CONTACT DETAILS OF THEBODYSUBMITTING THE QUALIFICATION FILE

Name and address of awarding body:

Tata Institute of Social Sciences, V.N Purav Marg, Deonar, Mumbai, 400088

Name and contact details of individual dealing with the submission

Prof. (Dr.) Neela Dabir, Dean, TISS-SVE, Mumbai

Ph: +91-22-25525610

E-mail address**: ndabir@sve.tiss.edu**

List of documents submitted in support of the Qualifications File

1. Documentary evidence of Need and Uptake – BVOC (CP) Report
2. Curriculum/ Syllabus
3. Training delivery Plan & Practical Training Plan

SUMMARY

Qualification Title:	Diploma in Child Protection
Qualification Code	
Nature and purpose of the qualification	Nature of the qualification • One year diploma (Child Protection) Purpose of the qualification To train/teach students in child protection. To develop professionally trained practitioners to effectively deliver services, mobilize inter-sectoral response and engage in designing, implementing and strengthening child protection mechanisms
Body/bodies which will award the qualification	Tata Institute of Social Sciences- School of Vocational Education, Mumbai
Body which will accredit providers to offer courses leading to the qualification	Tata Institute of Social Sciences- School of Vocational Education, Mumbai AICTE
Body/bodies which will carry out assessment of learners	Tata Institute of Social Sciences- School of Vocational Education, Mumbai
Occupation(s) to which the qualification gives access	Community outreach worker, Frontline Worker- child protection, Balwadi teacher, Childline or other NGO Outreach staff, Community or Outreach Worker in ICPS, Caretakers in Residential Organisations
Licensing requirements	Nil
Level of the qualification in the NSQF	5
Anticipated volume of training/learning required to complete the qualification	900 Hours (Vocational Theory – 180 Vocational Practical 720)
Entry requirements and/or recommendations	Minimum qualification– Preferably 12th Standard pass, Minimum age - 18 years completed.
Progression from the qualification	Advanced Diploma in Child Protection, Level 6
Planned arrangements for the Recognition of Prior learning (RPL)	There is no arrangement for RPL as of now.
International comparability where known	Yet to be done.
Date of planned review of the qualification.	January 2019

Formal structure of the qualification			
Title of component and identification code.	**Mandatory/Optional**	**Estimated size (learning hours)**	**Level**
Vocational Theory			5
(i) CP 1.1/ Understanding Child and Childhood	M	30	
(ii) CP 2.1 Child Rights, Policy and Legislative Framework for Child Protection	M	30	5 / 5
(iii) CP 3.1 Basic Skills of Working with Children	M	30	5
(iv) CP 4.1 Child Protection	M	30	5
(v) CP 5.1 Juvenile Justice System in India	M	30	5
(vi) CP 6.1 Facilitating Groups and Community Participation	M	30	5
Vocational Practical			
(vii) Communicate effectively and build rapport with children in difficult circumstances as prescribed by CRC and the organisation	M / M	72 / 72	5
(viii) Identify and use relevant media while communicating with children	M	144	5
(ix) Build rapport, collect data and deliver basic services in outreach work for children in difficult circumstances living with families or in open communities, railway stations, public transport junctions, streets	M	72	5 / 5
(x) Facilitate and conduct child care and child protection activities in child care institutions	M	72	
(xi) Escort & produce the children in stakeholder institutions and carry out legal and formal procedures tasks as assigned by the supervisor	M	72	5
(xii) Assess needs of children in difficult circumstances. Observe, record and carry out specific tasks as a part of group processes / preparation / implementation and evaluation with children in difficult circumstances and adults based upon their identified needs.	M	72	5 / 5
(xiii) Organise meeting/workshops with stakeholders and workers under ICPS and locality or community of interest.	M	72	5
(xiv) Identify cases of child abuse, neglect, exploitation and violence and assess the child's vulnerability as prescribed by the organisation	M	72	

(xv) Identify and report child protection cases that need intervention. Carry out specific tasks and record case intervention processes as indicated by the organisation supervisor.			

SECTION 1
ASSESSMENT

Body/Bodies which will carry out assessment:
Assessment wing of Tata Institute of Social Sciences- School of Vocational Education, Mumbai

How will RPL assessment be managed and who will carry it out?

