

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

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## NVQs at levels 3 and 4

### Background

These NVQs are relevant to all staff employed within the Education Welfare Service, Connexions and other related services throughout the UK. Some units have been derived from the National Occupational Standards (NOS) in Advice and Guidance, Community Justice, Youth Justice, Youth Work, Health and Social Care and Health and Safety. Underpinning the qualifications is a value base defined by the sector, to ensure best practice for all those working with children and young people in this context. The NOS, together with the NVQs, represent a beacon of emerging good practice following the impact of the "Every Child Matters" Green Paper and the ensuing anticipated legislation.

### Who should take these NVQs?

These NVQs are appropriate for those working in the following roles:

- Connexions link workers
- Connexions personal advisers
- Peer support workers
- Classroom mentors
- Behaviour support co-ordinators
- Social inclusion workers
- Attendance managers
- Family liaison staff

NB: Other professionals may wish to take advantage of individual or clusters of units.

### Endorsed Titles

The whole suite of units at both levels reflects the mix of skills required for roles in supporting children and young people's learning and development. The level 3 and the level 4 NVQs each have three identified pathways, described below. These correspond to those strands identified by the Excellence in Cities (EiC) initiative. All three could be appropriate for those working in Connexions services in various settings.

**Education Welfare:** In this pathway, units cover skills to improve the school attendance of children and young people. At level 4, the emphasis is in terms of improvement strategies and demonstrating skills in the management and support of other Education Welfare Officers.

**Learning Mentors:** This pathway concentrates on guiding and supporting children and young people to facilitate their learning and development. At level 4, units correspond to the managerial skills involved in improving systems and processes.

**Supporting Young People:** This pathway is intended for those working in youth support roles in Youth Services or Connexions services. Specialist units include referral procedures and assisting children and young people in choosing and implementing a course of action.

### Support from the Department for Education and Skills

*"We see the qualifications as an important means of developing quality in practice and improving the consistency of service to children and young people."*

Judy Leavesly  
Training and Development  
Children's Workforce Unit, DfES

### The Structure of the qualification

Full details of the units can be found on the DfES website [www.dfes.gov.uk](http://www.dfes.gov.uk). Overleaf is an overview of the structure of the NVQs at levels 3 and 4.

## LEVEL 3 S/NVQ

### Common Core units. All five must be achieved

1. Contribute to the protection of children and young people from abuse
2. Ensure your own actions reduce risks to health and safety
3. Review own contribution to the service
4. Enable children and young people to find out about and use services and facilities
5. Operate within networks

### Optional Pathways. Both units must be achieved from one section

Education Welfare	Supporting Young People	Learning Mentoring
6. Contribute to improving attendance	7. Implement referral procedures for clients	9. Facilitate children and young people's learning and development through mentoring
7. Implement referral procedures for clients	8. Supply information materials to clients	10. Support the child or young person's successful transfer and transition in learning and development contexts

### Optional Units. Two units must be chosen from the 21 optional units

## LEVEL 4 S/NVQ

### Common Core units. All six must be achieved

28. Evaluate risk of abuse, failure to protect and harm to self and others
26. Ensure personal safety and security
29. Evaluate and develop own contribution to the service
30. Develop interactions with clients
31. Develop and sustain arrangements for joint working between workers and agencies
23. Promote and maximise educational opportunities and achievements for individual children and young people

### Optional Pathways. Both units must be achieved from one section

Education Welfare	Supporting Young People	Learning Mentoring
32. Initiate legal action and enforcement against families and carers in relation to attendance	34. Assist clients to decide on a course of action	36. Manage personal case load
33. Work with others to develop and implement strategies to improve attendance	35. Assist clients to plan the implementation of a course of action	37. Challenge systems and processes that are failing

### Optional Units. Three units must be chosen from the 36 optional units

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## What to do next

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