

Learning, Development and Support Services

Level 3 Level 4

Scheme Codes 04537 04536 03780 04539 04538 03781

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

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

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

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

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

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

What is an NVQ?

An NVQ (National Vocational Qualification) is a qualification which assesses someone's competence (that is the skills, knowledge and understanding they have) in a work situation. NVQs are based on national occupational standards. The standards describe the level and breadth of performance that is expected of anyone working in the industry or sector which the NVQ covers. These NVQs are based on the national occupational standards developed by PAULO, TOPSS and ENTO which are the government-approved standard setting bodies for children, young people and those who care for them.

These qualifications have been accepted by the Qualifications and Curriculum Authority (QCA) for inclusion in the National Qualifications Framework (NQF).

Who are these NVQs for?

The OCR Level 3 NVQ in Learning, Development and Support Services for Children, Young People and Those who Care for Them is designed to reflect the activities and responsibilities of candidates who work with Children, Young People and those who care for them. The qualification will identify common areas of work such as health and safety, protection, networks, individual pathways for:

- Education Welfare
- Supporting Young People
- Learning Mentors

and a variety of optional units that allow for the recognition of specialist functions and also the flexibility to move across occupational areas.

The OCR Level 4 NVQ in Learning, Development and Support Services for Children, Young People and Those who Care for Them is designed to reflect the activities and responsibilities of candidates who work with Children, Young People and those who care for them. The qualification will identify common areas of work such as health and safety, protection, networks, individual pathways for:

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What is their purpose?

The purpose of these qualifications is to provide a framework to develop best practice, in terms of equality of opportunity, diversity and the quality of service provision to children, young people and those who care for them

These qualifications are aimed at a variety of workforce roles, to allow for a greater understanding and flexibility across professions, to ensure that the client group is provided with a coherent service which enables them to develop and achieve their full potential

These NVQs assess a candidate's competence against the national occupational standards for Learning, Development and Support Services Level 3 and 4. Candidates must prove they are competent in a wide range of activities.

What are the benefits of these NVQs?

Employees will benefit from:

- A clear understanding of responsibilities
- The development of new skills
- The recognition of existing skills
- Opportunities to improve service
- Improvements to working practice

Employers will benefit from:

- Improved staff performance
- Increased skill levels
- More highly motivated staff
- Improvements in the quality and service provided
- New ideas for future development Centres

What are the structures of the NVQs?

To achieve the **OCR Level 3 NVQ in Learning, Development and Support Services for Children, Young People and Those who Care for Them**, candidates must achieve a total of 9 units:

- Five mandatory units
- Two Optional units from 6 – 27

Plus

- Two specialist pathway units

Either

- Unit 7 and Unit 26 (both units from the Education Welfare pathway)

or

- Unit 7 and Unit 8 (both units from the Supporting Young People pathway)

or

- Unit 9 and Unit 10 (both units from the Learning Mentoring pathway)

Candidates must achieve both of the units from any one specialist pathway.

To achieve the **OCR Level 4 NVQ in Learning, Development and Support Service for Children, Young People and Those who Care for Them** candidates must achieve a total of 11 units:

- Six mandatory units
- Three Optional units from 7 – 42

Plus

- Two specialist pathway units

Either

- Unit 8 and Unit 9 (both units from the Education Welfare pathway)

or

- Unit 10 and Unit 11 (both units from the Supporting Young People pathway)

or

- Unit 14 and Unit 15 (both units from the Learning Mentoring pathway)

Candidates must achieve both of the units from any one specialist pathway.

NVQ units of competence

See pages 6 and 7 for table of units

Who is involved in the delivery of these NVQs?

Assessment centre

Any organisation, whether it is a place of employment, college or private training organisation can be approved to offer these qualifications, as long as it meets the criteria set out in the OCR publication 'Notes for Guidance - Your Route to NVQs' (reference code L526). This includes being able to provide suitably occupationally competent assessors and internal verifiers.

Once approved, an **assessment centre** will register candidates for the NVQ and allocate each candidate an **assessor** or **assessors**.

Expert Witnesses

Expert Witnesses can be from a wide range of people who can attest to performance in the workplace, including Line Managers and experienced colleagues from inside an organisation or from other agencies.

Trainer

The trainer will develop a candidate's knowledge, understanding and skills in relation to the NVQ that is being undertaken.

Trainers will:

- provide opportunities for learning
- provide ongoing mentoring to the candidate, including review and feedback on learning experiences and development of competence
- provide opportunities for a candidate to practice what they have learnt in a realistic, but safe and protected, working environment or, where this is not appropriate, in a simulated environment.