Not Applicable

Describe the overall assessment strategy and specific arrangements which have been put in place to ensure that assessment is always valid, reliable and fairand show that these are in line with the requirements of the NSQF.
With uniformity and setting of learning outcomes for different Jobs Roles the assessment of candidates will be at learning outcome level. Assessment criterion has been defined for each learning outcome and it includes both theoretical and practical skills on which the candidate will be assessed. The question suite which will be used to check the skills of the trainee would include

- **Theoretical test suite** – Will include objective type questions, multiple choice questions, subjective question etc. which willtest the trainee on his knowledge of the subject
- **Practical Competence suite** – Practical competence can be tested through Assessor driven evaluation/test,Situational Judgment Tests etc to test practical core competence. A mix of these would be able to evaluate the trainee on his practical competence as per the Qualification Document.

Assessment strategy:

- Assessment criteria for Qualification Document have been developed. Each Learning Outcome has separate marks for Theory and Practical Skills.
- The Training Assessment Wing will have assessors who will not be associated with training activities and will be provided training on the said work. Thus, it will ensure that the assessment carried out is fair and consistent.
- Set of question bank developed to assess the theoretical and practical knowledge. To ensure the quality, each trainee get the unique set of question
- Student must score minimum marks separately for theoretical and practical skill and overall percentage should also be 40 % for theory and 60 % for practical.
- Empanelment of subject matter expert as assessor to assess trainee specifically on practical skills
- Assessments are preferably conducted by written examination papers in English/ regional languages as per the requirement.
- It has been ensured that Trainer should not be present during assessment

Please attach any documents giving further information about assessment and/or RPL.
Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

Assessment Process Flow:

Request for evaluation of batch by

Training Partner

⇩

Allocation of batch to Training Assessment wing

⇩

Evaluation of batch by Training Assessment wing as per

schedule and as per Assessment Process

⇩

Assessment observation data input sheet from
Training Assessment wing including viva, practical and

theory marks

⇩

Result finalization

⇩

Uploading of result on IT database

platform

Summative Assessment:

Based on the Total Marks allotted for the specific subject, formal evaluation shall be conducted. Based on secured marks, candidates shall be declared pass or fail.

Steps undertaken for summative assessment:

1. Based on Completion of Batch, Evaluation Schedule shall be prepared
2. Identified Assessor is nominated for Evaluation
3. Setting up of separate Question Paper for Theory & Practical Examination
4. Conduct of examination as per the schedule
5. Evaluation & Certification

Evidence Collected during Assessment: TheoreticalAnswer Sheets, Practical Exam Sheets, Evaluation Sheets, Jobs produced during practical Exams.

Protocol for Selection of Assessors:

- The Assessors should have the minimum qualification: Post Graduate in Sales & Marketing.
- The Assessors should have minimum 6 years of Experience in the relevant field.
- The Assessor should have good communication skills.
- The Assessor should have knowledge about product sales, service sales etc.

ASSESSMENT EVIDENCE
Complete a grid for each component as listed in "Formal structure of the the qualification" in the Summary.

NOTE: this grid can be replaced by any part of the qualification documentation which shows the same information – ie Learning Outcomes to be assessed, assessment criteria and the means of assessment.

1. Criteria for assessment for each Qualification Document will be created by TISS.
2. Each Assessable outcome (AO) will be assigned marks proportional to its importance in Learning Outcome and few performance criteria may be allotted marks in combine.
3. Each Learning Outcome will be assessed both for theoretical knowledge and practical which is being proportionately demonstrated in the table below.
4. The assessment for the theory part will be based on knowledge bank of questions created by TISS which will contain objective type theory questions and Practical question database with mark allotment criteria.
5. To pass the Qualification Document, every trainee should score a minimum of 40 % in Functional and all Generic Learning Outcome's.
6. In case of successfully passing only certain number of Learning Outcome's, the trainee is eligible to take Subsequent assessment on the balance Learning Outcome's to pass the Qualification Document.

