



FOCUS AWARDS

Focus Awards Level 3 Diploma for  
the Children and Young People's  
Workforce (RQF)

601/6340/9

Silicon House, Farfield Park, Manvers, Rotherham S63 5DB

# Qualification Summary

## Key Information

Level	Sector	Qualification Type
3	Child Development and Well-being	Occupational Qualification
Total Qualification Time	Credit Value	Guided Learning Hours
650	65	420
Status	Methods of Assessment	Minimum Age
Available to Learners	Portfolio of Evidence	16



# Focus Awards Level 3 Diploma For The Children and Young People's Workforce (RQF)

QRN: 601/6340/9

GLH: 420

TQT: 650

Credit: 65

## Qualification Purpose:

The Focus Awards Level 3 Diploma for the Children and Young Peoples Workforce (RQF) is aimed at those who are working, or want to work, with children and young people from birth upto 19 years. Learners will, on achieving this qualification, be able to work with children unsupervised, and have the knowledge, understanding and skills required to promote child and young person development, support positive outcomes, understand child and young person development, and support children and young people's health and safety. The Focus Awards Level 3 Diploma for the Children and Young Peoples Workforce (RQF) can also be used as part of the Level 3 Children and Young People's Apprenticeship.

## Age Ranges

There are no specific entry requirements for this qualification. The Focus Awards Level 3 Diploma for the Children and Young People's Workforce (RQF) is aimed at learners who are at least 16 years old.

## Geographical Coverage

This qualification is available in England and Northern Ireland.

## Learner Entry Requirements

There are no specific entry requirements for this qualification. The Focus Awards Level 3 Diploma for the Children and Young People's Workforce (RQF) is aimed at learners who are at least 16 years old.

## Reasonable Adjustments and Special Considerations

Please refer to the Focus Awards Reasonable Adjustments and Special Consideration Policy: <https://www.focusawards.org.uk/wp-content/uploads/2019/07/Reasonable-Adjustments.pdf>



## Assessment Methods

Each learner is required to create portfolio of evidence which demonstrates achievement of all the learning outcomes and the assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include:

- Assessor observation – completed observational checklists on related action plans
- Witness testimony
- Learner product
- Worksheets
- Assignments / projects / reports
- Record of oral and written questioning
- Learner and peer reports
- Recognition of prior learning (RPL)

## Progression Routes

Learners wishing to progress from this qualification can undertake the following qualifications:

- Focus Awards Level 5 Diploma in Leadership for Health and Social Care and Children and Young People’s Services (England) (RQF)
- Foundation Degree

## Supporting Material and Useful Websites

- <https://focusawards.org.uk/supportingmaterials>
- <https://ofqual.gov.uk>



## Qualification Structure

To successfully achieve this qualification, learners must achieve a minimum of 65 credits. 27 of the credits must come from the mandatory group and must achieve either: 13 credits from Learning Development and Support Services pathway; or 13 credits from the Children's Social Care pathway; or 25 credits from the Early Learning and Childcare Pathway. The remaining credits must be achieved from a choice of optional units.

### Mandatory Units

Unit title	Unit Reference	Level	Credit	Guided Learning Hours
Promote communication in health, social care or children's and young people's settings	J/601/1434	3	3	10
Engage in personal development in health, social care or children's and young people's settings	A/601/1429	3	3	10
Promote equality and inclusion in health, social care or children's and young people's settings	Y/601/1437	3	2	8
Principles for implementing duty of care in health, social care or children's and young people's settings	R/601/1436	3	1	5
Understand child and young person development	L/601/1693	3	4	30
Promote child and young person development	R/601/1694	3	3	25
Understand how to safeguard the well-being of children and young people	Y/601/1695	3	3	25
Support children and young people's health and safety	D/601/1696	3	2	15
Develop positive relationships with children, young people and others involved in their care	H/601/1697	3	1	8
Working together for the benefit of children and young people	K/601/1698	3	2	15
Understand how to support positive outcomes for children and young people	M/601/1699	3	3	25
<b>Early Learning and Child Care</b>				
Context and principles for early years provision	J/600/9781	3	4	24
Promote learning and development in the early years	L/600/9782	3	5	40

Promote children's welfare and well-being in the early years	Y/600/9784	3	6	45
Professional practice in early years settings	H/600/9786	3	3	20
Support children's speech, language and communication	T/600/9789	3	4	30
<b>Social Care</b>				
Assessment and planning with children and young people	M/600/9760	3	5	35
Promote the well-being and resilience of children and young people	F/600/9780	3	4	30
Professional practice in children and young people's social care	F/601/0315	3	4	30
<b>Learning Development and Support Services</b>				
Support children and young people to achieve their education potential	D/600/9785	3	4	30
Support children and young people to make positive changes in their lives	M/600/9788	3	4	27
Professional practice in learning, development and support services	D/600/9799	3	5	35

## Optional Units

Unit title	Unit Reference	Level	Credit	Guided Learning Hours
Work with babies and young children to promote their development and learning	A/601/0121	3	6	45
Care for the physical and nutritional needs of babies and young children	D/601/0130	3	6	45
Lead and manage a community based early years setting	H/601/0131	4	6	45
Promote young children's physical activity and movement skills	M/601/0133	3	3	22
Understand how to set up a home-based childcare service	Y/600/9770	3	4	29
Support disabled children and young people and those with specific requirements	T/601/0134	4	6	45
Promote creativity and creative learning in young children	A/601/0135	4	5	35

