

Pearson Edexcel Level 3 Diploma for the Children and Young People's Workforce

Specification

Competence-based qualification
For first registration September 2010

Issue 4

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 4. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Pearson Edexcel Level 3 Diploma for the Children and Young People's Workforce (QCF)

The QN remains the same.

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Summary of specification Issue 4 changes

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All references to QCF have been removed throughout the specification	
Definition of TQT added	3
Definition of sizes of qualifications aligned to TQT	3
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	5
TQT value added	5
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	5
QCF references removed from unit titles and unit levels in all units	31-417
Guided learning definition updated	27

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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Qualification titles covered by this specification

This specification gives you the information you need to offer the Pearson Edexcel Level 3 Diploma for the Children and Young People's Workforce

Qualification title	Qualification Number (QN)	Accreditation start date	Accreditation end date
Pearson Edexcel Level 3 Diploma for the Children and Young People's Workforce	500/9504/3	01/08/10	31/07/13

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding. The Qualification Number (QN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a unit reference number.

You should use the Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique reference number, which is listed in this specification.

The qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

Key features of the Pearson Edexcel Level 3 Diploma for the Children and Young People's Workforce

This qualification:

- is a recognised qualification for those wishing to enter the Children and Young People's Workforce in England
- is based on the Skills for Care and Development National Occupational Standards (NOS). The NOS, assessment requirements/strategy and qualification structure(s) are owned by Skills for Care and Development
- has a minimum credit value of 65 credits
- covers the age range from birth to 19 years
- requires the learner to spend time in a real work environment
- is suitable for different types of learners, including those in full-time formal learning, those in part-time formal learning and those in full-time employment

The Pearson Edexcel Level 3 Diploma for the Children and Young People's Workforce has been approved as a component required for the Children's Care, Learning and Development Apprenticeship framework.

What is the purpose of this qualification?

This qualification is intended to guide and assess development of knowledge and skills relating to early learning and childcare, social care and the learning development and support services workforces. The qualification confirms competence in these areas where appropriate and serves as the required qualification (for all new practitioners) for registration and regulatory requirements in the sector.

Who is this qualification for?

These qualifications are for all learners aged 16 and above who are capable of reaching the required standards.

Pearson's policy is that the qualifications should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualifications.

Sizes of NVQ/Competence-based qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

NVQ/Competence-based qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Qualification Objectives

What are the benefits of this qualification to the learner and employer?

The Pearson Edexcel Level 3 Diploma for the Children and Young People's Workforce (Early Learning and Childcare pathway) will meet the qualification requirements stated in the Early Years Foundation Stage Statutory Framework. 'In registered settings other than childminding settings, all supervisors and managers must hold a full and relevant level 3 qualification (as defined by the Children's Workforce Development Council (CWDC)) page 31'. The requirement to have 80% of the social care workforce qualified to Level 3 was introduced and made mandatory through the National Care Standards Act 2000. The Pearson Edexcel Level 3 Diploma for the Children and Young People's Workforce (Social Care pathway) will be the accepted qualification to meet this requirement.

What are the potential job roles for those working towards this qualification?

- Care worker
- Careers adviser
- Children's centre worker
- Connexions personal adviser
- Education welfare officer
- Foster carer
- Healthcare assistant
- Learning mentor
- Nursery nurse
- Nursery school teacher
- Registered childminder
- Registered nanny
- Residential childcare worker
- Youth and community worker.

What progression opportunities are available to learners who achieve this qualification?

It is anticipated that learners selecting the Early Learning and Childcare pathway will progress to relevant foundation/honours degrees. It is anticipated that learners selecting the Social Care pathway will progress to the Level 4/5 Diploma in Health and Social Care or Level 4/5 Diploma for Leadership and Management for Care Services or relevant foundation/honours degrees. It is anticipated that learners selecting the Learning, Development and Support Services pathway will progress to the Level 4/5 Diploma in Learning, development and Support Services or relevant foundation/honours degrees.

What is the qualification structure for the Pearson Edexcel Level 3 Diploma for the Children and Young People's Workforce?

Summary of the qualification structure for the Pearson Edexcel Level 3 Diploma for the Children and Young People's Workforce

Individual units can be found in the *Units* section.

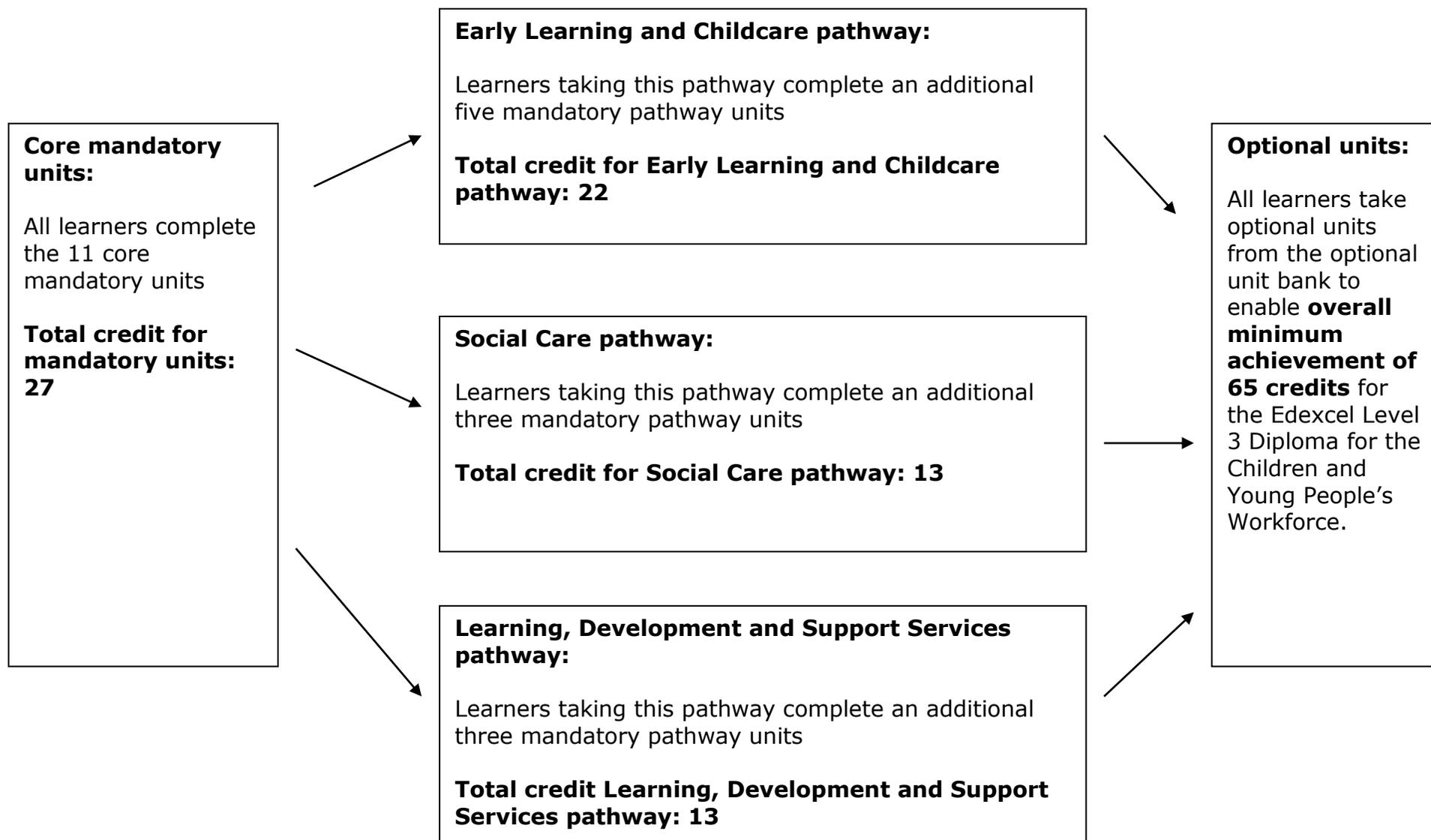
Pearson Edexcel Level 3 Diploma for the Children and Young People's Workforce TQT = 650; GLH (guided learning hours) = 442

Learners must gain 65 credits to achieve the Edexcel Level 3 Diploma for the Children and Young People's Workforce. To do this, they must achieve 27 credits from the mandatory group of units. Learners must also select one mandatory pathway from the following pathways:

- Early Learning and Childcare
- Social Care
- Learning, Development and Support Services.

Learners selecting the Early Learning and Childcare pathway must achieve 22 credits. Learners selecting the Social Care pathway must achieve 13 credits. Learners selecting the Learning, Development and Support Services pathway must achieve 13 credits. The remaining credits must be achieved from the relevant optional unit group.