Title of Component: Diploma in Child Protection

Assessable Outcomes		Assessment criteria for the outcome		
Learning Outcome	**Assessment outcome Description**	**Theory**	**Practical**	**Total**
Communicate effectively and build rapport with children in difficult circumstances as prescribed by CRC and the organisation	1. Comply with all the relevant legal, professional, and organisational requirements and guidelines (Practical)		8	8
	2. Create a safe space for children by following the guidelines given in the table giving learning outcome and all assessment criteria (Practical)		8	8
	3. Demonstrate active listening throughout the communication process(Practical)		8	8
	4. Ensure that all interactions show respect for the experience, knowledge, and background of the child (Practical)		6	6
	5. Describe relevant Legal and organisational norms and codes of practice relevant to working with children, and their impact on communicating and dealing with children (Theory)	5		5
	6. State the importance of active listening while communicating with children in difficult circumstances (Theory)	5		5
	7. Describe possible barriers in communicating with children, their causes and ways to overcome them (Theory)	5		5
	15. Identify values and principles underpinning work with children (Theory)	5		5
	Sub Total	**20**	**30**	**50**
Identify and use relevant media while communicating with children	1. Identify child's emotional and physical needs through body language and verbal interaction (Practical)		6	6
	2. Identify and conduct activities with children in different contexts (railway station, bus stop, shelter home) with limited resources or resources available within the given context (Practical)		6	6
	3. Match and use child sensitive media according to the age, physical and emotional needs and ability of children (Practical)		6	6
	4. Demonstrate use of appropriate body language, eye contact, tone, language, listening skills to draw children's attention and encourage their participation (Practical)		6	6
	5. Encourage and support all children to participate in the activity (Practical)		6	6

	6. Child's emotional and physical needs
	  o at different stages of development
	  o based on the child's body language and verbal interactions
	  o for specific groups of children
	  § Range of level of vulnerability: situations of violence, abuse, exploitation and neglect or routine situations
	     § Range of context: child in family set up, community, streets, residential institution; number of children
	(Theory)
		5		5

	7. Fun and safe activities that can be conducted with individual and groups of children using each of the following media: play, body movement, visual art, story-telling and rhythm activities (Theory)	5		5
	8. Nature and quantity of resources required for conducting each of the activities compiled in list above (Theory)	5		5
	9. Indicators of child feeling safe and comfortable with the facilitator (Theory)	5		5
	Sub Total	**20**	**30**	**50**
Build rapport, collect data and deliver basic services in outreach work for children in difficult circumstances living with families or in open communities, railway stations, public transport junctions, streets	1. Identify or spot locations where children in difficult circumstances may be living or gathering (Practical)		7	7
	2. Demonstrate rapport building skills with children in difficult circumstances (Practical)		7	7
	3. Collect basic data about the child as prescribed by the organisation (Practical)		7	7
	4. Assist in assessments to identify the needs of children and/or their family as prescribed by the organisation (Practical)		7	7
	5. Identify and report children in need of care and protection based on organisational and legal procedures (Practical)		7	7
	6. Assist in delivering appropriate and timely services offered by the organisation to the children and their families, where needed (Practical)		7	7
	7. Sensitize stakeholders on child protection issues (Practical)		6	6
	8. Produce written and verbal reports as required by the organisation (Practical)		7	7
	9. Ensure that the needs of all children and families are met, sensitive to gender, caste, disability, class, and religious belief (Practical)		5	5
	10. Different groups of vulnerable children (Theory)	7		7
	11. Factors affecting vulnerability among children (Theory)	7		7

	12. Legislation, codes of practice, standards, frameworks and guidance relevant to their work, child rights and the content of this standard (Theory)	7		7
	13. Services being offered by their organisation (Theory)	7		7
	14. Their role in delivering the organisation services (Theory)	6		6
	15. When and how to refer cases or report incidences to supervisors in the organisation (Theory)	6		6
	Sub Total	**40**	**60**	**100**
Facilitate and conduct child care and child protection activities in child care institutions	1. Record basic information and case details of the child as per procedure and format laid out by the organisation (Practical)		6	6
	2. Identify specific care needs of the child, if any, in consultation with the child and care providers (Practical)		6	6
	3. Take necessary steps to ensure safety in food, health and hygiene of the child and that medical requirements are met as per the child's needs and organisation norms (Practical)		6	6
	4. Ensure that any particular requirements are documented and shared with those involved in the child's care (Practical)		6	6
	5. In case of emergency or accidents, follow safety procedures, report to appropriate authority and provide comfort to affected children. (Practical)		6	6
	6. State legislation, codes of practice, standards, frameworks and guidance relevant to their work, child rights and the content of this standard (Theory)	4		4
	7. Their role in promoting children's rights, choices, well-being and active participation; importance, boundaries and factors influencing their role (Theory)	4		4
	8. Describe children's cultural and language context (Theory)	4		4
	9. Identify factors that affect the health, well-being and development and resilience of children (Theory)	4		4
	10. Identify how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties (Theory)	4		4
	Sub-total	**20**	**30**	**50**
Escort & produce the children in stakeholder institutions	1. Fill in the intake sheet as per the legal and organisational requirements in a child-sensitive manner (Practical)		8	8
	2. Follow government orders and organisational procedure for child protection when producing		7	7

