocationally competent QCF assessor. This will include devising an Individual Learning Plan (ILP) that recognises prior learning and achievement and identifies naturally occurring evidence through everyday work activities. The induction concludes with an agreed assessment plan of activities for the learner to complete.

Assessment - Regis offers an adaptable and flexible schedule of assessment which promotes "learner led" assessment based on naturally occurring evidence and how quickly the learner can meet their action plan. This allows for fast-tracking if the learner has access to readily available evidence and in-house support from colleagues acting as expert witnesses.

An important part of the evidence gathering process is observation of learners undertaking everyday work activities.

Each assessment visit will include:

- Review and update of the assessment plan
- Review of progress and feedback from the assessor
- Assessment of performance (as appropriate) together with feedback
- Liaison with other key personnel involved in the learners' programme (e.g. employer, supervisor, expert witness)
- Setting new learning objectives

Ongoing Support

Learners will have access to email and telephone support throughout their QCF programme together with resources as required. Learners also have access to our e-portfolio system where they can log-in to their portfolio, view progress and submit evidence online. Learners can contact the Assessment Centre for support should the assessor or internal verifier be unavailable.



Additional training

Additional regis:ctv courses and training resources are available to complement QCF training including Online learning. This list is not exhaustive and for further information on other courses please call 0800 0680978 or visit our website www.regis.co.uk

- Level 3 Award in Assessing Competence in the Work Environment • Additional Level 3 units •
- Progression to QCF Level 5 Diploma

Further Information

Recruitment is on an open basis and subject to availability. Should you wish to find out more about the above courses, including prices, please contact regis:ctv, on 0800 0680978.

Award components

Learners undertaking this award must choose from 1 of 3 pathways; Early Learning & Childcare, Social Care or Learning, Development & Support. Learners must achieve 27 credits from the 11 mandatory units in group A, 22 or 13 credits from the mandatory units in either group B, C or D (dependant on chosen pathway) and sufficient additional credits from the remaining optional units in Group E to ensure a combined total of 65 credits across all unit groups. Credit values are shown in brackets:

Group A Mandatory (All Pathways)

- SHC 31: Promote communication in health, social care or children's and young people's settings (3)
- SHC 32: Engage in personal development in health, social care or children's and young people's settings (3)
- SHC 33: Promote equality and inclusion in health, social care or children's and young people's settings (2)
- SHC 34: Principles for implementing duty of care in Health, Social Care or Children's and Young People's Settings (1)
- CYPCore 3.1: Understand Child and Young Person Development (4)
- CYPCore 3.2: Promote child and young person development (3)
- CYPCore 3.3: Understand how to safeguard the wellbeing of children and young people (3)
- CYPCore 3.4: Support Children and young people's health and safety (2)
- CYPCore 3.5: Develop positive relationship with children, young people and others involved in their care (1)
- CYPCore 3.6: Working together for the benefit of children and young people (2)
- CYPCore 3.7: Understand how to support positive outcomes for children and young people (3)

Group B Mandatory (Early Learning & Childcare Pathway only)

- EYMP1: Context and Principles for Early Years Provision (4)
- EYMP2: Promote learning and development in the early years (5)
- EYMP3: Promote children's welfare and well being in the early years (6)
- EYMP4: Professional practice in early years settings (3)
- EYMP5: Support children's speech, language and communication (4)

Group C Mandatory (Social Care Pathway only)

- SCMP1: Assessment and planning with children and young people (5)
- SCMP2: Promote the well being and resilience of children and young people (4)
- SCMP3: Professional practice in children and young people's social care (4)

Group D Mandatory (Learning, Development & Support Pathway only)

- LDSSMP: Support children and young people to achieve their education potential (4)
- LDSSMP2: Support children and young people to make positive changes in their lives (4)
- LDSSMP3: Professional practice in learning, development and support services (5)

.....continues next page



Award components

Group E Optional units

- CYPOP 40: Engage parents in their children's early learning (3)
- CYPOP 1: Work with babies and young children to promote their development and learning (6)
- CYPOP 10: Develop interviewing skills for work with children and young people (3)
- CYPOP 11: Caseload management (3)
- CYPOP 413: Support children and young people to achieve their learning potential (3)
- CYPOP 14: Support children and young people to have positive relationships (3)
- CYPOP 15: Support positive practice with children and young people with speech, language and communication needs (4)
- CYPOP 16: Coordinate special education needs provision (5)
- CYPOP 17: Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage (5)
- CYPOP 2: Care for the physical and nutritional needs of babies and young children (6)
- CYPOP 20: Support speech, language and communication development (3)
- CYPOP 21: Work with parents, families and carers to support their children's speech, language and communication development (3)
- CYPOP 22: Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties (3)
- CYPOP 23: Support the speech, language and communication development of children who are learning more than one language (3)
- CYPOP 24: Support children and young people's speech, language and communication skills (3)
- CYPOP 3: Lead and manage a community based early years setting (6)
- CYPOP 37: Support children or young people in their own home (4)
- CYPOP 4: Promote young children's physical activity and movement skills (3)
- CYPOP 42: Support care within fostering services for vulnerable children and young people (3)
- CYPOP 43: Improving the attendance of children and young people in statutory education (5)
- CYPOP 44: Facilitate the learning and development of children and young people through mentoring (4)
- CYPOP 45: Support the referral process for children and young people (3)
- CYPOP 5: Understand how to set up a home based childcare service (4)
- CYPOP 6: Support disabled children and young people and those with specific requirements (6)
- CYPOP 7: Promote creativity and creative learning in young children (5)
- CYPOP 8: Support young people to develop, implement and review a plan of action (3)
- CYPOP 12: Support young people to move towards independence and manage their lives (3)
- CYPOP 9: Provide information and advice to children and young people (3)
- CYPOP 30: Support the creativity of children and young people (3)
- CYPOP 35: Work with children and young people in a residential care setting (5)
- EYMP1: Context and principles for early years provision (4)
- EYMP2: Promote learning and development in the early years (5)
- EYMP3: Promote children's welfare and well being in the early years (6)
- EYMP4: Professional practice in early years settings (3)
- EYMP5: Support children's speech, language and communication (4)
- HSC 3045: Promote positive behaviour (6)
- HSC 3047: Support use of medication in social care settings (5)

.....continues next page



Award components

Group E Optional units (continued from page 3)

- LDSSMP1: Support children and young people to achieve their education potential (4)
- LDSSMP2: Support children and young people to make positive changes in their lives (4)
- LDSSMP3: Professional practice in learning, development and support services (5)
- CYPOP 28: Work with parents to meet their children's needs (3)
- CYPOP 27: Enable parents to develop ways of handling relationships and behaviour that contribute to everyday life with children (3)
- CYPOP 38: Engage young parents in supporting their children's development (3)
- CYPOP 39: Engage fathers in their children's early learning (3)
- SCMP 1: Assessment and planning with children and young people (5)
- SCMP 2: Promote the well being and resilience of children and young people (4)
- SCMP 3: Professional practice in children and young people's social care (4)
- CYPOP 19: Support young people who are looked after or are leaving care (3)
- CYPOP 25: Support young people who are socially excluded or excluded from school (2)
- CYPOP 29: Support young people with mental health problems (3)
- CYPOP 26: Support young people in relation to sexual health and risk of pregnancy (2)
- CYPOP 18: Support young people who are involved in anti-social and/or criminal activities (2)