Overview: qualification structure for the Pearson Edexcel Level 3 Diploma for the Children and Young People's Workforce



Qualification structure for the Pearson Edexcel Level 3 Diploma for the Children and Young People’s Workforce

Core mandatory units

The 11 units listed in the table below are mandatory for all learners undertaking this qualification. The learner must complete all of the following units in order to achieve the Pearson Edexcel Level 3 Diploma for the Children and Young People’s Workforce:

Pearson Edexcel Level 3 Diploma for the Children and Young People’s Workforce						
SSC unit reference	Unit reference no.	Pearson unit reference	Core mandatory unit title	Credit	Level	GLH
CYP Core 3.1	L/601/1693	1	Understand Child and Young Person Development	4	3	30
CYP Core 3.2	R/601/1694	2	Promote Child and Young Person Development	3	3	25
CYP Core 3.3	Y/601/1695	3	Understand How to Safeguard the Wellbeing of Children and Young People	3	3	25
CYP Core 3.4	D/601/1696	4	Support Children and Young People's Health and Safety	2	3	15
CYP Core 3.5	H/601/1697	5	Develop Positive Relationships with Children, Young People and Others Involved in Their Care	1	3	8

SSC unit reference	Unit reference no.	Pearson unit reference	Core mandatory unit title	Credit	Level	GLH
CYP Core 3.6	K/601/1698	6	Working Together for the Benefit of Children and Young People	2	3	15
CYP Core 3.7	M/601/1699	7	Understand How to Support Positive Outcomes for Children and Young People	3	3	25
SHC 31	J/601/1434	8	Promote Communication in Health, Social Care or Children's and Young People's Settings	3	3	10
SHC 32	A/601/1429	9	Engage in Personal Development in Health, Social Care or Children's and Young People's Settings	3	3	10
SHC 33	Y/601/1437	10	Promote Equality and Inclusion in Health, Social Care or Children's and Young People's Settings	2	3	8
SHC 34	R/601/1436	11	Principles for Implementing Duty of Care in Health, Social Care or Children's and Young People's Settings	1	3	5

Qualification structure for the Pearson Edexcel Level 3 Diploma for the Children and Young People’s Workforce

Early Learning and Childcare (EYMP) pathway

The learner must choose only one pathway. All units in the Early Years and Childcare (EYMP) pathway must be achieved.

Pearson Edexcel Level 3 Diploma for the Children and Young People’s Workforce						
SSC unit reference.	Unit reference no.	Pearson unit reference.	Early Learning and Childcare (EYMP) pathway unit title	Credit	Level	GLH
EYMP 1	J/600/9781	12	Context and Principles for Early Years Provision	4	3	24
EYMP 2	L/600/9782	13	Promote Learning and Development in the Early Years	5	3	40
EYMP 3	Y/600/9784	14	Promote Children’s Welfare and Wellbeing in the Early Years	6	3	45
EYMP 4	H/600/9786	15	Professional Practice in Early Years Settings	3	3	20
EYMP5	T/600/9789	16	Support Children’s Speech, Language and Communication	4	3	20

Qualification structure for the Pearson Edexcel Level 3 Diploma for the Children and Young People’s Workforce

Social Care (SCMP) pathway

The learner must choose only one pathway. All units in the Social Care (SCMP) pathway must be achieved.

Pearson Edexcel Level 3 Diploma for the Children and Young People’s Workforce						
SSC unit reference.	Unit reference no.	Pearson unit reference.	Social Care (SCMP) pathway unit title	Credit	Level	GLH
SCMP 1	M/600/9760	17	Assessment and Planning with Children and Young People	5	3	35
SCMP 2	F/600/9780	18	Promote the Wellbeing and Resilience of Children and Young People	4	3	30
SCMP 3	F/601/0315	19	Professional Practice in Children and Young People’s Social Care	4	3	30

Qualification structure for the Pearson Edexcel Level 3 Diploma for the Children and Young People’s Workforce

Learning, Development and Support Services (LDSSMP) pathway

The learner must choose only one pathway. All units in the Learning, Development and Support Services (LDSSMP) pathway must be achieved.

Pearson Edexcel Level 3 Diploma for the Children and Young People’s Workforce						
SSC unit reference.	Unit reference no.	Pearson unit reference.	Learning, Development and Support Services (LDSSMP) pathway unit title	Credit	Level	GLH
LDSSMP 1	D/600/9785	20	Support Children and Young People to Achieve Their Education Potential	4	3	30
LDSSMP 2	M/600/9788	21	Support Children and Young People to Make Positive Changes in Their Lives	4	3	27
LDSSMP 3	D/600/9799	22	Professional Practice in Learning, Development and Support Services	5	3	35

Qualification structure for the Pearson Edexcel Level 3 Diploma for the Children and Young People’s Workforce

Optional units for all pathways

The learner must choose optional units that will enable the achievement of a total of 65 credits for this qualification. The mandatory units of each pathway can also be taken as optional units in another pathway. Subject to the rules on barred unit combinations, the optional units for all pathways in the Edexcel Level 3 Diploma for the Children and Young People’s Workforce are listed in the table below:

Pearson Edexcel Level 3 Diploma for the Children and Young People’s Workforce						
SSC unit reference.	Unit reference no.	Pearson unit reference.	Optional unit title	Credit	Level	GLH
CYPOP 1	A/601/0121	24	Work with Babies and Young Children to Promote Their Development and Learning	6	3	45
CYPOP 2	D/601/0130	32	Care for the Physical and Nutritional Needs of Babies and Young Children	6	3	45
CYPOP 3	H/601/0131	38	Lead and Manage a Community-based Early Years Setting	6	4	45
CYPOP 4	M/601/0133	40	Promote Young Children’s Physical Activity and Movement Skills	3	3	22
CYPOP 5	Y/600/9770	45	Understand How to Set Up a Home-based Childcare Service	4	3	29
CYPOP 6	T/601/0134	46	Support Disabled Children and Young People and Those with Specific Requirements	6	4	45
CYPOP 7	A/601/0135	47	Promote Creativity and Creative Learning in Young Children	5	4	35

Pearson Edexcel Level 3 Diploma for the Children and Young People's Workforce						
SSC unit reference.	Unit reference no.	Pearson unit reference.	Optional unit title	Credit	Level	GLH
CYPOP 8	M/601/1329	48	Support Young People to Develop, Implement and Review a Plan of Action	3	3	25
CYPOP 9	A/601/1334	49	Provide Information and Advice to Children and Young People	3	3	22
CYPOP 10	L/601/1337	25	Develop Interviewing Skills for Work with Children and Young People	3	3	21
CYPOP 11	D/601/1343	26	Caseload Management	3	3	21
CYPOP 12	F/601/1349	50	Support Young People to Move Towards Independence and Manage their Lives	3	3	20
CYPOP 13	D/601/1357	27	Support Children and Young People to Achieve Their Learning Potential	3	3	20
CYPOP 14	R/601/1369	28	Support Children and Young People to Have Positive Relationships	3	3	20
CYPOP 15	L/601/2861	29	Support Positive Practice with Children and Young People with Speech, Language and Communication Needs	4	3	28
CYPOP 16	T/600/9775	30	Coordinate Special Educational Needs Provision	5	4	35
CYPOP 17	F/600/9777	31	Understand the Needs of Children and Young People Who Are Vulnerable and Experiencing Poverty and Disadvantage	5	4	40
YP016-03	L/502/5261	63	Support Young People Who Are Involved in Anti-social and/or Criminal Activities	2	3	10

Pearson Edexcel Level 3 Diploma for the Children and Young People's Workforce						
SSC unit reference.	Unit reference no.	Pearson unit reference.	Optional unit title	Credit	Level	GLH
YP006-03	A/502/5224	59	Support Young People Who Are Looked After or Are Leaving Care	3	3	23
CYPOP 20	A/601/2872	33	Support Speech, Language and Communication Development	3	3	20
CYPOP 21	Y/601/2877	34	Work with Parents, Families and Carers to Support Their Children's Speech, Language and Communication Development	3	3	23
CYPOP 22	M/601/2884	35	Understand the Speech, Language and Communication Needs of Children and Young People with Behavioural, Social and Emotional Difficulties	3	3	25
CYPOP 23	J/601/2888	36	Support the Speech, Language and Communication Development of Children Who Are Learning More Than One Language	3	3	26
CYPOP 24	L/601/2889	37	Support Children and Young People's Speech, Language and Communication Skills	3	3	25
YP007-03	R/502/5231	60	Support Young People Who Are Socially Excluded or Excluded From School	2	3	10
YP010-03	F/502/5242	62	Support Young People in Relation to Sexual Health and Risk of Pregnancy	2	3	10
LLUK 302	H/502/4682	56	Enable Parents to Develop Ways of Handling Relationships and Behaviour that Contribute to Everyday Life with Children	3	3	20
LLUK 301	Y/502/4680	55	Work with Parents to Meet Their Children's Needs	3	3	20