Support young people to develop, implement and review a plan of action	M/601/1329	3	3	25
Provide information and advice to children and young people	A/601/1334	3	3	22
Develop interviewing skills for work with children and young people	L/601/1337	3	3	21
Caseload management	D/601/1343	3	3	21
Support young people to move towards independence and manage their lives	F/601/1349	3	3	20
Support children and young people to achieve their learning potential	D/601/1357	3	3	20
Support children and young people to have positive relationships	R/601/1369	3	3	20
Support positive practice with children and young people with speech, language and communication needs	L/601/2861	3	4	28
Coordinate special educational needs provision	T/600/9775	4	5	35
Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage	F/600/9777	4	5	40
Support young people who are involved in anti-social and/or criminal activities	L/502/5261	3	2	10
Support young people who are looked after or are leaving care	A/502/5224	3	3	23
Support speech, language and communication development	A/601/2872	3	3	20
Work with parents, families and carers to support their children's speech, language and communication	Y/601/2877	3	3	23
Understand the speech, language and communication needs of children and young people with behavioral, social and emotional difficulties	M/601/2884	3	3	25
Support the speech, language and communication development of children who are learning more than one language	J/601/2888	3	3	26
Support children and young people's speech, language and communication skills	L/601/2889	3	3	25
Support young people who are socially excluded or excluded from school	R/502/5231	3	2	10

Support young people in relation to sexual health and risk of pregnancy	F/502/5242	3	2	10
Enable parents to develop ways of handling relationships and behavior that contribute to everyday life with children	H/502/4682	3	3	20
Work with parents to meet their children's needs	Y/502/4680	3	3	20
Support young people with mental health problems	T/502/5240	3	3	23
Support the creativity of children and young people	M/600/9807	3	3	20
Work with children and young people in a residential care setting	A/600/9809	3	5	35
Support children or young people in their own home	K/601/0132	3	4	30
Engage young parents in supporting their children's development	J/502/4660	3	3	20
Engage fathers in their children's early learning	Y/502/4663	3	3	20
Engage parents in their children's early learning	M/502/3812	3	3	20
Promote positive behavior	F/601/3764	3	6	44
Support care within fostering services for vulnerable children and young people	J/601/1806	3	3	20
Improving the attendance of children and young people in statutory education	M/601/1377	3	5	40
Facilitate the learning and development of children and young people through mentoring	T/601/1381	3	4	30
Support the referral process for children and young people	R/601/1386	3	3	20
Support use of medication in social care settings	F/601/4056	3	5	40
Context and principles for early years provision	J/600/9781	3	4	24
Promote learning and development in the early years	L/600/9782	3	5	40
Promote children's welfare and well-being in the early years	Y/600/9784	3	6	45
Professional practice in early years settings	H/600/9786	3	3	20
Support children's speech, language and communication	T/600/9789	3	4	30



Assessment and planning with children and young people	M/600/9760	3	5	35
Promote the well-being and resilience of children and young people	F/600/9780	3	4	30
Professional practice in children and young people's social care	F/601/0315	3	4	30
Support children and young people to achieve their education potential	D/600/9785	3	4	30
Support children and young people to make positive changes in their lives	M/600/9788	3	4	27
Professional practice in learning, development and support services	D/600/9799	3	5	35
Understand the context of supporting children and young people through foster care	T/503/5878	3	5	45
Practice as a foster carer	A/503/5879	3	5	46
Support positive attachments for children and young people	M/503/5877	3	7	55

## Barred Units

There are a number of units that are not allowed to be taken together as part of the optional units. Barred units allow greater choice for learners to meet the number of credits required to achieve a qualification. The content of these barred units contains considerable overlap; therefore learners cannot choose more than one unit of any barred group. Only one unit from each group can count towards the learners achieved credits.

- Unit: A/601/0135 barred with M/600/9807
- Unit: T/600/9789 barred with A/601/2872 or L/601/2889
- Unit: D/600/9785 barred with D/601/1357 or M/601/1329

# Staff Requirements

## Requirements for Tutors/Instructors

Tutors delivering the qualification will be required to hold or be working towards a teaching qualification. This may include qualifications such as the Levels 3, 4 or 5 in Education and Training, or a Certificate in Education. Focus Awards will however; consider other teaching qualifications upon submission. Tutors must also be able to demonstrate that they are occupationally competent within the sector area.

## Requirements for Assessors

Assessors will be required to hold, or be working towards a relevant assessing qualification. This includes qualifications such as:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally-Related Achievement
- Level 3 Certificate in Assessing Vocational Achievement

Focus Awards will however; consider other relevant assessing qualifications upon submission.

Assessors who only hold the Level 3 Award in Understanding the Principles and Processes of Assessment will be required to complete an additional programme of study to achieve the relevant competency units required for one of the qualifications listed above.

Trainee assessors who do not hold an assessment qualification will require their decisions to be countersigned by a suitably qualified assessor.

Assessors must also be able to show they are occupationally competent within the sector area

## Requirements for Internal Quality Assurers (IQA)

Internal Quality Assurers should hold or be working towards the following IQA qualification. This may include qualifications such as the V1 (previously D34), or the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice. Focus Awards will however; consider other relevant IQA qualifications upon submission.

Trainee IQAs who do not hold an IQA qualification will require their decisions to be countersigned by a suitably qualified IQA. IQAs must be able to demonstrate occupational competence.