Assessor

The assessor will judge the evidence of a candidate's performance, knowledge and understanding against the units of competence in order to decide whether the candidate has demonstrated competence. The assessor will have suitable and reliable experience and be trained and qualified as an NVQ assessor. An assessor may be a candidate's line manager, a tutor at college, or someone specially appointed to this role. Assessments may also be carried out by a team of assessors.

The roles of trainer and assessor are inextricably linked and may be carried out by the same person, however, training activities must be clearly separated from assessment and only assessed evidence of competence should be presented as evidence towards the NVQ.

Co-ordinating Assessor

The co-ordinating assessor will be assessing the candidates in one or more area but will also have the responsibility of ensuring that clear assessment plan are agreed. This will include details of where specialist assessors will be required and when the specialist assessment should be scheduled.

The co-ordinating assessor will also be responsible for making the assessment judgement for units whose assessment relies extensively on expert witness testimony or where parts have been assessed by different assessors.

Internal verifier

Each assessor's work must be checked and confirmed by an **internal verifier** who is also a member of the staff of the assessment centre. The internal verifier checks and standardises assessment decisions made by the assessors in the centre.

External verifier

The **external verifier** checks the assessment and internal verification decisions and processes made in the centre and authorises the claims for certificates.

The external verifier is appointed by OCR.

How are these NVQs assessed?

Like all NVQs, these qualifications are **competence-based**.

This means that they are linked to a person's ability to competently perform a range of tasks connected with their work.

To gain these NVQs a candidate must achieve the level of competence described in the NVQ units of competence. The units of competence contain the national occupational standards for OCR Level 3 and Level 4 Learning, Development and Support Services (for children, young people and those who care for them).

What are the important assessment requirements for these NVQs?

Important: Independent Assessment

Candidates are required to maintain a **Reflective Practice log** as it has been identified that a key aspect of effective practice is the ability to reflect on own practice, identify areas of good practice and areas where practice could be improved. The actions to be taken to improve practice are a critical aspect of the reflective practitioner.

A mandatory requirement for the achievement of both the Level 3 and Level 4 qualifications will be the maintenance of a Reflective Practice Log. The Log must provide evidence of achievement of the mandatory unit:

- Level 3: Review own contribution to the service
- Level 4: Evaluate and develop own contribution to the service

The Log must be assessed by an assessor **who is independent of the candidate** i.e. demonstrably independent of anyone who might have a vested interest in the outcome of the assessment decision

Important: Real work

Assessment of the candidate's performance will take place primarily in the workplace and evidence will be drawn from real work activities performed under normal working conditions. This will apply in all cases except where the use of simulation will be permitted

Important: Simulation

Each Unit of competence will indicate where the use of simulation will be permitted as an alternative to other forms of direct evidence.

The primary areas where simulation will be permitted include:

- Aspects of health and safety and personal safety and security
- Child protection where no incidents occur in the normal course of work activities
- Rarely occurring events and procedures such as particular forms of legal action
- Activities which may not occur during the assessment cycle such as renegotiating a service agreement or representing the agency in courts and formal hearings

No unit within the qualification can be achieved solely through simulation of whatever kind.

Simulation can only form a secondary and corroborating source of evidence for any mandatory unit or optional pathway unit.

Occupational Competence requirements for Assessor and Internal Verifiers

Assessors

All assessors must be occupationally competent to the standard described in the units they are assessing based on current professional practice.

This can be demonstrated by:

- being an experienced practitioner who has demonstrated the competence's required in the standards within their professional career within the last three years

or

- being currently responsible for monitoring or managing those who are performing the functions required in the standard.

They should also be able to demonstrate the currency and credibility of their occupational competence through clear evidence of appropriate continuous professional development.

In addition assessors must hold positions that enable them to evaluate evidence provided by Expert Witnesses and to co-ordinate their contribution to the assessment process.

Assessors may be appointed who are able to assess individual units or whole awards. Where they assess an individual unit then there must be a co-ordinating assessor responsible for ensuring that full competence is demonstrated across all the required units for a qualification.

Assessors must hold or be working towards the appropriate assessor qualification. They must therefore hold D32/33* or be working towards A1/A2*

*depending on the assessment role undertaken

New assessors should have a clear action plan for achieving the relevant assessor qualification within 18 months of beginning assessment. (A1 or A2*)

Someone who has gained these units must support assessment decisions by assessors who are still working towards certification of A1 and/or A2. The qualified assessor should record support for trainee assessors' decisions. This can be achieved by countersigning assessment decisions (in CARs or in the centre's internal assessment and verification records).

Internal verifiers

Internal verifiers must be occupationally competent in the standards that they are being asked to verify.