and carry out legal and formal procedures tasks as assigned by the supervisor	children in the legal committees (Practical)			
	3. Escort children to avail of educational or health services based on government orders and organisational procedure for children protection (Practical)		8	8
	4. Provide accurate information about the legal provisions to children and their parents/ care providers (Practical)		7	7
	5. Describe thelegal provisions for children in need of care and protection and children in conflict with law, including role of Child Welfare Committee and Juvenile Justice Board (Theory)	5		5
	6. Identify options and procedure for rehabilitation, restoration, repatriation (Theory)	5		5
	7. Identifyprinciples of juvenile justice (Theory)	5		5
	8. State their role in the organisation with respect to the legal procedures to be carried out for child protection (Theory)	5		5
	Sub-total	**20**	**30**	**50**
Assess needs of children in difficult circumstances. Observe, record and carry out specific tasks as a part of groupprocesses / preparation / implementation and evaluation with children in difficult circumstances and adults based upon their identified needs	1. Explain their own role as a facilitator in relation to the group (Practical)		5	5
	2. Negotiate with group members the boundaries of behaviour within the group, ensuring that they are fair and inclusive (Practical)		4	4
	3. Ensure that all group members' views are considered, acknowledged and treated with respect (Practical)		5	5
	4. Assist group members in communicating clearly, actively comprehending others, overcoming any communication barriers as well as giving and receiving feedback constructively (Practical)		4	4
	5. Use facilitation methods and styles appropriate to the group's stage of development to develop group activities (Practical)		4	4
	6. Identify and implement actions towards managing unacceptable behaviour, conflicts and tensions, ensuring that these are in line with legislation, policy and procedures (Practical)		4	4
	7. Describeown organisation policy, practice and requirements for recording and reporting group sessions, including incidents that may arise (Practical)		4	4
	8. State own role as a group facilitator (Theory)	3		3
	9. State stages of group development and appropriate intervention or activities for each stage (Theory)	3		3
	10. State how to create respect and value the	3		3

	differences between group members (Theory)			
	11. Identify ways of recognising behaviours outside agreed boundaries, and the difference between oppressive behaviour and assertiveness (Theory)	3		3
	12. Describe importance for children and adults to learn to manage their own behaviour and address any conflict positively, individually and in groups (Theory)	2		2
	13. Identify sources of support when actions need to be taken that are outside the limits of own responsibility (Theory)	3		3
	14. Describe organisational policies and procedures for recording and reporting group sessions (Theory)	3		3
	Sub-total	**20**	**30**	**50**
Organise meeting/work shops with stakeholders and workers under ICPS and locality or community of interest.	1. Use different techniques to make contact with relevant people and groups (Practical)		5	5
	2. Explain own role, areas of responsibility, and those of the organisation they represent (Practical)		5	5
	3. Collect accurate and up-to-date information on the roles and responsibilities of the people and groups contacted (Practical)		4	4
	4. Identify the range and sources of information needed to create a community profile and define the purpose of profiling (Practical)		4	4
	5. Collect and analyse a range of relevant data, which should include demographic, geographic and economic data, and information on community assets, meeting places, groups/networks and agencies active within the community (Practical)		4	4
	6. Encourage and actively promote children participation during the needs assessment activities (Practical)		4	4
	7. Identify gaps in information, verify and validate information wherever possible, resolve any inconsistencies before including them in the assessment (Practical)		4	4
	8. State thepurpose, range and effectiveness of community based child protection work (Theory)	5		5
	9. State the roles and functions of informal networks and inter-organisational forums in providing a wide range of contacts that can be developed and supported to benefit communities (Theory)	5		5
	10. How to access key sources of existing data about particular communities and ascertain accuracy (Theory)	5		5
	11. Participative and inclusive methods to encourage	5		5

