

NVQ 3 Learning, Development and Support Services for Children, Young People and Those Who Care for Them

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Level 5 Diploma for the Learning, Development and Support Services

England, Wales and Northern Ireland

September 2011 to August 2012

REPORT FOR PUBLICATION

1. The qualifications and standards

Level 3 NVQ in Learning, Development and Support Services for Children, Young People and Those who Care for Them (Supporting Young People) (scheme 03780)

Level 3 NVQ in Learning, Development and Support Services for Children, Young People and Those who Care for Them (Learning Mentoring) (scheme 04536)

Level 3 NVQ in Learning, Development and Support Services for Children, Young People and Those who Care for Them (Education Welfare) (scheme 04537)

- To achieve this qualification, candidates must achieve a total of 9 units (five mandatory units and two optional units).
- The qualification consists of three pathways: Education Welfare, Supporting Young People and Learning Mentoring.
- Learners must also complete two specialist pathway units (either Units 7 and 26 from the Education Welfare pathway or Units 7 and 8 from the Supporting Young People pathway or Units 9 and 10 from the Learning Mentoring pathway).
- The qualification is aimed at individuals who work with children and young people and those who care for them.

Level 4 NVQ in Learning, Development and Support Services for Children, Young People and Those who Care for Them (Supporting Young People) (scheme 03781)

Level 4 NVQ in Learning, Development and Support Services for Children, Young People and Those who Care for Them (Learning Mentoring) (scheme 04538)

Level 4 NVQ in Learning, Development and Support Services for Children, Young People and Those who Care for Them (Education Welfare) (scheme 04539)

- To achieve this qualification, candidates must achieve a total of 11 units (six mandatory units and three optional units).
- The qualification consists of three pathways: Education Welfare, Supporting Young People and Learning Mentoring.
- Learners must also complete two specialist pathway units (either Units 8 and 9 from the Education Welfare pathway or Units 10 and 11 from the Supporting Young People pathway or Units 14 and 15 from the Learning Mentoring pathway).
- The qualification is aimed at individuals who work with children and young people and those who care for them.

Level 5 Diploma for the Learning, Development and Support Services (Connexions) (scheme 04717)

Level 5 Diploma for the Learning, Development and Support Services (Learning Mentors) (scheme 04718)

Level 5 Diploma for the Learning, Development and Support Services (Education Welfare) (scheme 04719)

- This qualification has a minimum credit value of 65 credits.
- Learners must then select one of the following mandatory pathways: Connexions, Learning Mentors and Education Welfare.
- Learners taking the connexions pathway must complete all 11 mandatory units in Group A (a total of 52 credits).
- Learners taking the learning mentors pathway must complete all 11 mandatory units in Group A (a total of 53 credits).
- Learners taking the education welfare pathway must complete all 11 mandatory units in Group A (a total of 51 credits).
- Learners must then select optional units from Group B to make the qualification credit value up to a minimum credit value of 65 credits.
- Learners taking the connexions pathway must achieve the remaining 13 credits from Optional Group B.
- Learners taking the learning mentors pathway must achieve the remaining 12 credits from Optional Group B.
- Learners taking the education welfare pathway must achieve the remaining 14 credits from Optional Group B.
- The Level 5 Diploma for the Learning Development and Support Services Workforce is a progression route from the Level 3 Diploma in the Children and Young People's Workforce (the LDSS pathway) and is offered in England only.

<p>Assessment Team:</p>	<p>Findings:</p> <p>Centres delivering these qualifications reflected in the main, assessment teams with suitably competent and qualified assessors and internal quality assurance (IQA) personnel. Assessment and internal quality assurance personnel are committed to maintain their occupational expertise and knowledge by actively working in the sector either on a full or part time basis.</p> <p>Good examples of skills audits for assessment teams have been evident across centres this year. Where these continue to be used and reviewed on a regular basis this has enabled teams to reflect on the areas of expertise they have, identify any gaps and plan their future provision effectively.</p> <p>Where sanctions have been applied to centres they have mainly been at Level 1 (Action Point).</p> <p>There have been a number of isolated examples where new assessors have been recruited to centres and the centre has not provided the External Verifier with up to date documents; i.e. CVs and/or CPD records. This has resulted in the External Verifier not being able to ascertain whether there are sufficient competent assessors. Other issues related to personnel documents included CVs reflecting insufficient details about specific occupational background and current skills and knowledge of the sector.</p>
<p>Resources:</p>	<p>Findings:</p> <p>Resources for the delivery of these qualifications continue to be made available. A wide range of resources continue to be made available to learners undertaking these qualifications. Access to digital voice recorders for recording of professional discussions and to the centre's and employers' premises for workshops for the learners undertaking the Level 5 Diploma are also being made available.</p> <p>Where sanctions have been applied to centres they have mainly been at Level 1 (Action Point).</p> <p>There have been a number of isolated examples where centres have not documented staff development provided to personnel. In the main, meetings have taken place and development provided but this has not been documented adequately and on an on-going basis.</p>

