

Section 1: Overview

Overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This Qualification Specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 3 Diploma for the Children and Young People's Workforce.

The NCFE Level 3 Diploma for the Children and Young People's Workforce is a competence-based qualification.

A competence-based qualification is based on National Occupational Standards (NOS) and is a job-ready qualification which requires learners to demonstrate the skills and knowledge required to work in a specific industry. A competence-based qualification must be assessed in the workplace in accordance with the relevant assessment principles. For further information on the assessment requirements see page 10.

All information contained in this specification is correct at the time of publishing.

Accreditation and funding

The NCFE Level 3 Diploma for the Children and Young People's Workforce has been accredited by the qualifications regulators for England¹ and is part of the Qualifications and Credit Framework (QCF). Its Qualification Accreditation Number is 500/8979/1.

It's eligible for funding under the Learning and Skills Act 2000 under Sections 96 and 97. The aim reference is 50089791. Contact your local funding provider for further guidance.

¹The qualifications regulators ('regulators') are Ofqual in England, DCELLS in Wales and CCEA in Northern Ireland.

Children and Young People pathways

This qualification allows centres to deliver the course across 3 pathways. The pathways are:

- Early Learning and Childcare (ELC *)
- Social Care (SC *)
- Learning, Development and Support Services (LDSS *)

When registering learners for the qualification, centres should use the QCA accreditation number followed by the option code*.

If learners are working towards separate Children and Young People pathways, they are required to be registered with NCFE as separate batches.

A mixture of endorsed certificates can not be produced for a batch.

*As the chosen pathway will be listed on the certificate it is important that Tutors make clear to learners the specific option they will be registered against.

Achieving this competence-based qualification

This qualification is made up of:

11 Mandatory Units:

- [Understand child and young person development L/601/1693](#)
- [Promote child and young person development R/601/1694](#)
- [Understand how to safeguard the wellbeing of children and young people Y/601/1695](#)
- [Support children and young people's health and safety D/601/1696](#)
- [Develop positive relationship with children, young people and others involved in their care H/601/1697](#)
- [Working together for the benefit of children and young people K/601/1698](#)
- [Understand how to support positive outcomes for children and young people M/601/1699](#)
- [Promote communication in health, social care or children's and young people's settings J/601/1434](#)

- [Engage in personal development in health, social care or children's and young people's settings A/601/1429](#)
- [Promote equality and inclusion in health, social care or children's and young people's settings Y/601/1437](#)
- [Principles for implementing duty of care in health, social care or children's and young people's settings R/601/1436](#)

3 Pathways:

Early Learning and Childcare (ELC)

- [Context and principles for early years provision J/600/9781](#)
- [Promote learning and development in the early years L/600/9782](#)
- [Promote children's welfare and well being in the early years Y/600/9784](#)
- [Professional practice in early years settings H/600/9786](#)
- [Support children's speech, language and communication T/600/9789](#)

Social Care (SC)

- [Assessment and planning with children and young people M/600/9760](#)
- [Promote the well being and resilience of children and young people F/600/9780](#)
- [Professional practice in children and young people's social care F/601/0315](#)

Learning, Development and Support Services (LDSS)

- [Support children and young people to achieve their education potential D/600/9785](#)
- [Support children and young people to make positive changes in their lives M/600/9788](#)
- [Professional Practice in learning, development and support services D/600/9799](#)

and Optional Units:

- [Engage parents in their children's early learning M/502/3812](#)

**Achieving this
competence-based
qualification
(continued)**

- [Work with babies and young children to promote their development and learning A/601/0121](#)
- [Develop interviewing skills for work with children and young people L/601/1337](#)
- [Caseload management D/601/1343](#)
- [Support children and young people to achieve their learning potential D/601/1357](#)
- [Support children and young people to have positive relationships R/601/1369](#)
- [Support positive practice with children and young people with speech, language and communication needs L/601/2861](#)
- [Coordinate special educational needs provision T/600/9775](#)
- [Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage F/600/9777](#)
- [Care for the physical and nutritional needs of babies and young children D/601/0130](#)
- [Support speech, language and communication development A/601/2872](#)
- [Work with parents, families and carers to support their children's speech, language and communication development Y/601/2877](#)
- [Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties M/601/2884](#)
- [Support the speech, language and communication development of children who are learning more than one language J/601/2888](#)
- [Support children and young people's speech, language and communication skills L/601/2889](#)
- [Lead and manage a community based early years setting H/601/0131](#)
- [Support children or young people in their own home K/601/0132](#)

**Achieving this
competence-based
qualification
(continued)**

- [Promote young children's physical activity and movement skills M/601/0133](#)
- [Support care within fostering services for vulnerable children and young people J/601/1806](#)
- [Improving the attendance of children and young people in statutory education M/601/1377](#)
- [Facilitate the learning and development of children and young people through mentoring T/601/1381](#)
- [Support the referral process for children and young people R/601/1386](#)
- [Understand how to set up a home based childcare service Y/600/9770](#)
- [Support disabled children and young people and those with specific requirements T/601/0134](#)
- [Promote creativity and creative learning in young children A/601/0135](#)
- [Support young people to develop, implement and review a plan of action M/601/1329](#)
- [Provide information and advice to children and young people A/601/1334](#)
- [Support young people to move towards independence and manage their lives F/601/1349](#)
- [Support the creativity of children and young people M/600/9807](#)
- [Work with children and young people in a residential care setting A/600/9809](#)
- [Context and principles for early years provision J/600/9781](#)
- [Promote learning and development in the early years L/600/9782](#)
- [Promote children's welfare and well being in the early years Y/600/9784](#)
- [Professional practice in early years settings H/600/9786](#)
- [Support children's speech, language and communication T/600/9789](#)