	communities/groups to identify and express their own needs, interests and concerns (Theory)			
	Sub-total	**20**	**30**	**50**
Identify cases of child abuse, neglect, exploitation and violence and assess the child's vulnerability as prescribed by the organisation	1. Identify signs and symptoms of possible abuse in children complying with all relevant legal, professional, and organisational requirements and guidelines, during activities unobtrusively and with minimum disturbance and disruption to the natural patterns of behaviour of children (Practical)		6	6
	2. Identify, report and escort the child to appropriate authority/counsellor in the organisation for a child with any indicators of potential abuse (Practical)		6	6
	3. Respond to a child's disclosure of abuse in line with recognised good practice and maintain records of any injuries, behaviour or personal care changes as well as any disclosure, clearly distinguishing between directly observed evidence, information provided by the child, and that gathered from other sources, in line with the organisation's requirement (Practical)		6	6
	4. Make referrals immediately following any disclosure, in line with organisational procedures (Practical)		6	6
	5. Formulatereports which are complete, accurate and to time when you receive requests for reports on incidents, disclosures or suspicions of child abuse (Practical)		6	6
	6. Describe legal and organisational requirements which relate to the protection of children from abuse, exploitation, violence and neglect; their impact for their area of operations and matters of confidentiality as well as their role and boundaries (Theory)	5		5
	7. Describe children's social, emotional, physical, intellectual and behavioural development, including awareness of their body (Theory)	5		5
	8. Describe children's rights and the importance of empowering them to exercise those rights, including the external factors and constraints that may make it difficult for these rights to be promoted (Theory)	5		5
	9. State characteristics, circumstances, contexts which make some children and young people more vulnerable to abuse, indicators and effects of abuse, neglect, violence and exploitation (Theory)	5		5
	Sub-total	**20**	**30**	**50**
Identify and report child	1. Communicate with the child and those involved in their care in a way that is appropriate to their age,		8	8

protection cases that need intervention. Carry out specific tasks and record case intervention processes as indicated by the organisation supervisor.	understanding, developmental capacity and preferences, respecting the need for privacy, confidentiality, rights and wishes (Practical)			
	2. Assist in identification of children who may need individual attention (Practical)		7	7
	3. Carry out the specific tasks related to case intervention that may be pointed out by the supervisor (Practical)		7	7
	4. Produce records and reports that are clear, comprehensive, accurate, and maintain the security and confidentiality of information (Practical)		8	8
	5. State thenature, extent and boundaries of their work role and its relationship to others in their own and other organisations (Theory)	3		3
	6. Describe the legal, organisational and policy requirements relevant to their role and the activities being carried out (Theory)	3		3
	7. State how to recognise and respond to the signs of injury, abuse or neglect and their responsibility in relation to raising concerns with the appropriate person or agency, local systems, procedures and protocols for protection children (Theory)	5		5
	8. Describe local sources of health and well-being information, advice and support for children and knowledge of when to seek advice and refer to other professionals (Theory)	3		3
	9. Describelocal services and agencies involved in the care of children (Theory)	3		3
	10.State the importance of keeping full and accurate records, and how to do so in line with organisational requirements (Theory)	3		3
	Sub-total	**20**	**30**	**50**
	Total	**200**	**300**	**500**

Means of assessment 1 Demonstration and Simulation for Practical
Means of assessment 2 Qualitative Question and Answer Multiple choice questions Case Studies Analysis
Pass/Fail The Pass mark of theory written assessment is 40 % and for viva and practical assessment is 60%. The candidate must pass separately in Theory and Practical.

EVIDENCE OF LEVEL

Name of qualification: Diploma in Child Protection		Level: 5	
NSQF Domain	**Outcomes of the Qualification/Component**	**How the job role relates to the NSQF level descriptors**	**NSQF Level**
Process	1. Communicate with the child and those involved in their care in a way that is appropriate to their age, understanding, developmental capacity and preferences 2. Identify and report children in need of care and protection based on organisational and legal procedures 3. Respond sensitively to any issues or concerns raised by the child and ensure that they are addressed 4. Identify and conduct activities with children in different contexts (railway station, bus stop, shelter home) with limited resources or resources available within the given context 5. Create a safe space for children by following guidelines as mentioned in the assessment criteria 6. Match and use child sensitive media according to the age, physical and emotional needs and ability of children 7. Meet the child's physical care needs in ways that reflect the preferences and needs of the child and that of key care providers and according to cultural and religious practices, so long as this does not compromise the well-being of the child 8. In case of accidents / emergency, Follow organisation's procedures for accidents and emergencies, according to your role and responsibility. Call for qualified assistance as appropriate to the incident 9. Escort children to avail of educational or health services based on government orders and organisational procedure for children protection 10. Step by step procedure to be followed in the rehabilitation of children in need of care and protection 11. Make referrals immediately following any disclosure, in line with organisational procedures 12. Identify and implement actions towards managing unacceptable behaviour,	Diploma in Child protection in a child protection job requires a comprehensive and specialised skills The qualification will train independently engage children in a range of activities for their protection and development. It will also train students engage with various stakeholders to plan and execute interventions for child protection and rehabilitation. The qualification will train to work with familiar groups of children in difficult circumstances on procedures of intake, outreach, routine care and protection, development activities, health and hygiene,following well laid out legal procedures and recording.	5