Occupational competence can be demonstrated by being:

- an experienced assessor in the relevant occupational area
- or**
- An experienced senior practitioner who has demonstrated the competence's required in the standards within their professional career and who can demonstrate the currency and credibility of their occupational competence in the relevant standards through clear evidence of continuous professional development
- or**
- A manager of those who perform the competence's required in the standards which involves the direct monitoring of their work performance
- or**
- A trainer with direct responsibility for developing the competence's required in the standards and making judgements as to when someone has completed training successfully

Internal verifiers must be in a position to obtain the necessary resources to ensure the effective co-ordination of the assessment process which may involve the selection, training and monitoring of individual assessors as well as the standardisation of assessment decisions across a number of assessors.

All internal verifiers must be able to demonstrate the currency and credibility of their occupational competence in the relevant standards through clear evidence of appropriate continuous professional development.

Internal verifiers must hold or be working towards the appropriate internal verifier qualification.

New internal verifiers should have a clear action plan for achieving Unit V1 within 18 months of beginning internal verification.

Someone who has gained D34 or V1 must support verification carried out by internal verifier's (IV) who are still working towards certification of V1. The qualified IV should record support for trainee IV decisions. This can be achieved by countersigning verification decisions (in CARs or in the centre's internal verification records).

Where do Key Skill units fit in?

These NVQs have been signposted to Key Skills 2000 specifications which are available as individual units.

Signposting has been provided within each unit and is designed to help candidates to identify opportunities to:

- develop Key Skills within the context of developing occupational competence
- collect evidence of achievement of Key Skills along with evidence for the NVQ being assessed.

For more information on offering the Key Skills units contact the OCR Customer Contact Centre on (024) 76851509, email vocational.qualifications@ocr.org.uk

Is a Modern Apprenticeship Framework Available?

There is not a framework available for these NVQs at present. Further information is available from PAULO (www.paulo.org.uk), TOPSS (www.topss.org.uk) and ENTO (www.empnto.co.uk)

What to do next?

To seek approval to offer the qualification(s), please apply on-line following the step-by-step guide to applying for approval for vocational qualifications indicated on our 'Centre Approval' webpage.

You might be interested to know that OCR staff are available to help with any aspect of setting up a vocational assessment centre. Through an advisory telephone call or a centre visit, we can assist, not only with the completion of the form, but also provide advice on the following areas:

- identifying potential candidates and marketing opportunities
- meeting OCR requirements
- identifying resourcing levels, both in terms of staff and equipment
- the documents you might need for the benefit of the candidates and a smooth running centre operation

For further information, please get in touch with our **Customer Contact Centre** by phone: **(024 7685 1509)**; email: vocational.qualifications@ocr.org.uk; or in writing: **OCR Customer Contact Centre, OCR, Westwood Way, Coventry, CV4 8JQ.**

A summary of how the approval process works is provided in our **Admin Guide for Vocational Qualifications** (publication ref. code: A850). Our **Fees List** contains the charges for centre evaluation, candidate entries and certification. Both documents are available to download from our website www.ocr.org.uk

- A scheme book containing the standards and guidance on implementation of the NVQ will be available to purchase, from OCR Publications (0870 870 6622).
- The leaflet *Becoming an NVQ Centre: Steps to Implementation (N61)* will be useful to organisations considering applying to OCR to become a centre.
- Full details of how to apply are given in *Notes for Guidance (L526)* which is included in the *Centre Approval Pack*, which is available from Operations in Coventry.
- The *NVQ Toolbox (P351)*. This is support material to assist an NVQ Centre in setting up systems and procedures is available to purchase from OCR Publication (0870 870 6622)

What other related OCR qualifications are available?

OCR offers a range of qualifications relevant to OCR Level 3 and Level 4 NVQ in Learning, Development and Support Services (for children, young people and those who care for them):

	Vocationally-related Qualifications	Occupational Qualifications
Level 4	Certificates for FE Teaching	<ul style="list-style-type: none">• Careers Education and Guidance• Advice and Guidance• Registered Managers (Adults)
Level 3		<ul style="list-style-type: none">• Advice and Guidance• Care
Level 2		<ul style="list-style-type: none">• Advice and Guidance• Team Leading• Care

The tables following show how each qualification is constructed.