Pearson Edexcel Level 3 Diploma for the Children and Young People's Workforce						
SSC unit reference.	Unit reference no.	Pearson unit reference.	Optional unit title	Credit	Level	GLH
YP009-03	T/502/5240	61	Support Young People with Mental Health Problems	3	3	23
CYPOP 30	M/600/9807	51	Support the Creativity of Children and Young People	3	3	20
CYPOP 35	A/600/9809	52	Work with Children and Young People in a Residential Care Setting	5	3	35
CYPOP 37	K/601/0132	39	Support Children or Young People in Their Own Home	4	3	30
LLUK 312	J/502/4660	57	Engage Young Parents in Supporting Their Children's Development	3	3	20
LLUK 302	Y/502/4663	58	Engage Fathers in Their Children's Early Learning	3	3	20
CYPOP 40	M/502/3812	23	Engage Parents in Their Children's Early Learning	3	3	20
HSC 3045	F/601/3764	53	Promote Positive Behaviour	6	3	44
CYPOP 42	J/601/1806	41	Support Care Within Fostering Services for Vulnerable Children and Young People	3	3	20
CYPOP 43	M/601/1377	42	Improving the Attendance of Children and Young People in Statutory Education	5	3	40
CYPOP 44	T/601/1381	43	Facilitate the Learning and Development of Children and Young People through Mentoring	4	3	30
CYPOP 45	R/601/1386	44	Support the Referral Process for Children and Young People	3	3	20
HSC 3047	F/601/4056	54	Support Use of Medication in Social Care Settings	5	3	40
EYMP 1	J/600/9781	12	Context and Principles for Early Years Provision	4	3	24
EYMP 2	L/600/9782	13	Promote Learning and Development in the Early Years	5	3	40

Pearson Edexcel Level 3 Diploma for the Children and Young People's Workforce						
SSC unit reference.	Unit reference no.	Pearson unit reference.	Optional unit title	Credit	Level	GLH
EYMP 3	Y/600/9784	14	Promote Children's Welfare and Wellbeing in the Early Years	6	3	45
EYMP 4	H/600/9786	15	Professional Practice in Early Years Settings	3	3	20
EYMP 5	T/600/9789	16	Support Children's Speech, Language and Communication	4	3	30
SCMP 1	M/600/9760	17	Assessment and Planning with Children and Young People	5	3	35
SCMP 2	F/600/9780	18	Promote the Wellbeing and Resilience of Children and Young People	4	3	30
SCMP 3	F/601/0315	19	Professional Practice in Children and Young People's Social Care	4	3	30
LDSSMP 1	D/600/9785	20	Support Children and Young People to Achieve Their Education Potential	4	3	30
LDSSMP 2	M/600/9788	21	Support Children and Young People to Make Positive Changes in Their Lives	4	3	27
LDSSMP 3	D/600/9799	22	Professional Practice in Learning, Development and Support Services	5	3	35
FC1	T/500/5878	64	Understand the Context of Supporting Children and Young People Through Foster Care	5	3	45
FC2	A/503/5879	65	Practice as a Foster Carer	5	3	46
FC3	M/503/5877	66	Support Positive Attachments for Children and Young People	7	3	55

Qualification structure for the Pearson Edexcel Level 3 Diploma for the Children and Young People’s Workforce

Barred unit combinations

The rules of combination for the Pearson Edexcel Level 3 Diploma for the Children and Young People’s Workforce do not permit a learner to take certain units together. The barred unit combinations are indicated below:

If the learner takes this unit			The learner cannot take this unit		
Unit ref.	Unit no.	Unit title	Unit ref.	Unit no.	Unit title
A/601/0135	CYPOP 7	Promote Creativity and Creative Learning in Young Children	M/600/9807	CYPOP 30	Support the Creativity of Children and Young People
M/601/1329	CYPOP 8	Support Young People to Develop, Implement and Review a Plan of Action	D/600/9785	LDSSMP 1	Support Children and Young People to Achieve Their Education Potential
D/601/1357	CYPOP 13	Support Children and Young People to Achieve Their Learning Potential	D/600/9785	LDSSMP 1	Support Children and Young People to Achieve Their Education Potential
A/601/2872	CYPOP 20	Support Speech, Language and Communication Development	T/600/9789	EYMP 5	Support Children’s Speech, Language and Communication
L/601/2889	CYPOP 24	Support Children and Young People’s Speech, Language and Communication Skills	T/600/9789	EYMP 5	Support Children’s Speech, Language and Communication

How is the qualification graded and assessed?

The overall grade for the qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit, the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualifications are designed to be assessed:

- in the workplace, or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or
- as part of a training programme.

Assessment requirements/strategy

The assessment requirements and strategy for this qualification have been included in *Annexe C*. They have been developed by Skills for Care and Development in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

Valid	is relevant to the standards for which competence is claimed
Authentic	is produced by the learner
Current	is sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Types of evidence

To successfully achieve a unit, the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the following examples:

- direct observation of the learner's performance by their assessor
- outcomes from oral or written questioning
- products of the learner's work
- learner explanation/personal statement
- outcomes from simulation, where permitted by the assessment strategy
- professional discussion
- assignment, project/case studies
- authentic statements/witness testimony
- expert witness testimony
- reflective accounts
- evidence of Recognition of Prior Learning.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Pearson standards verifier. A range of recording documents is available on the Pearson website qualifications.pearson.com. Alternatively, centres may develop their own.

Age range covered by this qualification

The age range of children and young people covered in this qualification is 0-19 years. In delivering this qualification, tutors must ensure that the knowledge and understanding component encompasses the 0-19 age range. However, competence need only be demonstrated for the age range with which the candidate would normally work.

Confidentiality requirements

Confidentiality must be observed throughout the assessment process. Names, video recordings, and photographs of children and young people under 18 years of age should be avoided if possible. If parental permission is obtained to use such evidence, the candidate must be aware of their responsibility regarding data protection and safeguarding children. Confidential records can be seen *in situ* by the qualified occupationally competent assessor. The internal verifier and external standards verifier will need to know how the evidence contributed towards the assessment process and where it is located.

Work experience time

Learners will require sufficient time to be able to carry out and demonstrate the competence elements of this qualification, showing that they understand how knowledge components are applied in practice. Since the amount of time required to evidence achievement of all assessment criteria will vary between learners, Pearson is only able to make recommendations regarding work experience time required for learners. Pearson recommends, as a guide, that learners working towards the Pearson Edexcel Level 3 Diploma for the Children and Young People's Workforce would require approximately 400 hours working in real work environments.

Recommendations for assessment methods, assessment planning and tracking progress

Initial assessments are important in providing evidence to determine the starting point of learning and assessment.

Induction and initial assessment are a key part of the assessment process and can identify the learner's present experience in the sector and any credit they may be able to use as part of the assessment process. Initial assessment can also form part of the agreement of appropriate methods for the assessment process itself and ensure that an appropriate setting is available for the learner to use. Any specific needs learner needs can be identified and appropriate support arranged as a result. This may be done by means of a basic skills test.

Steps in carrying out an initial assessment include:

- checking that the learner has the language, literacy and numeracy skills necessary to achieve the qualification that they are registering for, offering support where needed
- ensuring that, where a learner is registering for a qualification that includes assessment in the workplace, they will have opportunities to demonstrate those criteria in their day-to-day work

- identifying opportunities for to motivate learners and those who support them within the workplace. Consider opportunities for:
 - transferring credit from units that also appear in the rules of combination of other qualifications
 - recognising the equivalency of any units already achieved
 - claiming exemptions for achievements outside of the
 - using the RPL process to claim credit for what the candidate already knows and can do for immediate assessment
 - identifying what candidates need to learn.

A range of information can be used to inform the initial assessment including:

- candidate's self-assessment
- head teacher or line manager appraisal
- previous qualifications and achievements
- prior learning and experience
- learning style preferences
- job role and career aspirations
- potential, aptitude and commitment, and
- personal circumstances.

Taking a **holistic approach to assessment** will avoid unnecessary duplication of evidence and:

- pay dividends in the efficiency and effectiveness of the assessment process and might well be easier for the learner to understand
- allow for evidence for a number of learning outcomes to be drawn from a range of activities, thus making it easier to cover aspects that may not occur in a one-off assessment
- avoid the inefficient use of assessment opportunities and over-assessment associated with planning for assessment on an outcome-by-outcome or unit-by-unit basis.

Assessment planning is recommended for this qualification as good practice. It is recommended that learners have assessment plans that identify when and how assessment will be carried out. Assessors should have a thorough knowledge of the qualification and its assessment requirements and be able to give learners a clear understanding of what they are being assessed on, what methods will be used and what evidence they need to produce.

Where workplace assessment is required, assessors should:

- familiarise themselves with the learner and their workplace
- find out when the learner is available for assessment, eg what hours/days they work
- take account of the learner's job role and circumstances, eg what managers, teachers, classes, groups or individuals they work with, their timetable or work pattern, their commitments outside of work

- identify different opportunities for demonstrating competence, eg a task may be carried out in different ways depending on the group or individual with whom the learner is working
- draw upon the skills and resources of a mentor, if available, to facilitate assessment opportunities (but keeping them separate from the assessment process)
- ensure assessment planning takes account of the learner's learning needs and agreed plans for addressing these.