	conflicts and tensions, ensuring that these are in line with legislation, policy and procedures 13. Comply with all the relevant legal, professional, and organisational requirements and guidelines 14. Sensitize stakeholders on child protection issues 15. Maintain organisational records that are clear, comprehensive, and accurate, and ensure the security and confidentiality of information 16. Use facilitation methods and styles appropriate to the group's stage of development to develop group activities 17. Identify group outcomes, individual needs and group dynamics and find a balance between achieving group outcomes, meeting individual needs and dealing with group dynamics 18. Prepare a community profile and establish processes for periodically reviewing and revising the community profile 19. Use different techniques to make contact with relevant people and groups		
Professional knowledge	**Law and Legal Procedures** 1. Principles of 'best interest of the child' as described in the Convention on the Rights of the Child (UNCRC), of juvenile justice 2. Legal provisions for children in need of care and protection and children in conflict with law 3. Professional and organisational requirements and guidelines to work with children 4. Guidelines on confidentiality and right of access to recorded information and images 5. Procedure for rehabilitation, restoration and repatriation of children in need of care and protection 6. Reports to be produced as stated by the law and organisational policy 7. Role of child welfare committee and juvenile justice board as stated in the law and all stakeholders in the implementation of the law 8. Role of the child protection practitioner, responsibilities and accountabilities with their limits and boundaries	The qualification helps traineetounderstand and know: - law and legal processes for working with children in need of care and protection and children in conflict with law. - principles, methods and techniques of direct work with vulnerable children - organisational policy, procedures and reporting processes - principles, methods and documenting of group work with children and adults	5

Direct work with children 9. Values of social work profession applicable to working with children in difficult circumstances 10. Indicators and effects of potential or actual harm or abuse, exploitation, neglect and violence including awareness of changes in a child's behaviour 11. Importance of empowering children to exercise their rights and factors that make it difficult for them to exercise their rights 12. Child's emotional and physical needs - at different stages of development, based on the child's body language and verbal interactions, for specific groups of children 13. Methods and techniques of communication with children that is appropriate to their age, understanding and preference. 14. Fun and safe activities that can be conducted with individual and groups of children using each of the following media: play, body movement, visual art, storytelling and rhythm activities 15. Knowledge of universal, situational and pathogenic vulnerability among children 16. Groups of vulnerable children, factors affecting vulnerability and rings of responsibility in ensuring child protection and the role of each stakeholder 17. Influence of cultural, caste or class based, gender or other forms of stereotyping in response to a child who attempts to disclose abuse, and how to counteract this 18. Theories of child development and factors that affect it 19. Theories about attachment and impact on children and young people 20. Know the extent of your role, know when to seek advice and refer to other professional **Organisational procedures and reporting** 21. Legal and organisational requirements which relate to the protection of children from abuse, exploitation, violence and neglect and their impact for	- Community based child protection and participatory methods and approaches for designing and implementing community research	

your area of operations 22. Organization's procedures to report concerns about abuse, poor or discriminatory practice, resources or operational difficulties, and accidents and emergencies 23. Legislation, policies and procedures relating to data protection, health and safety, diversity and their impact for your area of operations 24. Organisational policy and procedures regarding confidentiality of information and the disclosure of information to third parties, and the specific circumstances under which disclosure may be made 25. Role of the organisation and the services that it provides in relation to address child protection issues, and the monitoring of individuals at risk 26. Limits of child protection official and your authority and responsibility, and the actions to take if these are exceeded 27. Local services and agencies involved in the care of children **Group work with adults and children** 28. Principles of group work, stages of group development, stage appropriate intervention, role of a facilitator and facilitation methods to empower individual members in a group. 29. Methods to manage unacceptable behaviour, conflicts and tension in groups 30. Organisation policy, practice and requirements for recording and reporting group sessions **Community Based Child Protection** 31. Purpose and range of community based child protection work 32. Role and responsibility of community based child protection worker. 33. Participatory methods and approaches for designing and implementing community research 34. roles and functions of informal networks and inter-organisational forums in providing a wide range of contacts	

