

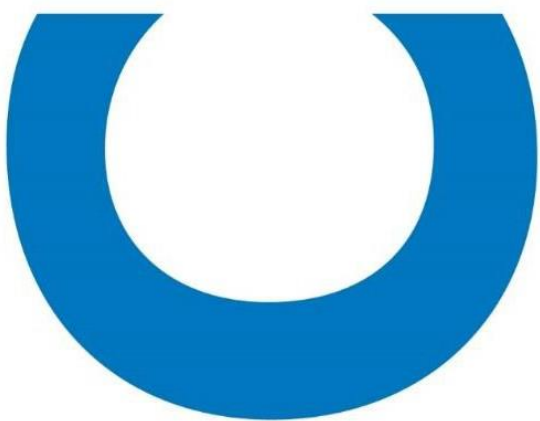
Qualification and Assessment Specification

NOCN Level 3 Award in Undertaking Independent Missing Return Interviews for Children

Qualification No: 603/3231/1

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Introduction

NOCN is a leading awarding organisation that has been creating opportunities for learners for over 30 years. It is the organisation preserving the proud heritage of the Open College Network (OCN) in the UK and is a brand trusted by learners, colleges, training providers and employers who recognise NOCN qualifications as an indicator of competence and quality. A NOCN qualification recognises a learner's skills and knowledge and can support progression to employment, training and/or further education.

In addition to being an awarding organisation NOCN is also an apprenticeship assessment organisation and works internationally as well as in the UK.

This document is a resource for NOCN centres who wish to offer the NOCN Level 3 Award in Undertaking Independent Missing Return Interviews for Children and provides guidance to support delivery of the qualification.

Section 13 of the Children Act (2004) requires Local Authorities and statutory partners to ensure that their duties are discharged with a view to safeguarding and promoting the welfare of Children. There is a requirement for children who run away from home or care to be independently interviewed upon their return.

This is based on statutory guidance provided by [Department for Education](#).

Statutory guidance states that children should have direct access to an independent interviewer, who should be trained to undertake an in-depth interview. Guidance states that this interview should be carried out by a trained, non-statutory agent and someone who is not involved in caring for the child. (DfE 2014). There is currently no vetting, accreditation or guidelines available to inform the training content and knowledge-base required for those who undertake such important child-focussed interviews.

Based upon good practice within the sector, this qualification has been developed to identify minimum standards for practitioners, whilst offering a sector recognised qualification, alongside national accreditation. This qualification has been developed to further safeguard children from risk and harm, and to offer much needed recognition for practitioners who undertake interviews with children that have run away or have been missing from home or care. The qualification is relevant to practitioners who are currently working with children that have been missing from home and/or care, as a result of a missing episode or a culmination of missing periods, where they may have suffered from adverse trauma, grooming, exploitation, psychological, physical and emotional harm as a result.

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1. Overview of Qualification

This qualification is vocationally based and as such, offers the opportunity for learners to demonstrate understanding and knowledge to undertake independent missing return interviews for children.

The qualification will equip those that are already working with Children to gain an understanding of: the legislation and statutory guidelines related to missing children; understanding the importance of good record keeping and accurate information sharing; understanding of the levels of physical and psychological harm that children can suffer during a missing from home/care episode; an understanding of the child-facing interview process required; and how to take appropriate action to reduce risk or further harm.

This qualification is for:

Practitioners who currently work with children and frequently undertake missing return interviews, following a missing episode, as part of their current role. Or someone who has prior knowledge and past-experience, gained whilst working with children, in a related discipline, and wishes to train to become a qualified and professionally recognised independent interviewer for children that run away from home or care.

These can be from the following backgrounds:

Local Authorities, Police, PCSO's, Family Intervention Officers, Family Support Workers, Troubled Family Workers, CSE prevention specialists, Missing from Home Specialists, Teachers, Social Workers, Psychologists, Youth Workers, Children's Home Managers, Senior Care Practitioners, School Nurses, Mental Health and Well-Being Practitioners, Counsellors, Teaching Assistants, Pastoral Leads and Designated Safeguarding Officers.

Please note this is not an exhaustive list.

This qualification has been developed to support the statutory guidance produced by the Department of Education which states that in-depth interviews should be carried out by a trained, non-statutory agent and someone who is not involved in caring for the child. (DfE 2014). Whilst some organisations currently undertake internal training, there is no accredited qualification which states minimum requirements for this role.