<p>Candidate Support:</p>	<p>Findings:</p> <p>Centres have continued to provide learners with good quality information and guidance both at induction stage and throughout their qualifications with respect to the qualifications they are working towards as well as the assessment process overall. Initial assessment processes also continue to be very robust.</p> <p>External Verifier interviews conducted with learners evidence in the main that learners are supported well, have increased their knowledge and have improved their skills and employability in the sector as a result of the assessment process.</p> <p>There have been a number of isolated examples where a Level 3b sanction (Suspension of learner registration and certification) was applied as assessment did not meet the required standards and methods used were not valid – in relation to lack of observations of learners’ practices in units where observation is a required assessment method, knowledge also had not been evidenced in sufficient depth or the evidence requirements met.</p>
<p>Assessment and Verification:</p>	<p>Findings:</p> <p>Centres have continued to make use of a valid range of assessment methods for the delivery of these qualifications. Direct observations of learners’ work practices and professional discussions with learners continue to be the main methods. Other valid assessment methods used include oral questioning, witness testimonies, statements, reflections, case studies, assignments and work product evidence.</p> <p>In the main, centres are evidencing that regular internal quality assurance activities are taking place and that this includes the monitoring of different assessment methods, the accuracy of assessor records and reports as well as assessors’ practices. Centres are documenting feedback provided to assessors and ensuring that it forms part of assessors’ individual development plans. Some centres have also begun recording the minutes of their standardisation meetings and have found this a valuable tool in reflection on their own development.</p> <p>Where sanctions have been applied to centres they have mainly been at Level 1 (Action Point) and Level 2 (Removal of DCS).</p> <p>The Level 1 sanctions have in the main occurred where centres have not updated their internal quality assurance procedures with respect to the sampling strategy.</p>

	<p>Level 2 sanctions have in the main occurred where standardisation activities have been taking place infrequently which has resulted in the non standardisation of judgements made by centres' assessors.</p> <p>Level 1 and 2 sanctions have also been applied when previously agreed actions identified during external verification visits have not been addressed by the centre. It is imperative that centres make careful preparations for all external verification visits and ensure that all actions identified in the external verifier visit report are fully addressed.</p> <p>There have also been a number of isolated examples where a Level 3b sanction (Suspension of learner registration and certification) was applied where internal quality assurance records had not identified serious anomalies in assessment and where assessment did not meet the required standards. This was in the main due to insufficient records and activities being completed so as to ensure valid and consistent assessment.</p>
<p>Management Systems and Records:</p>	<p>Findings:</p> <p>In the main, centres' documented policies and procedures and management systems for these qualifications meet OCR requirements and personnel have a good understanding of how these apply.</p> <p>Where sanctions have been applied to centres they have mainly been at Level 1 (Action Point).</p> <p>The Level 1 sanctions have in the main occurred where centres have not made available up to date personnel records or minutes of standardisation meetings.</p> <p>There have also been a number of isolated examples where a Level 3b sanction (Suspension of learner registration and certification) was applied where centres failed to provide access to requested learners' portfolios, learners and personnel for interview. It is imperative that the External Verifier's requests are complied with and that any substitutions be authorised by the External Verifier prior to visits taking place.</p>

<p>Assessment Summary:</p>	<p>Findings:</p> <p>Centres have continued to work hard this year and have been focusing on developing additional resources for their learners and personnel as well as standardising their understanding of the Level 5 Diploma.</p> <p>Joint working with External Verifiers reflects that centres are committed to delivering high quality and robust assessment of these OCR qualifications.</p> <p>Preparation by centres for external verification visits remains key for the year ahead so as to continue to assure the effective delivery of these qualifications.</p>
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2. Sector Developments

National Careers Service: The National Careers Service launched this year and is provided by a range of public, private and voluntary sector organisations, under contract to the Skills Funding Agency. There are 12 regional contracts for the National Careers Service, and two helpline contracts specialising in advice to young people and adults. It provides information, advice and guidance on learning, training and work opportunities by qualified careers advisers.

Information and advice on the following is available: apprenticeships, courses offered by further education colleges, higher education study programmes, learning with private training providers and funding available for learning including grants and loans.

During its first year, the service will make improvements to the way advisers share knowledge and ideas, become available in a wider range of locations, including further education colleges and community centres, and put more data about the labour market out on the internet so that it can be used to develop new tools and applications.

The Role of Schools: From September of this year all schools will have a new legal duty to secure access to independent, impartial careers guidance for pupils on the full range of 16-18 education and training options, including apprenticeships. Schools will be free to choose how to meet this duty: it could mean purchasing high quality careers guidance services from the market, including from organisations delivering the National Careers Service. Pupils will also have access to the National Careers Service website and telephone helpline.

The new legal duty for schools applies to pupils in years 9-11. The Government will consult on extending this down to year 8 and up to age 18 for students in schools and colleges from September 2013. The Government will also explore the case for requiring more of providers of work-based learning.

The Government has asked Ofsted to carry out a review of careers guidance to identify good practice and establish a baseline for future improvements in the quality of provision. This will report in the summer of 2013. Ofsted inspections of schools will consider the support that schools make available to give pupils a good understanding of the options and challenges facing them as they move through school and beyond. This will be informed by feedback from pupils and parents, schools' own evaluation of their provision and data on the destinations of school leavers.

The Role of Local Authorities: Local authorities will retain their statutory duty to enable, encourage and assist young people's participation in education and training. It is for local authorities to decide how they should make arrangements for supporting young people's participation, taking into account the needs of their local communities.

Higher Education institutions: Higher Education Institutions will also begin providing a range of comparable information on their offer to students, available on their websites. They will be encouraged to continue to provide in-house careers services, drawing on the expertise of those in specific occupations.