- [Promote positive behaviour F/601/3764](#)
- [Support use of medication in social care settings F/601/4056](#)
- [Support children and young people to achieve their education potential D/600/9785](#)
- [Support children and young people to make positive changes in their lives M/600/9788](#)
- [Professional practice in learning, development and support services D/600/9799](#)
- [Work with parents to meet their children's needs Y/502/4680](#)
- [Enable parents to develop ways of handling relationships and behaviour that contribute to everyday life with children H/502/4682](#)
- [Engage young parents in supporting their children's development J/502/4660](#)
- [Engage fathers in their children's early learning Y/502/4663](#)
- [Assessment and planning with children and young people M/600/9760](#)
- [Promote the well being and resilience of children and young people F/600/9780](#)
- [Professional practice in children and young people's social care F/601/0315](#)
- [Support young people who are looked after or are leaving care A/502/5224](#)
- [Support young people who are socially excluded or excluded from school R/502/5231](#)
- [Support young people with mental health problems T/502/5240](#)
- [Support young people in relation to sexual health and risk of pregnancy F/502/5242](#)
- [Support young people who are involved in anti-social and/or criminal activities L/502/5261](#)

To achieve the qualification, learners must achieve a total of at least 65 credits.

27 credits must be achieved by completing the mandatory

units, then select a pathway of which:

- learners selecting Early Learning and Childcare (ELC) must achieve 22 credits
- learners selecting Social Care (SC) must achieve 13 credits
- learners selecting Learning, Development and Support Services (LDSS) must achieve 13 credits

The remaining credits must be achieved from the optional units.

To successfully complete a unit, each learner has to provide evidence satisfying all the performance and knowledge standards in that unit.

The learning outcomes and assessment criteria are available by clicking on the unit titles above which are hyperlinked to the Register of Regulated Qualifications.

Who and what is it for?

This qualification is to guide and assess development of knowledge and skills relating to Early Learning and Childcare, Social Care and the Learning Development and Support Services workforces.

This 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.

Placement / Work experience

This is a competence based qualification so there is a requirement for assessment in a real work environment.

Whilst the number of placement hours for this qualification isn't stipulated, centres do need to ensure that learners complete sufficient hours to enable them to develop and evidence their skills. Please refer to the Joint AO and CWDC statement on the qualification information page for this qualification for more guidance.

Entry guidance

There aren't any specific recommended prior learning requirements for this qualification. However, learners might find it useful if they've already completed NCFE Level 2 Certificate for the Children and Young People's Workforce.

Learners have to be at least 16 years old.

Resource requirements

There are no specific physical resource requirements for this qualification.

Progression and development opportunities

It's anticipated that learners selecting the Early Learning and Childcare will progress to relevant Foundation/Honours Degrees.

It's anticipated that learners selecting the Social Care pathway will progress to the Level 4/5 Diploma in Health and Social Care or Level 4/5 Diploma for Leadership and Management for Care Services or relevant Foundation/Honours Degrees.

It's anticipated that learners selecting the Learning, Development and Support Services will progress to the Level 4/5 Diploma in Learning, Development and Support Services or relevant Foundation/Honours Degrees.

Credit transfer

One of the benefits of the QCF is that learners can transfer credit from one qualification to another. Learners who've already achieved one or more of the units included in this qualification elsewhere can transfer the credit already achieved. Simply let us know which units are being achieved by credit transfer on the Certificate Claim Form.

Please see the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>) for information about the units in this qualification.

Accreditation and certification end dates

All qualifications on the QCF have accreditation and certification end dates to ensure that qualifications remain current and valid. The accreditation end date is the last date we can register learners on a qualification, and the

certification end date is the last date that learners can be certificated.

Learners have up to 3 years after the accreditation end date, to complete this qualification and claim their certificate (unless the certification end date passes before the end of the 3 year period). For further information about accreditation and certification end dates please refer to the information about this qualification on our website (www.ncfe.org.uk) or alternatively you can check the information on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>).

What happens at the end of an accreditation period?

We review qualifications that are near the end of their accreditation period, working with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments. In most cases we'd apply to the regulators for an extension to the accreditation period. If an accreditation period is extended the certification period will also change.

We'll post information relating to changes or extensions to qualifications on our website (www.ncfe.org.uk) and centres approved to offer the qualification will be kept updated.

Mapping to National Occupational Standards

This qualification reflects the qualification structure for the Level 3 Diploma for the Children and Young People's Workforce published by the Children's Workforce Development Council (CWDC). It uses the associated NOS units that belong to that structure, which are published by the CWDC.

Further information on the NOS used in this qualification can be found on the CWDC's website (www.cwdcouncil.org.uk).

Assessment guidance

The occupational expertise, qualifications and experience required of Assessors and Internal Verifiers is set out in the Skills for Care and Development QCF Assessment Principles document which is available from our website (www.ncfe.org.uk).

Documentation

The following documents are essential reading for any centre involved in the delivery, assessment and administration of this qualification:

- Skills for Care and Development QCF Assessment Principles
- Joint AO and CWDC guidance

Additional documents are available for those centres wishing to use them:

- Evidence Tracking Sheet
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