1.1. Entry Requirements

The learners are required to have the following as entry requirements:

- Level 2 English qualification;
- Minimum Level 2 Safeguarding training or qualification;
- 2 years' relevant professional experience in children's health, education or a social care setting;
- Current Enhanced DBS (registered on the update service); and
- An understanding of childhood development, adversity, attachment and trauma.

Learners must be able to demonstrate the requirements of the qualification and have access to required assessment opportunities and relevant resources. Please refer to specific assessment requirements on individual components for more information.

Centres should undertake initial assessment activities with learners to ensure this is an appropriate qualification and they are capable of achieving the level that they will be studying to before enrolling them onto a programme of learning.

This qualification is available to learners aged **18** years or over.

1.2. Progression Routes

Achievement of this qualification confirms the learner has gained the knowledge and skills required to:

- Have the understanding and knowledge to undertake Missing Return Interviews for Children; and
- Use this qualification as recognised CPD activity within current role which could support progression in current employment.

2. Qualification Details

2.1 Qualification Structure

The **NOCN Level 3 Award in Undertaking Independent Missing Return Interviews for Children** is a **3** credit qualification with a Total Qualification Time (TQT) of 30 hours, including 21 Guided Learning Hours (GLH).

Learners **must** achieve all 3 credits from the 2 mandatory components.

Component Title	Level	Credit Value	Mandatory or Optional	Ofqual Reference Number
Principles for Undertaking Independent Missing Return Interviews for Children	3	2	M	
Understand the Interview Process for Undertaking Independent Missing Return Interviews for Children	3	1	M	

2.2 Total Qualification Time (TQT)

Through consultation with users, TQT has been agreed by considering the total number of learning hours required for the average learner to achieve this qualification.

TQT is split into two areas:

- **Guided Learning Hours (GLH):**
 - learning activity under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training
 - includes the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.
- **Other Learning Hours (OLH):**
 - an estimate of the number of hours a learner will spend, as directed by (but not under the immediate guidance or supervision of) a lecturer, supervisor, tutor or other appropriate provider of education or training, including:
 - preparatory work
 - self-study
 - or any other form of education or training, including assessment.

Examples of GLH activities include:

- Classroom-based learning supervised by a teacher
- Work-based learning supervised by a teacher
- Live webinar or telephone tutorial with a teacher in real time
- E-learning supervised by a teacher in real time
- All forms of assessment which take place under the immediate guidance or supervision of an appropriate provider of training
- Exam time

Examples of OLH activities include:

- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning

The agreed Total Qualification Time has been used to identify the qualification's Credit Value.

2.3 Assessment and Evidence

This qualification is **internally** set and **internally** assessed. Assessment activity must ensure evidence of achievement against **all** of the learning outcomes as specified within the components. This will be assessed through an assignment which is in line with the criteria in the Assessment Specification which focuses on the whole work activity rather than specific component of a qualification.

Centres must ensure that knowledge based learning is at the correct level for the qualification, and relevant to the work or events likely to be encountered in the course of interviewing children.

Assessment activities must be robust in that they are:

Valid Fit for purpose in that they are suitable for the identified assessment criteria and offer the learner the opportunity to demonstrate achievement at the required level.

Sufficient Provide the opportunity for the learner to provide adequate evidence, showing full coverage of the requirements of the assessment criteria.

Reliable Generate clear and consistent outcomes recognising that the activities may be applied to differing scenarios and in different contexts, with different learners. The evidence sought by the activity must be able to be assessed and result in assessment decisions that are consistent across all assessors and centres offering the qualification. Assessment activities should not deliberately offer an unfair advantage to or disadvantage specific groups of learners.

Authentic Evidence presented must be the learner's own work.

2.4 Fair and Equitable Assessment

Assessment must be designed to be accessible and inclusive and the assessment methodology must be appropriate for individual assessment, giving due consideration to any assessment requirements attached to individual components.

2.5 Learners with Particular Requirements

If you are a NOCN Recognised Centre and have learners with particular requirements, please see the **NOCN Reasonable Adjustments Policy and Procedure** within the Centres, NOCN Centres, Processes and Documents Section on www.nocn.org.uk

This policy gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the assessment criteria.