Unit No	Unit Title	Level 3 NVQ
	Mandatory units	5
	Specialist Pathway units	2
	Optional units	2
	TOTAL UNITS	9
	Mandatory Units (M)	
1	Contribute to the protection of children and young people from abuse	M
2	Ensure your own actions reduce risks to health and safety	M
3	Review own contribution to the service	M
4	Enable children and young people to find out about and use services and facilities	M
5	Operate within networks	M
	Optional units (O)	
6	Ensure personal safety and security	O
7	Implement referral procedures for clients	O
8	Supply information materials to clients	O
9	Facilitate children and young people's learning and development through mentoring	O
10	Support the child or young person's successful transfer and transition in learning and development contexts	O
11	Assist clients to gain access to other services	O
12	Enable children and young people to understand and address their difficulties	O
13	Make use of supervision	O
14	Assess the educational achievements and needs of children and young people who have offended	O
15	Support young people in tackling problems and taking action	O
16	Enable young people to use their learning to enhance their future development	O
17	Encourage young people to develop and maintain a positive sense of self and identity	O
18	Interact with clients using telecommunications	O
19	Review progress and evaluate opportunities with young people	O
20	Support clients during their activities	O
21	Enable families and carers to address issues related to the behaviour of children and young people	O
22	Identify the requirements of clients	O
23	Promote and maximise educational opportunities and achievements for individual children and young people	O
24	Create a climate that promotes learning	O
25	Promote people's equality, diversity and rights	O
26	Contribute to improving attendance	O
27	Enable others to develop and apply their knowledge and skills about the health and wellbeing of children and young people	O
	Specialist Pathway: Education Welfare	
7	Implement referral procedures for clients	SP
26	Contribute to improving attendance	SP
	Specialist Pathway: Young People	
7	Implement referral procedures for clients	SP
8	Supply information materials to clients	SP
	Specialist Pathway: Learning Mentoring	
9	Facilitate children and young people's learning and development through mentoring	SP
10	Support the child or young person's successful transfer and transition in learning and development contexts	SP

Unit No	Unit Title	Level 4 NVQ
	Mandatory units	6
	Specialist Pathway units	2
	Optional units	3
	TOTAL UNITS	11
	Mandatory Units (M)	
1	Evaluate risk of abuse, failure to protect and harm to self and others	M
2	Evaluate and develop own contribution to the service	M
3	Develop interactions with clients	M
4	Develop and sustain arrangements for joint working between workers and agencies	M
5	Promote and maximise educational opportunities and achievements for individual children and young people	M
6	Ensure personal safety and security	M
	Optional units (O)	
7	Implement referral procedures for clients	O
8	Initiate legal action and enforcement against families and carers in relation to attendance	O
9	Work with others to develop and implement strategies to improve attendance	O
10	Assist clients to decide on a course of action	O
11	Assist clients to plan the implementation of a course of action	O
12	Develop procedures to ensure the personal safety and security of staff	O
13	Make use of supervision	O
14	Manage personal case load	O
15	Challenge systems and processes that are failing	O
16	Involve children and young people in the management and delivery of service provision	O
17	Develop and sustain effective working relationships with staff in other agencies	O
18	Contribute to the development and effectiveness of work teams	O
19	Advocate on behalf of young people	O
20	Assist job seekers to consider and take up suitable employment offers	O
21	Enable families and carers to address issues related to the behaviour of children and young people	O
22	Issue and monitor work permits and child performance licences	O
23	Manage the exclusion and reintegration of children and young people	O
24	Create a climate that promotes learning	O
25	Promote people's equality, diversity and rights	O
26	Represent the agency in courts and formal hearings	O
27	Enable others to develop and apply their knowledge and skills about the health and wellbeing of children and young people	O
28	Negotiate and maintain service agreements	O
29	Promote the interests of children and young people in the community	O
30	Provide support for other practitioners	O
31	Integrate and support learning mentor provision within educational institutes	O
32	Develop and support learning mentor networks	O
33	Enable young people to access and use information and make decisions	O
34	Enable young people to work effectively in groups	O
35	Enable group learning	O

table continued overleaf

36	Establish, sustain and disengage from relationships with the families and carers of children and young people	O
37	Influence learning opportunities in relation to personal and social development	O
38	Interact with individuals, families, carers, groups, communities and others to achieve change and address problems and conflict	O
39	Work with groups to promote individual growth, development and independence	O
40	Advocate with and on behalf of individuals, families, carers, groups and communities	O
41	Assist clients to review their achievement of a course of action	O
42	Negotiate on behalf of clients	O
	Specialist Pathway: Education Welfare	
8	Initiate legal action and enforcement against families and carers in relation to attendance	SP
9	Work with others to develop and implement strategies to improve attendance	SP
	Specialist Pathway: Young People	
10	Assist clients to decide on a course of action	SP
11	Assist clients to plan the implementation of a course of action	SP
	Specialist Pathway: Learning Mentoring	
14	Manage personal case load	SP
15	Challenge systems and processes that are failing	SP

Candidates must achieve **both** of the units from any **one** specialist pathway.

www.ocr.org.uk

OCR customer contact centre

Vocational qualifications

Telephone 024 76 851509

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Email vocational.qualifications@ocr.org.uk

General qualifications

Telephone 01223 553998

Facsimile 01223 552627

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