It is recommended that **the learner's progress is tracked** appropriately. Regular reviews with learners, involving the line manager for qualifications assessed in the workplace, should be carried out to measure progress towards achievement of the qualification and maintain progress. Feedback from the mentoring process may also contribute to the review process but only where confidentiality allows.

Reviews should take account of:

- actions agreed at the last review meeting
- progress made in relation to any agreed learning plan, where such a plan exists
- assessments undertaken
- any problems or obstacles encountered and how these will be addressed
- any changes in learner's circumstances or work circumstances, eg changed work role
- future learning needs and how they will be addressed,
- any implications for the assessment plan and revising this as appropriate.

Progress reviews should also be used to check that the learner and the line manager:

- understand and are comfortable with the assessment process
- know what progress the learner has made towards achievement of the qualification
- understand the appeals process.

Unit content

Unit content is provided for all mandatory units in this qualification and for selected optional units.

The content provides the range of subject material for the programme of learning and specifies the competences, knowledge and understanding required for achievement of the learning outcomes in the unit. This is informed by the requirements of the related National Occupational Standards (NOS), where relevant.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows how the unit content is structured and gives the terminology used to explain the different components within the content.

Learning outcome: this is shown in bold at the beginning of each section of content.

Italicised sub-heading: it contains a key phrase or concept stated within the assessment criteria. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.

Elements of content: the elements are in plain text and amplify the sub-heading. These are the elements of content which must be covered in the delivery of the unit. Semi-colons mark the end of an element.

Brackets contain amplification of content which must be covered in the delivery of the unit.

'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Online support

'Ask the Expert' is an online service you can use to ask any question about the delivery or teaching of Pearson Edexcel qualifications. Search the database of frequently asked questions or submit your enquiry directly to us using an online enquiry form. You'll receive a personal response sent to the email address you provide from one of Pearson's administrative or teaching experts.

Ongoing support for the qualification is also available from your Pearson Regional Quality Manager or Regional Development Manager. For details of other ways to contact Pearson, see the *Further Information* section of this document.

What do you need to offer this qualification?

Centre recognition

Centres that have not previously offered Pearson qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Pearson approval are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Pearson will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

Quality assurance

Detailed information on Pearson's quality assurance processes is given in *Annexe A*.

What resources are required?

This qualification is designed to support learners working in the Children's Care, Learning and Development sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe C: Assessment requirements/strategy*, including access to an appropriate setting where required. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.

Unit title: Understand Child and Young Person Development					This is the formal title of the unit that will appear on the learner's certificate.
Unit code: CYP Core 3.1					This is the SSC's reference number for the specified unit.
Unit reference number: F/502/5807					This is the unit owner's reference number for the specified unit.
Level: 3					All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.
Credit value: 4					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
Guided learning hours: 30					Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.
Unit summary: This unit provides knowledge and understanding of how children and young people from birth to 19 years develop, including underpinning theoretical perspectives. It also includes actions taken when differences in development are identified and the potential effects of transitions on children and young people's development.					This provides a summary of the purpose of the unit.
Unit content:					Content covered by the assessment criteria of the unit. Content has been provided for mandatory units and selected optional units.
Assessment requirements/evidence requirements:					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
Learning outcomes: 1 Understand how communication techniques can be used to help the customer choose products	Assessment criteria: 1.1 Explain how communication techniques can be used to match product features and benefits to complex customer needs 1.2 Explain how communication techniques can be used to narrow the choice of products to those best suited to the customers needs	Evidence type: O observation Q&A questions and answers P learner products RA reflective accounts/ personal statements S simulation PD professional discussion A assignment, project/case studies WT witness testimony EPW expert witness evidence RPL Recognition of Prior Learning	Portfolio reference: The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	Date: The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

Units

Unit 1: Understand Child and Young Person Development

Unit code: CYP Core 3.1

Unit reference number: L/601/1693

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit provides knowledge and understanding of how children and young people from birth to 19 years develop, including underpinning theoretical perspectives. It also includes actions taken when differences in development are identified and the potential effects of transitions on children and young people's development.

Assessment requirements/evidence requirements

This unit should be assessed in line with the Skills for Care and Development's Assessment Principles.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 Understand the expected pattern of development for children and young people from birth-19 years

Expected pattern of development birth – 19 years: stages 0-3, 3-7, 7-12, 12-16, 16-19 years; sequence usually same for all children; rate of individual development; effects of premature births; low weight babies; multiple births

Sequence of development: broadly the same sequence; normal ranges of development; cephalo-caudal development in infancy; links with the nervous system; critical periods

Rate of development: development is holistic; individual differences in rate; different aspects of development affect one another; aspects of development proceed at different rates in individuals; range of factors affecting individual differences; principles of physical development

Gross motor physical development: infant reflexes; development of locomotion, balance and co-ordination; gender differences

Fine motor physical development: infant reflexes; palmar grasp; pincer grasp; hand eye coordination; use of pencil, brushes, tools, increase in control of tools; benefits of a stimulating environment

Physical maturity: target height, role of hormones, puberty, sexual maturity

Development of communication: Pre-linguistic vocalising; linguistic, single words, sentences, increase in vocabulary; receptive language; expressive language; development of pragmatic skills; theories of language, behaviourist, observational learning, language acquisition device; nature/nurture debate; critical periods

Intellectual/cognitive development: object permanence, use of symbols, development of abstract concepts; memory; imagination; problem solving skills; schema; multiple intelligence-Gardner; nature/nurture debate; maturation theory; Gesell scales

Social development: social interaction; cooperation with others; development of friendships, importance of friendships; peer groups; ability to spend time alone

Emotional and behavioural development: attachment to primary care giver; multiple attachments; theories of attachment, Bowlby, Ainsworth, effects of separation; the distress syndrome; self-concept, self-esteem, confidence,; self fulfilling prophecy; emotional resilience; personal identity; social identity; Rogers, growth promoting climate

Moral development: stages; theories, Kohlberg, Eisenberg, Piaget, Gilligan

2 **Understand the factors that influence children and young people's development and how these affect practice**

Personal factors influencing development: health status; disability; sensory impairment; learning difficulties; genetic inheritance; gender; motivation, adult expectations, bullying, effects of discrimination; family function/dysfunction, social, cultural, financial, economic, environmental factors; disability of family members; long term illness of primary carer

Theories of development and frameworks affecting practice: competing theories; Piaget- cognitive/constructivist, learner-centred educational philosophy, learning through play; Psychoanalytical-Freud, Erikson, effects of early experience on personality, Humanistic- Rogers' growth promoting climate, Maslow's hierarchy of needs, self actualisation, effects on self- concept; Social learning theory -Bandura, observational learning/modelling, positive role models; Behaviourist approach- Skinner, use of operants to shape and reinforce behaviour, use of reinforcement to promote learning; social pedagogy, holistic approach to children's experiential learning

3 **Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern**

Methods of monitoring development: formal; informal; observation and assessment: formative; summative; comparison with milestones; relation to child development theorists, expert opinion; information from parents/carers, colleagues; assessment frameworks, Common Assessment Framework (CAF), curriculum frameworks (Early Years Foundation Stage (EYFS), National Curriculum); standard measurements, milestones, percentiles, Bayley Scales Inventory

Recording, reporting and sharing information: sharing information with parents or carers and children, sharing findings as appropriate and according to the procedures and policies of the setting, referring concerns eg particular difficulties, suspected abuse, legal evidence to an appropriate professional, Special Educational Needs Coordinator (SENCO), role of the named person; lines of reporting; procedures in familiar setting; storing information, securely, no longer than necessary, use of records, signing and dating; electronic storage, use of secure passwords, need to change passwords regularly to preserve security; not leaving computer screens unattended

Reasons why development is not following expected patterns: disability; genetic impairment, sensory, physical, cognitive; emotional or physical difficulties; environmental factors; cultural reasons; social factors; specific learning needs; global learning disability; communication difficulties; abuse; family dysfunction; family patterns of physical development; effects of illness; trauma; hormone deficiency; malnutrition

Different types of intervention: social work support for looked after children, children who have disabilities; speech and language therapist support with communication difficulties; psychologist support with learning and behavioural difficulties, role of play therapy; psychiatrist support with emotional difficulties; youth justice to provide support for young offenders, support to stop children and young people offending; specialist nurse to provide support for children/young people with specific health needs; additional learning support in the classroom and at home; physiotherapist support for fine and gross motor skills development, following trauma or illness; assistive technologies to enable pupils who have specific needs to access the curriculum, computer programmes, speech recognition device, hearing aid; health visitor to liaise with the family on health issues

4 Understand the importance of early intervention to support the speech, language and communication needs of children and young people