The NOCN Centre Recognition process requires the centre to hold policy statements on Equal Opportunities, Diversity and Disability Discrimination which will be reviewed by NOCN. Please contact compliance@nocn.org.uk for further details.

2.6 Recognised Prior Learning

Recognising Prior Learning is an assessment process that recognises learning that has its origins in a learner's experience and/or previous formal and informal learning contexts. This includes knowledge and skills gained within school, college, university and outside formal learning situations such as through life, employment, apprenticeships and other work experiences.

NOCN is committed to the Recognition of Prior Learning (RP) and has developed a policy and procedures to inform and support centres. This is available on the NOCN website at www.nocn.org.uk

2.7 Assessment and Evidence for the components

An Assessment Specification relating to the summative assessment is only available to centres approved to deliver the qualification.

The Assessment Specification can be accessed within the **Documents** section on Quartzweb. Please refer to the **NOCN Registration and Awards User Guide** for further detail on how to access this document.

Centres must use the following assessment method:

- Assignment which meets the criteria detailed in the Assessment Specification.

Forms and guidance for gathering learner evidence against the individual assessment criteria are available for download in Word format on the NOCN website: http://www.nocn.org.uk/qualifications_and_units/additional_qualification_documents.

Alternatively, centres can use their own paperwork provided they ensure that the learners' work is ordered and portfolio references provided as required.

3. Centre Information

3.1 Required Resources for Delivering the Qualification

As part of the requirement to deliver this qualification there is an expectation that staff undertaking roles as part of the delivery and assessment of the qualification have a demonstrable level of expertise.

NOCN requires that Tutors and Assessors are able to demonstrate the following competencies:

3.1.1 Tutor Requirements

- Tutors must have completed the Train the Trainer's qualification which has been developed specifically for Level 3 Award in Undertaking Independent Missing Return Interviews for Children.

3.1.2 Assessor Requirements

- Be technically competent, have experience of carrying out assessment activities and hold, or be registered as working towards, a recognised assessing qualification. The minimum expectation is that the level of competence of the Assessor should be at the same level as the qualification being assessed.

3.1.3 Internal Quality Assurer Requirements

Each centre must have internal quality assurance policies and procedures in place to ensure that decisions made by Assessors are appropriate, consistent, fair and transparent, and that they do not discriminate against any learner. The policies and procedures must be sufficient to secure the quality of the award, ensuring validity, reliability and consistency.

NOCN expects that an Internal Quality Assurer is able to demonstrate the following competencies:

They should:

- Have an understanding of the subject area, have experience in carrying out internal quality assurance activities and hold, or be registered as working towards, a recognised Internal Quality Assurance qualification. The minimum expectation is that the level of competence should be at the same level as the qualification being quality assured.

NOCN supports and recognises Centres' internal quality assurance systems which support the above; any system should include standardisation and sharing of good practice.

Centre staff may undertake more than one role, e.g. tutor, assessor or internal quality assurer, but they **cannot** carry out any quality assurance on work that they have previously assessed.

3.1.4 Continuing Professional Development (CPD)

Centres are expected to support their staff, ensuring that their subject knowledge remains current and that their members of staff are up to date with regards to best practice in delivery, assessment and quality assurance.

3.1.5 External Quality Assurance

Once recognised as a Centre, NOCN will allocate an External Quality Assurer. The External Quality Assurer will have ongoing responsibility for monitoring the Centre's compliance with the requirements of centre recognised status.

The External Quality Assurer will make regular visits to all Centres. During these visits he/she will:

- Monitor the Centre's compliance with the Centre Recognition agreement by reviewing course documentation, meeting managers, tutors, internal quality assurers, learners and administrative staff.
- Verify the Award of Credit using the Recommendation for the Award of Credit form (RAC).

Refer to the **NOCN Quality Assurance User Guide** for further information on the External Quality Assurance process.

3.2 Offering the qualification

Existing Centres

If you are already recognised to offer NOCN qualifications and would like more information about offering this qualification, please contact:
business-enquiries@nocn.org.uk.

Use Horizon to add this qualification to your centre.