	35. Legal framework for data collection and handling confidential and sensitive information 36. Techniques, for collating and interpreting information, which support collective decision making and priority setting		
Professional skill	1. Identify child's emotional and physical needs through body language and verbal interaction 2. Match and use child sensitive media according to the age, physical and emotional needs and ability of children 3. Demonstrate use of appropriate body language, eye contact, tone, language, listening skills to draw children's attention and encourage their participation 4. Use music, movement, storytelling, rhythm and play in communicating with children 5. Ensure all activities are conducted within time limit and adhering to safety prescriptions 6. Produce written and verbal reports as required by the organisation 7. Meet the child's physical care needs in ways that reflect the preferences and needs of the child and that of key care providers and according to cultural and religious practices, so long as this does not compromise the well-being of the child 8. Take the necessary safety and hygiene measures when handling and storing food, dealing with waste according to the norms of the organisation 9. Deal with the child's medicines or other specific medical requirements, according to the norms of the organisation 10. Fill in the intake sheet as per the legal and organisational requirements in a child-sensitive manner 11. Escort children to avail of educational or health services based on government orders and organisational procedure for children protection 12. Support group members to develop their ability to give, receive and value constructive feedback 13. Identify group outcomes, individual needs and group dynamics and find a balance between achieving group outcomes, meeting individual needs and dealing with group dynamics 14. Identify and implement actions towards managing unacceptable behaviour,	After completion of this qualification the traineeshould be able to independently work and interact with children and be able to recall the organisational and legal norms and procedures laid down for child care and protection. While communicating and conducting sessions with children, the Community Volunteer should be able to attend to the needs of the child in the moment, following the procedures and guidelines given by the organisation.	5

	conflicts and tensions, ensuring that these are in line with legislation, policy and procedures 15. Identify the range of information needed to create a community profile 16. Collect and analyse a range of relevant data, which should include demographic, geographic and economic data, and information on community assets, meeting places, groups/networks and agencies active within the community 17. Escort the child to a counsellor or appropriate team member responsible for attending to individual cases of children in difficult situations 18. Make referrals immediately following any disclosure, in line with organisational procedures		
Core skill	1. Assess and explain the quantity and types of materials / resource required to conduct specific arts based activities with children in a given context 2. Collect and analyse a range of relevant data, which should include demographic, geographic and economic data, and information on community assets, meeting places, groups/networks and agencies active within the community 3. Identify and utilise suitable locations and environments for establishing contact with children 4. Ensure that all interactions show respect for the experience, knowledge, and background of the child 5. Match and use child sensitive media according to the age, physical and emotional needs and ability of children 6. Ensure that the needs of all children and families are met, sensitive to gender, caste, disability, class, and religious belief 7. Identify community members, voluntary and statutory agencies who can provide relevant information 8. Make records that are clear, comprehensive, and accurate, and maintain the security and confidentiality of information 9. Collect basic data about the child as prescribed by the organisation 10. Record observations from the field visits clearly and accurately 11. Maintain and update records based on data collected from the field visits 12. Record basic information and case details of the child as per procedure and format laid out by the organisation	The trainee needs to have basic mathematical skill to estimate the quantity of materials required for conducting sessions with given number of children. the trainee will also need to collect, organise and interpret data for community profiling. The trainee will be responsible for communicating with children as well as other stakeholders and thus verbal and written communication skills will be required. Working with children coming from varied backgrounds, the Community Volunteer will need to grasp the nuances of the social and political context and respond to it appropriately.	5