Importance of early identification of speech, language and communication delays and disorders: language and communication delay impacts on cognitive development/learning, social development, and emotional development/behaviour

Multi-agency support for speech, language and communication: speech and language therapist; special educational needs coordinator (SENCO); teacher; teaching assistant; school support worker; sensory support teacher; autism advisory teacher; educational psychologist; parents/carers; signers

Methods of support: use of augmentative alternative communication, British Sign Language; Makaton; signs and symbols; finger spelling; Braille; English as an additional language; use of interpreters and translators; bilingual and multilingual professionals; assistive technologies, computer software, hearing aids; objects of reference, communication passports

Play and activities to support speech, language and communication: whole-class and small-group activities; role play; strategies, use of positive body language, gestures, pointing, facial expressions; appropriate paralinguistic, tone, pitch; active/reflective listening; positive reinforcement; modelling speech and language; puppets; interactive computer programmes; story DVDs, signed and spoken; interactive whiteboards

5 **Understand the potential effects of transitions on children and young people's development**

Types of transitions: emotional, bereavement, birth of sibling, family break up, new adults in the home, entering or leaving care, change of carer; physical, moving house, nursery, school, class, moving from one activity to another; physiological, transition from baby to toddler, puberty, long-term medical conditions; intellectual, moving from one key stage to the next

Impact of transitions: physical impact, growth spurts, losing or gaining weight; behavioural impact, anxiety, nocturnal enuresis, withdrawal, mood swings, use of illegal substances; attitudinal impact, rudeness, loss of interest and motivation, reluctance to participate in activities; difficulty in building relationships; delayed emotional and social development; lack of trust; loss of self-esteem; self harming; school refusal; positive effects of transition, increased interest, development of self-identity, motivation, development of friendships, new experiences

Importance of positive relationships: effects on emotional, physical, psychological and cognitive development; provision of stability, consistency and security; someone to talk to; someone who understands how they may be affected, opportunities for children or young people to explore the effects of transitions on their lives, express feelings about the impact of transitions on self and others, develop empathy for others undergoing transitions; supporting and encouraging decision making; development of independence; recognition of choices and consequences; opportunities for children and young people to express feelings about impact of transitions for self and others, opportunities for child or young person to develop of empathy for others undergoing transitions, opportunities to support and encourage decision making, independence; identification of situations which may arise from transition that may require referral; role of mentors; role of befrienders; role of advocates

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the expected pattern of development for children and young people from birth–19 years	1.1 explain the sequence and rate of each aspect of development from birth – 19 years 1.2 explain the difference between sequence of development and rate of development and why the difference is important			
2 Understand the factors that influence children and young people’s development and how these affect practice	2.1 explain how children and young people’s development is influenced by a range of personal factors 2.2 explain how children and young people’s development is influenced by a range of external factors 2.3 explain how theories of development and frameworks to support development influence current practice			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern	3.1 explain how to monitor children and young people's development using different methods 3.2 explain the reasons why children and young people's development may not follow the expected pattern 3.3 explain how disability may affect development. 3.4 explain how different types of interventions can promote positive outcomes for children and young people where development is not following the expected pattern			
4 Understand the importance of early intervention to support the speech, language and communication needs of children and young people	4.1 analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition 4.2 explain how multi-agency teams work together to support speech, language and communication. 4.3 explain how play and activities are used to support the development of speech, language and communication			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand the potential effects of transitions on children and young people's development	5.1 explain how different types of transitions can affect children and young people's development. 5.2 evaluate the effect on children and young people of having positive relationships during periods of transition			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 2: Promote Child and Young Person Development

Unit code: CYP Core 3.2

Unit reference number: R/601/1694

Level: 3

Credit value: 3

Guided learning hours: 25

Unit summary

This unit provides a basis of knowledge, understanding and the competence required to promote children and young people's development and positive behaviour. It also includes how to support children and young people through transitions in their lives.

Assessment requirements/evidence requirements

This unit must be assessed in line with the Skills for Care and Development Assessment Principles. Learning outcomes 1, 2, 3, 5 and 6 must be assessed in a real work environment. Reflection on practice should be included in the assessment evidence.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 Be able to assess the development needs of children or young people and prepare a development plan

Relevant factors when assessing development: child or young person's wishes and feelings, ethnic, linguistic and cultural background, disability or specific requirements, additional needs; reliability of information; avoiding judgements or bias, age and stage of development; confidentiality and circumstances where total confidentiality is not appropriate eg safety of the child or young person is at risk

Assessing different areas of development: physical development; development of communication; intellectual/cognitive development; social, emotional and behavioural development; moral development

Assessment methods: assess the child or young person's overall development making reference to the expected developmentally norms for the appropriate age; give an explanation of the selection of the assessment methods used eg assessment frameworks, observations, standard measurements; external assessment; internal assessment; peer assessment; self assessment; importance of appropriate questioning techniques and listening; learning styles; knowledge acquisition; review; procedure for information sharing with parents, carers, children and young people, other professionals and colleagues; use of photographs or other similar material

A plan that meets the development needs of a child or young person: refer to developmental norms as a guide and recognise that development is both holistic and interconnected; include the value of involving the child or young person in taking responsibility for own development and contributing to the plan; awareness of prior learning; consolidate learning of child or young person; provide suitable structure; remove barriers to learning; develop strategies to inspire and motivate; plan for ways to provide constructive feedback eg performance indicators, timely communication use, of praise, constructive criticism, reflection, review

2 Be able to promote the development of children or young people

Implement development plan: implement the individual development plan with the child or young person according to procedures for setting; evaluate success of plan through observation and revise the plan if necessary

Importance of a person-centred and inclusive approach: importance of actively involving child or young person in decisions affecting their lives (according to their age and abilities); importance of actively involving child or young person (according to their age and abilities) in the services they receive; approach should include reference to holistic development of the child or young person through eg individual learning plans, the role of observations, working with parents or carers, use of

effective planning, equality of opportunity, providing constructive feedback and encouragement

3 Be able to support the provision of environments and services that promote the development of children or young people

An environment or service that promotes the development of children and young people: environment should be safe, stimulating, attractive, well-organised environment, personalised, inclusive environment, encourages participation, meets individual and group needs; high quality policies which are understood by practitioners and implemented; all regulatory requirements are met; environment provides appropriate risk and challenge; environment welcomes and values involvement from parents, families and carers

Organisation of work environment or service to promote the development of children or young people: details of specific plans and activities eg learning activities, home visits, the provision of a range of services, how outcomes are measured for success, importance of collaboration and reflective practitioners, how parents are actively encouraged to be involved in the setting, how the setting supports children and young people's rights

4 Understand how working practices can impact on the development of children and young people

Effect of working practice on children and young people's development: negative impact of eg poor organisation and planning of appropriate activities, lack of enthusiasm, poor relationships with colleagues and other professionals, lack of rapport with parents, families and carers, reluctance to maintain and update qualifications; positive impact of eg appropriate development plan that is child-centred or young person centred, effective communication and information sharing between all parties involved in caring for child or young person, early identification and intervention regarding developmental needs and/or difficulties

Effect of institutions, agencies and services on children and young people: impact of eg charities, support groups, faith-based groups, community projects, children centre services, Kidscape, NSPCC, extended schools provision; various effects eg offer empathy, support and guidance to children and young people and families experiencing difficulties, help identify problems in development of children or young people, raise awareness of rights, information, available help, opportunities and ways to progress in development

5 Be able to support children and young people's positive behaviour

Work with children and young people to encourage positive behaviour: identify and implement strategies used to encourage positive behaviour eg positive reinforcement, rewards, involving child or young person in decision making where appropriate; strategies used for preventing unwanted behaviour eg ensuring a stimulating environment, reinforcing

rules and expectations in a clear and consistent manner, use of distraction and diversion, adequate resources made available in order to avoid frustration or boredom on part of child or young person

Different approaches to supporting positive behaviour: eg positive reinforcement strategies, modelling positive behaviour and responses to situations, having an overall positive culture in the setting, creating an environment that promotes positive behaviour, individual behaviour planning, distraction and diversion strategies, boundary setting and collaborative ground- rule making, supporting children and young people's reflection on and managing of own behaviour

6 Be able to support children and young people experiencing transitions

Supporting children and young people experiencing different types of transitions: different types of transition eg emotional (bereavement, entering/leaving care, family break up), physical (moving house or school), physiological (puberty or long-term medical condition, disability)

Support for children and young people experiencing transitions: home visits, developing a close working relationship with the family, use of mentors, implementing a key person system, a robust settling- in process where parents and carers are welcome to stay with the child or young person as long as needed while they settle in the new setting; providing continuity of care for the child or young person and family where possible, referral to specialist community or charity support organisations where appropriate

Provision of structured opportunities for children or young people to explore the effects of transitions on their lives: activities as appropriate to age and development stage of child or young person eg circle time activities, storytelling, song-writing, music, dance, discussion, reflection activities, personal storybooks of the child's own transition, role play