NOCN Level 3 Award in Undertaking Independent Missing Return Interviews for Children



New Centres

If you are interested in offering this qualification, but are not yet a NOCN Approved Centre and would like more information about becoming a NOCN centre and offering this qualification please see **Become a Registered Centre** on our website www.nocn.org.uk and complete the New Business Enquiry Form.

4. Component Information

This qualification consists of **2 mandatory** components.

To achieve this qualification a learner **must** provide evidence of learning and achievement against **all** of the learning outcomes within each component. This will be assessed through an assignment which is in line with the criteria in the Assessment Specification which focuses on the whole work activity rather than specific component of a qualification.

4.1 Mandatory Components

Unit Title	Principles for Undertaking Independent Missing Return Interviews for Children
Ofqual unit reference number (code)	
Organisation Reference	QU056654
Unit Level	Level 3
GLH	14
Unit Credit Value	2
Sector Subject Areas	1.5 Child Development and Well Being
Unit Grading Structure	Pass
Availability	Restricted

LEARNING OUTCOMES	INDICATIVE CONTENT:
The learner will:	
1. Understand the current legislation and statutory guidelines.	<p>Know and understand:</p> <ul style="list-style-type: none"> ○ The United Nations Convention on the Rights of the Child (UNCRC) ○ Relevant Acts of law and legislation ○ Statutory guidance ○ Data protection and confidentiality ○ Relevant Children’s Home Regulations ○ Relevant Fostering Standards ○ Possible risks to the lone worker ○ Information sharing requirements ○ Multi-agency responsibilities ○ Non-statutory relationships <p>.....</p> <p>The definition of safeguarding</p> <p>The definition of child protection</p> <p>.....</p>
2. Understand the importance of good record keeping and accurate information sharing.	<p>Know and understand:</p> <p>.....</p> <ul style="list-style-type: none"> ● Interview requirements

	<ul style="list-style-type: none"> • The importance of exemplary record keeping • Recording formats • Entry accuracy • The demonstration of professional and practitioner judgement • The risk assessment process • What is meant by a 'Duty of Care' • Managing disclosures • The Serious Case Review Process • Collating and identifying information that may support a criminal investigation • Multi-Agency Signposting and Referrals
<p>3. Understand levels of physical and psychological harm that children can suffer before, during or after a missing episode.</p>	<p>Know and understand:</p> <ul style="list-style-type: none"> ○ Physical harm ○ Emotional harm ○ Sexual harm ○ Grooming and exploitation ○ The signs of post-traumatic stress ○ Working with at risk and traumatised children ○ Adverse Childhood Experiences (ACE's) ○ Signposting and support for primary care-givers and multi-agency partners ○ Identifying risk patterns and sharing relevant information with key professionals to safeguard Children from risk or harm.
<p>4. Understand how to take appropriate action to reduce the risks of harm and prevent further missing episodes.</p>	<p>Know and understand:</p> <ul style="list-style-type: none"> ○ Risk indicators and the identification of high risk groups ○ The key causes of running away ○ Attachment-based behaviours ○ Prevention, safety and containment ○ Protective factors

	<ul style="list-style-type: none">○ Risk reduction, assessment and proactive prevention strategies○ Stay safe advice○ Post-missing interventions○ Signposting support○ Recommending actions <hr/>
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Unit Title	Understand the Interview Process for Undertaking Independent Missing Return Interviews for Children
Ofqual unit reference number (code)	
Organisation Reference	QU056658
Unit Level	Level 3
GLH	7
Unit Credit Value	1
Sector Subject Areas	1.5 Child Development and Well Being
Unit Grading Structure	Pass
Availability	Restricted

LEARNING OUTCOMES	INDICATIVE CONTENT
The learner will:	
1. Understand the interview process	<p>Know and understand:</p> <ul style="list-style-type: none"> ○ Strengths-based approaches to engagement ○ Early intervention strategies ○ Motivational interviewing skills ○ Communication strategies ○ Emotional well-being ○ Effects of harm ○ Prevention strategies ○ Post missing interventions
2. Understand and reduce the risks through relationship-based practice	<p>Know and understand;</p> <ul style="list-style-type: none"> ○ Safeguards for children ○ Preventative approaches ○ Inclusion and early intervention strategies ○ Environmental influences ○ Where to access early help ○ Where to access practitioner support and supervision

**NOCN Level 3 Award in Undertaking Independent
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