	13. Provide accurate information about the legal provisions to children and their parents/ care providers 14. Collect accurate and up-to-date information on the roles and responsibilities of the people and groups contacted 15. Review and evaluate the range of contacts and identify gaps based on organisation guidelines 16. Collect and record the perceptions of individuals and groups about their community 17. Introduce yourself to the child and explain your role in relation to their care and protection 18. Communicate with the child in a way that is appropriate to their age, understanding and preference 19. Demonstrate active listening throughout the communication process 20. Respond sensitively to any issues or concerns raised by the child and ensure that they are addressed 21. Summarise information using different words, phrases, and expressions to assist the child's understanding 22. Demonstrate use of appropriate body language, eye contact, tone, language, listening skills to draw children's attention and encourage their participation 23. Demonstrate rapport building skills with children in difficult circumstances 24. Clearly explain own role, areas of responsibility, and those of the organisation they represent		
Responsibility	1. Your duty to report any acts or omissions that could infringe the rights of children 2. Your own roles, responsibilities and accountabilities with their limits and boundaries 3. The roles, responsibilities and accountabilities of others with whom you work 4. Review own role and purpose in response to community need and environment. 5. The limits of your authority and responsibility, and the actions to take if these are exceeded 6. Match and use child sensitive media according to the age, physical and emotional needs and ability of children 7. Conduct joyful, fun activities with children to safely and sensitively engage	Trainee will be expected to reflect and review on his/her role and responsibility. The Community Volunteer will also be responsible for ensuring safety and routine care of children as well as motivating parents and other stakeholders to engage in child protection activities.	5

	them. 8. Ensure that the needs of all children and families are met, sensitive to gender, caste, disability, class, and religious belief 9. Ensure that all group work with adults and children is in accordance with corresponding values and principles of the organisation and child protection / social work field 10. Review and evaluate the range of contacts and identify gaps based on organisation guidelines 11. Ensure that you have sufficient information to take decisions. Identify any additional information that needs to be collected and verified and make arrangements to do so 12. Prepare a community profile 13. Establish processes for periodically reviewing and revising the community profile		

SECTION 3
EVIDENCE OF NEED

What evidence is there that the qualification is needed?

The dearth of trained workers in the field of child protection has been well established. The Tata Institute of Social Sciences invited experts and dignitaries in the field of child protection for a consultation with respect to the start of the course in January 2015. The participants included representatives from Ministry of Women and Child Development Department; non-government organisations working in the field of child protection, funding and research organisations; academicians. The participants at this consultation re-affirmed the need for systematic and professional training in the field of child protection. The experts stated that there has been a focus on children's issues in the courses offered by social work colleges and short-term vocational programs offered by organisations working in the field of child protection such as NIPCCD, Childline India Foundation and SOS Children's Village. A comprehensive course with participatory and innovative training methodology offering knowledge (concepts, laws, policies and programs), skills, attitudes (including ability to reflect, build values and ethics) was required to fill the gaps in the existing courses and training programs with a focus on practical learning and convergence. A report of the consultation is included in Annexure 2 (pg 4 to 8)

What is the estimated uptake of this qualification and what is the basis of this estimate?

This a new programme as well the nomenclature "B.Voc in Child Protection" is also introduced in the country for the first time. Therefore it will take time to get higher number of students enrolled in the course. Currently we have 300 students enrolled in 7 hubs in different parts of India. We expect arise of 20% every year.

Expected Vacancies
The ICPS Scheme has been introduced by WCD in every district of India. Therefore there will be plenty of vacancies for trained child protection workers in each district. In absence of a systematic training programme for child protection workers these students will be in high demand. In addition many NGOs working in the field of child protection require trained professionals.

What steps were taken to ensure that the qualification(s) does (do) not duplicate already existing or planned qualifications in the NSQF?

The NSDC list does not include any NOS related to the social work field. Currently the courses related to child rights and child protection being offered by NGOs and social work colleges are limited to short term or online courses. This is the first course that is a graduate program with flexible entry and exit system.

What arrangements are in place to monitor and review the qualification(s)? What data will be used and at what point will the qualification(s) be revised or updated?
Feedback will be collected from the colleges running the course and changes suggested will be whetted by a Centre of Excellence before incorporating them in the curriculum.
Next review date will be Nov 2017

SECTION 4
EVIDENCE OF PROGRESSION

What steps have been taken in the design of this or other qualifications to ensure that there is a clear path to other qualifications in this sector?

Following is the career progression for the qualification

Vertical progression

PG Diploma: Master's in Social Work

Job roles: Project Manager in Social Projects

L7 (Degree Child protection)

Jobs: Project Assistant or Social Worker

L6 (Advanced Diploma Child protection)

Jobs: Child care institutes and Child line functionary

Horizontal progression

L5 (Diploma Child protection)

Jobs: Community outreach worker

(Diploma in early child care and education)

Home Nursing/Balwadi Teacher/ Anganwadi worker

Other Courses: Diploma in Geriatric Care/ Diploma in early child development

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