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to assess the development needs of children or young people and prepare a development plan.</p>	<p>1.1 explain the factors that need to be taken into account when assessing development.</p> <p>1.2 assess a child or young person’s development in the following areas:</p> <ul style="list-style-type: none"> a physical b communication c intellectual/cognitive d social, emotional and behavioural e moral <p>1.3 explain the selection of the assessment methods used</p> <p>1.4 develop a plan to meet the development needs of a child or young person in the work setting</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to promote the development of children or young people	2.1 implement the development plan for a child or young person according to own role and responsibilities, taking into account that development is holistic and interconnected 2.2 evaluate and revise the development plan in the light of implementation 2.3 explain the importance of a person-centred and inclusive approach and give examples of how this is implemented in own work 2.4 listen to children or young people and communicate in a way that encourages them to feel valued 2.5 encourage children or young people to actively participate in decisions affecting their lives and the services they receive according to their age and abilities			
3 Be able to support the provision of environments and services that promote the development of children or young people.	3.1 explain the features of an environment or service that promotes the development of children and young people 3.2 demonstrate how own work environment or service is organised to promote the development of children or young people.			
4 Understand how working practices can impact on the development of children and young people	4.1 explain how own working practice can affect children and young people's development 4.2 explain how institutions, agencies and services can affect children and young people's development			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to support children and young people's positive behaviour	5.1 demonstrate how they work with children and young people to encourage positive behaviour 5.2 evaluate different approaches to supporting positive behaviour			
6	Be able to support children and young people experiencing transitions	6.1 explain how to support children and young people experiencing different types of transitions 6.2 demonstrate provision of structured opportunities for children or young people to explore the effects of transitions on their lives			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 3: Understand How to Safeguard the Wellbeing of Children and Young People

Unit code: CYP Core 3.3

Unit reference number: Y/601/1695

Level: 3

Credit value: 3

Guided learning hours: 25

Unit summary

This unit covers the understanding, knowledge and competences required to support the safeguarding of children and young people.

Assessment requirements/evidence requirements

This unit should be assessed in line with the Skills for Care and Development Assessment Principles.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people**

Current legislation, guidelines and policies regarding the safeguarding of children and young people relevant to own home country:

Legislation: Children Act 1989; Children Act 2004; Every Child Matters (England); Education Act 2002; UN Convention on the Rights of the Child (1989)

Guidelines: Working Together to Safeguard Children 2010, What to do if you're worried that a child is being abused 2006, Safeguarding Children and Safer Recruitment in Education 2007, Safeguarding Disabled Children 2009; Common Assessment Framework (CAF); Local Authority Guidelines

Organisational and Local Policies and procedures: safeguarding, protecting, reporting and recording; e-safety, bullying and cyber bullying, Care Orders, local authority guidelines; areas of child protection applicable to own home country, early intervention, improving accountability and coordination of children's services, improving support for parents and carers, a childcare workforce strategy

Child protection within the wider concept of safeguarding children and young children: definition of terms, child protection, safeguarding, looked after children, children in need; role of local Children's Safeguarding Boards

National and local guidelines, policies and procedures for safeguarding affecting day-to-day work with children and young people: applicable to own home country and applicable to day-to-day practice; childcare practice, policies and procedures regarding propriety and behaviour, intimate personal care, physical contact; Enhanced Criminal Records Bureau checks (CRB); organisational policies for recording and reporting suspected abuse; whistle-blowing policies; risk assessment, hazard recognition, vigilance of practitioners, indoors, outdoors, trips and outings, visitors to school; use of advocacy to facilitate the views of children and young people; role of the Guardian ad Litem; Guardian ad Litem Agency Northern Ireland; support for adults, children and young people who express concerns; provision of current staff training on issues of safeguarding

Inquiries and serious case reviews: Local Safeguarding Children Boards (LSCB) Regulations (2006); Working Together to Safeguard Children 2010; process and stages of Serious Case Reviews, (SCR); uses of SCRs, death of children and young people due to known/suspected abuse, neglect, serious harm, life threatening injuries

Process used by own work setting or service to comply with legislation that covers data protection, information handling and sharing:

instructions for clear and appropriate action to be taken in the event of a suspected child protection situation; action to be taken in the event of a suspected child protection situation, reporting concerns, lines of reporting, information sharing confidentiality; policies for e-safety, cyber bullying, confidentiality; procedures for reporting and recording, information storing, how information is gathered, stored and shared; confidentiality, methods of reporting concerns; Data Protection Act 1998; Freedom of Information Act 2000

2 Understand the importance of working with other organisations to safeguard children and young people

Importance of safeguarding children and young people: responsibility of all adults working with children and young people to safeguard children and young people from harm; professional duty while children are in a particular setting; duty to report concerns about issues occurring outside the setting; safeguarding policies and procedures need to include physical safety and security on the premises and on off-site visits, e-safety and security when using the internet; staff awareness and training, monitoring and record-keeping; multi-professional/interagency working;

Child/young person-centred approach: the wishes and feelings of children must be identified and taken account of; child at the centre of the process by involving the child or young person in meetings, asking for their opinion when discussing matters relating to them; importance of respecting children and young people

Partnership working in the context of safeguarding: the importance of the role of all parties in child protection; multi-agencies involvement in safeguarding; essential nature of communication to ensure the safety and protection of children; prompt action to ensure early intervention; prevention of children/young people not receiving protection; lessons learned from high profile cases; shared competencies; the Integrated Workforce Agenda

Roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed: Children's Social Care (act when concerns raised about a child, carry out assessment of child's needs, interview child or young person and family, gather information from other agencies, lead Child Protection Conference, take action if child or young person in immediate danger); police (make decision about whether crime has been committed, take emergency action if child or young person is in immediate danger); health professionals, general practitioners, doctors in emergency departments (examine/observe a child or young person thought to be at risk of abuse or who has suffered abuse); health visitors; The Local Safeguarding Children Board (LSCB) (role and responsibility to oversee the work of other agencies, includes experts from the range of children's services, reviews all serious cases of abuse; role of voluntary groups, National Society for the Prevention of Cruelty to Children (NSPCC), Childline, Children and Young People's Networks, Sure Start; role of

schools in supporting looked after children and young people, supporting children and young people on the 'at risk register'; role of the Probation service; role of the Youth Offending Service

3 Understand the importance of ensuring children and young people's safety and protection in the work setting

Importance of ensuring children and young people are protected from harm within the work setting: applicable to own home country and setting or organisation, responsibility of adults in certain settings to act *loco parentis*; effect of harm on children and young persons' wellbeing and development; health and safety issues, behaviour, bullying; medical issues; allergies; safe storage of medication; signed permission for administration of medication; Department for Education Guidelines for administration of medication in schools; safeguarding, internet safety, safety on off-site trips, ratio of staff to children and young people; role of the named person

Policies and procedures to protect children and young people and adults who work with them: applicable to own home country and setting or organisation, working in a transparent and open way, personal and collective accountability, listening to children and young people, duty of care, whistle-blowing, power and position of trust, propriety and behaviour, physical contact, intimate personal care routines, off-site visits, use of photography and video material, sharing concerns and recording or reporting incidents

Reporting concerns about poor practice: whistle-blowing policy; Public Interest Disclosure Act 1998; role of the prescribed person; confidentiality; complaints procedures; appeals procedures

Steps practitioners can take to protect themselves within their everyday practice in the work setting and on off site visits: knowledge of and adherence to government guidelines, legislation, local and organisational policies and procedures with regard to; personal and professional behaviour, appropriate delivery of intimate, personal care; appropriate use of physical contact/appropriate use of touch; obtaining written consent for the use of photography and video; full knowledge of e-safety policies; dealing with bullying as it arises; non-use of mobile phones whilst working; informing colleagues of whereabouts and actions; discussing/reporting concerns immediately

4 Understand how to respond to evidence or concerns that a child or young person has been abused or harmed

Signs, symptoms, indicators and behaviours causing concern: types of abuse, neglect, emotional, physical, sexual; recognition of symptoms, indicators and behaviours that may cause concern in the context of safeguarding

Actions to be taken if a child or young person alleges harm or abuse: taking action in line with policies and procedures of own setting, lines of reporting, role of the named person, limits of own role, confidentiality, importance of safeguarding; when to inform external agencies, social

services, the police; providing reassurance for the child; recording full details of the disclosure, date, time, what was said; a non-judgemental approach; importance of taking allegations seriously; importance of active listening

The rights of children, young people and their carers in situations where harm or abuse is suspected or alleged: to be listened to and believed; to have their opinions and views considered when decisions are made; to be informed of final judgements and decisions and the rationale for these; to be respected; to be supported; to feel safe; to be regarded without judgement; to have their situations investigated by the use of appropriate protocols and procedures; to complain and appeal; to have all outcomes documented; to have all information communicated by an appropriate method

5 Understand how to respond to evidence or concerns that a child or young person has been bullied

Physical: pushing; kicking; hitting; pinching; other forms of violence; threatened physical violence

Verbal: name-calling; insults and sarcasm including those referring to sexuality, gender, race/ethnic group, age, disability, appearance; persistent teasing; spreading of rumours

Emotional: tormenting; exclusion; ridicule; humiliation

Cyber-bullying: use of social network sites to spread rumours, insults, threats; text messaging

Effects on emotional development: levels of self esteem; self image; social identity; personal identity; mental health; self harming; suicide; school refusal; phobias; eating disorders

Effects on social development: difficulties in forming relationships; development of trust; isolation; self exclusion; school refusal

Effects on cognitive development: levels of concentration; learning; under-achievement; levels of school attendance

Managing bullying within the setting: adherence to policies and procedures of the setting in line with national legislation and guidelines; DCFS Guidance for Schools on Preventing and Responding to sexist, sexual and transphobic bullying 2009; Disability Discrimination Act 2005; role of the designated person; informing parents and carers; recording incidents; agreeing measures and actions; recording meetings with parents, carers and others; review and evaluation of actions

Supporting children and young people and families when bullying is suspected or alleged: use of local authority guidelines; use of guidelines and procedures of the setting; reassurance for the child or young person, their parents or carers; importance of team work in providing effective support for children and young people; providing information to children and young people on sources of support, Childline, Kidscape, named person within the setting; role of mentors; role of befrienders

6 Understand how to work with children and young people to support their safety and wellbeing

Support children and young people's self-confidence and self-esteem: use of team games, group activities; positive feedback and affirmation to reinforce personal success; celebration of diversity to promote inclusion; promotion of empowerment; assertiveness skills, saying no, shouting for help and running away; strategies to manage becoming lost; informing adults and not keeping inappropriate secrets; Harter Self Perception Profile

Importance of supporting resilience: techniques for managing stress; managing every day issues; strategies for coping with trauma; use of counselling; use of therapy; promoting independent decision making; allowing children and young people to make mistakes and manage the consequences with support; positive effects on long-term wellbeing

Reasons to work with children and young people to ensure they have strategies to protect themselves: provision of support in assessing risks; enabling decision making; provision of empowerment and independence; support of overall development

Empowering children and young people to make positive and informed choices that support their wellbeing and safety: use of active and reflective listening; encouragement of self expression; provision of space to express feelings and concerns; promotion of discussion and consideration with regard to personal safety and relevant strategies; provision of information on sources of support, Childline, Kidscape, Mencap, NSPCC; observation and monitoring of behaviour; acting on concerns

7 Understand the importance of e-safety for children and young people

Risks and possible consequences for children and young people of being online and of using a mobile phone: distribution of personal information through social networking sites, telephone numbers, photographs, email addresses, school name, clubs they attend, meeting points for social gatherings; access to inappropriate internet materials; risk of identity theft through online online purchasing; use of mobile phones as medium for bullying

Reducing risk to children and young people from internet and mobile phone use: clear e-policy for setting or organisation; internet filters to prevent access of inappropriate materials; importance of keeping personal details private; privacy settings on social networking sites; information workshops for parents about e-safety; monitoring of online purchasing to avoid identity theft

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people</p>	<p>1.1 outline current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people</p> <p>1.2 explain child protection within the wider concept of safeguarding children and young people</p> <p>1.3 analyse how national and local guidelines, policies and procedures for safeguarding affect day-to-day work with children and young people</p> <p>1.4 explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice</p> <p>1.5 explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the importance of working in partnership with other organisations to safeguard children and young people	2.1 explain the importance of safeguarding children and young people 2.2 explain the importance of a child or young person centred approach 2.3 explain what is meant by partnership working in the context of safeguarding 2.4 describe the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the importance of ensuring children and young people's safety and protection in the work setting.	3.1 explain why it is important to ensure children and young people are protected from harm within the work setting 3.2 explain policies and procedures that are in place to protect children and young people and adults who work with them 3.3 evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected 3.4 explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to respond to evidence or concerns that a child or young person has been abused or harmed.	4.1 describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding 4.2 describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting 4.3 explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged			
5 Understand how to respond to evidence or concerns that a child or young person has been bullied	5.1 explain different types of bullying and the potential effects on children and young people 5.2 outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place 5.3 explain how to support a child or young person and/or their family when bullying is suspected or alleged			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand how to work with children and young people to support their safety and wellbeing	6.1 explain how to support children and young people's self-confidence and self-esteem 6.2 analyse the importance of supporting resilience in children and young people 6.3 explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety 6.4 explain ways of empowering children and young people to make positive and informed choices that support their wellbeing and safety			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Understand the importance of e-safety for children and young people	7.1 explain the risks and possible consequences for children and young people of being online and of using a mobile phone 7.2 describe ways of reducing risk to children and young people from: a social networking b internet use c buying online d using a mobile phone			

Learner name: _____

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Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 4: Support Children and Young People's Health and Safety

Unit code: CYP Core 3.4

Unit reference number: D/601/1696

Level: 3

Credit value: 2

Guided learning hours: 15

Unit summary

This unit provides the knowledge, understanding and skills required to support children and young people's health and safety. It requires a demonstration of competence in recognising hazards and undertaking risk assessments in the work setting.

Assessment requirements/evidence requirements

This unit should be assessed in line with Skills for Care and Development's Assessment Principles. Assessment of learning outcome 2 must take place in a real work environment. Simulation is not permitted for this learning outcome.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Understand how to plan and provide environments and services that support children and young people's health and safety**

Planning healthy and safe indoor and outdoor environments and services: taking into account the individual age and abilities of the children or young people being planned for; identifying specific risks to individual children or young people eg those with sensory impairment; identifying the needs of adults where relevant eg resources, equipment or training; recognising the duty of care; meet regulatory requirements eg EYFS, Ofsted; links to the desired outcomes for children and young people eg Every Child Matters; recognition of the lines of responsibilities and accountability; use guidance eg EYFS, Ofsted

Monitoring and maintaining health and safety: people in the work setting need to be made aware of risks and hazards and encouraged to work safely eg staff, parent helpers, volunteers, visitors; health and safety responsibility of everyone; deliver safety education to children and young people eg EYFS, curriculum; routine health and safety assessment/checklist for both indoors, outdoors, visits and outings; staff training; health and safety policies and procedures in place to ensure good practice; recording accidents and incidents; review policies and procedures and incidents

Guidance for planning healthy and safe environments and services: sources eg Health and Safety Executive, Department for Education, St John Ambulance, The British Red Cross, British Standards Institute (BSI)

Implementing health and safety legislation, policies and procedures: legislation for home country which informs the writing of health and safety policies and procedures; legislation eg Health and Safety at Work Act 1974, Health and Safety (young persons) Regulations 1997, Fire Precautions (workplace) Regulations 1997, Care Standards Act 2000, Control of Substances Hazardous to Health Regulations 1994 (COSHH), Reporting of Injuries, Diseases and Dangerous Occurrences Regulation 1995 (RIDDOR), Health and Safety (First Aid) Regulations 1981, Food Handling regulations 1995, Personal Protective Equipment at Work Regulations 1992, Children Act 1989, Children Act 2004; policies required eg health and safety, risk assessment, child protection; review policies and procedures

2 **Be able to recognise and manage risks to health, safety and security in a work setting or off site visits**

Potential hazards to health, safety and security of the children or young people or others: hazard recognition and risk assessment applied to indoors, outdoors, outings; potential hazards which may include physical, security, fire, food safety, personal safety; identify and reduce risk through use of observations, checklists, health and safety risk assessments; importance of record-keeping and sharing of information

Dealing with hazards: act immediately to make sure that others are not put in danger; remove hazards if appropriate; direct others away from the area; send for another adult if required; report and record

Health and safety risk assessment: check all areas of setting; identify hazard; assess risks from each hazard; establish procedures for managing to an acceptable level risks from hazards that cannot be removed; make improvements in line with changing circumstances and requirements or service; record and report

Monitoring and reviewing health and safety risk assessments: importance of detailed records of accidents and incidents eg accident books; regularly reviewing and updating policies and procedures; keeping up to date with current legislation and models of good practice

3 Understand how to support children and young people to assess and manage risk for themselves

A balanced approach to risk assessment: take into account the child or young person's age, needs and abilities; avoid excessive risk taking and avoid being excessively risk-averse; present a balanced viewpoint; promote managed risk taking and challenge; recognise the importance of risk and challenge to a child or young person's development; work with children and young people to identify hazards and manage risk; role model assessing and managing risk

4 Understand appropriate responses to accidents, incidents and emergencies and illness in work settings and off site visits

Policies and procedures of the setting or service in response to accidents, incidents, emergencies and illness: accidents involving children, young people or adults; emergencies eg fire, missing children or young people, evacuating a setting; incidents eg school security/strangers; recognising signs and symptoms of illness eg fever, rashes, unconsciousness, taking action as required; policies and procedures of setting eg for dealing with ill children and readmission to setting following illness, for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies

Recording and reporting: procedures of setting; lines of responsibility eg qualified first aider; accountability; accuracy; confidentiality; written reporting; verbal reporting

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to plan and provide environments and services that support children and young people's health and safety	1.1 describe the factors to take into account when planning healthy and safe indoor and outdoor environments and services 1.2 explain how health and safety is monitored and maintained and how people in the work setting are made aware of risks and hazards and encouraged to work safely 1.3 identify sources of current guidance for planning healthy and safe environments and services 1.4 explain how current health and safety legislation, policies and procedures are implemented in own work setting or service			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to recognise and manage risks to health, safety and security in a work setting or off site visits	2.1 demonstrate how to identify potential hazards to the health, safety and security of children or young people, families and other visitors and colleagues 2.2 demonstrate ability to deal with hazards in the work setting or in off site visits 2.3 undertake a health and safety risk assessment in own work setting or service illustrating how its implementation will reduce risk 2.4 explain how health and safety risk assessments are monitored and reviewed			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to support children and young people to assess and manage risk for themselves	3.1 explain why it is important to take a balanced approach to risk management 3.2 explain the dilemma between the rights and choices of children and young people and health and safety requirements 3.3 give example from own practice of supporting children or young people to assess and manage risk			
4 Understand appropriate responses to accidents, incidents emergencies and illness in work settings and off site visits	4.1 explain the policies and procedures of the setting or service in response to accidents, incidents, emergencies and illness 4.2 identify the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies			

Learner name: _____

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Internal verifier signature: _____

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(if sampled)

Unit 5: Develop Positive Relationship with Children, Young People and Others Involved in Their Care

Unit code: CYP Core 3.5

Unit reference number: H/601/1697

Level: 3

Credit value: 1

Guided learning hours: 8

Unit summary

This unit aims to enable learners to understand and practise the skills required to develop positive relationships with children, young people and carers.

Assessment requirements/evidence requirements

This unit should be assessed in line with the Skills for Care and Development Assessment Principles. This unit must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Be able to develop positive relationships with children and young people**

Importance of positive relationships with children and young people: building positive relationships in order to provide the best possible care, support, learning opportunities and effective safeguarding for children and young people

Building positive relationships with children and young people: effective and positive communication; keeping confidentiality as appropriate, responding to children and young people in an appropriate manner; demonstrating respect and courtesy; involving children and young people in decisions affecting their lives; other ways eg identifying and addressing conflict in a sensitive manner, maintaining a consistent and fair attitude, valuing the ideas of others, honouring responsibilities, appropriate use of humour, using positive body language, eye contact

Own effectiveness in building relationships with children or young people: reflecting on own effectiveness in building relationships with children or young people in the workplace setting eg reflecting on what worked well, what did not work so well; use of feedback to evaluate own performance and inform development eg use feedback to raise awareness of strengths, identify areas for improvement, actions to be taken to improve performance; actively seek feedback; use appropriate sources of feedback and support eg mentors, teachers, colleagues, other professionals involved in care of children and young people; develop personal development plan where appropriate eg personal development plan to manage development using reflection and structured planning on how to meet own goals

2 **Be able to build positive relationships with people involved in the care of children and young people**

Importance of positive relationships with people involved in the care of children and young people: common goal to work effectively together to provide the best possible care, support, learning opportunities and effective safeguarding for children and young people; others involved in the care of children and young people eg colleagues, organisational manager, carers, official visitors, multi-agency professionals, external partners

Building positive relationships with people involved in the care of children and young people: eg through joint training activities, team meetings, sharing of good practice and information as appropriate, valuing and respecting the contributions, ideas and skills of others, understanding the roles and responsibilities of others involved in the care of children and young people, reflecting on own effectiveness in building relationships with others involved in the care of children or young people, seeking feedback and support, reflecting on what worked well, what did not work so well

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to develop positive relationships with children and young people	1.1 explain why positive relationships with children and young people are important and how these are built and maintained 1.2 demonstrate how to listen to and build relationships with children and young people 1.3 evaluate own effectiveness in building relationships with children or young people			
2 Be able to build positive relationships with people involved in the care of children and young people	2.1 explain why positive relationships with people involved in the care of children and young people are important 2.2 demonstrate how to build positive relationships with people involved in the care of children and young people			

Learner name: _____

Date: _____

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Assessor signature: _____

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(if sampled)

Unit 6: Working Together for the Benefit of Children and Young People

Unit code: CYP Core 3.6

Unit reference number: K/601/1698

Level: 3

Credit value: 2

Guided learning hours: 15

Unit summary

This unit aims to enable the learner to understand the importance of multi-agency and integrated working and to develop the skills required for effective communication for professional purposes. It includes and assesses competence in information sharing between those involved in the work with children and young people.

Assessment requirements/evidence requirements

This unit should be assessed in line with the Skills for Care and Development Assessment Principles. Learning outcome 2 and learning outcome 3 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 Understand integrated and multi-agency working

The importance of multi-agency and integrated working in delivering better outcomes for children and young people: teams need to work proactively together for the best outcomes for the child, young person and family; integrated working involves everyone supporting children, young people and families working together effectively to put them at the centre, meet their needs and improve their lives; integrated working as part of government policies for children and young people in the relevant home nation; multi-agency and integrated working enables sharing of skills, information and best practice; multi-agency and integrated working facilitates a child-centred or young person-centred approach

Functions of external agencies: external agencies as applicable to own setting and home country eg local education authority, Ofsted, social services, early years and childcare, play work, youth justice, police, further education, youth work, NHS and health services, sports and culture sector organisations; function of external agencies as applicable to own organisation eg investigate referral in suspected case of abuse of child or young person, provide support for child or young person experiencing transition, provide support for child or young person with disability or long-term health condition, inspect provision of care in setting

Referrals between agencies: as required by legislation or procedures and policies of home country and own setting eg: Every Child Matters – Change for Children (2004), Every Child Matters – Making It Happen: Working together for children, young people and families (2008) Common Assessment Framework (CAF), Aiming High for Disabled Children, Better support for Families (2007); using correct referral routes within the setting eg SENCO, Child Protection officer, supervisor or manager; reasons for referral to different agencies eg safeguarding children and young people, early intervention, need for specialist or additional support; policies and procedures for referrals between organisations; role of the lead professional in coordinating services; the use of the Common Assessment Framework (CAF) to provide support; role of Early Intervention Teams

Common barriers to integrated working and multi-agency working: lack of understanding of roles and responsibilities, time constraints, logistical challenges, multitude of contacts within the working environment and multi-agency team, terms and conditions of employment, different professional values and ethos, different priorities; ways of overcoming barriers eg include joint training activities, joint team meetings, team building activities, information sharing as appropriate

Assessment frameworks: as applicable to own UK home nation eg details of The Common Assessment Framework (UK), CAF as key part of delivering frontline services that are integrated, and are focused around the needs of children and young people, CAF as a standardised approach to conducting assessments of children's additional needs and deciding how these should be met, use of CAF by practitioners across children's services

2 Be able to communicate with others for professional purposes

Appropriate communication methods for different circumstances: use of electronic aids, pictorial aids eg Makaton, use of an interpreter, effective use of the telephone and emails, preparing and delivering presentations, written communication and record-keeping

3 Be able to support organisational processes and procedures for recording, storing and sharing information

Recording, storing and sharing information: recording information in accordance with legal requirements eg Children Act 2004 (England and Wales), Working Together to Safeguard Children 2006, EYFS Statutory Framework, Ofsted inspections (England); importance of recording information clearly, accurately, legibly and concisely; reasons for keeping records eg accident and incident reports; need to record facts; sharing information with colleagues, parents and carers; accessibility; sharing findings as appropriate and according to the procedures and policies of the setting; referring concerns eg particular difficulties, suspected abuse, legal evidence to an appropriate professional such as the SENCO or designated child protection person within the setting

Maintain secure recording and storage systems for information: as required by legislation applicable to home country and policies of setting; how information is gathered, stored and shared; data protection requirements eg Data Protection Act 1998, Privacy and Electronic Communications Regulations; organisational systems and procedures; roles and responsibilities for contributing to and maintaining record keeping systems; policy for storing records; security and confidentiality; accessibility to information eg limited access to computer storage systems; protection of identity, if appropriate

Possible conflict between need to maintain confidentiality and the need to disclose information in cases of suspected abuse or crime: understanding that confidentiality cannot be maintained in a situation where abuse of a child or young person is suspected or when it is suspected that a crime has been committed or may be committed; child protection concerns that could identify a particular child are kept confidential and only shared with people who need to know this information; balancing the duty of care and individual rights and responsibilities

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand integrated and multi-agency working</p>	<p>1.1 explain the importance of multi-agency working and integrated working</p> <p>1.2 analyse how integrated working practices and multi agency working in partnership deliver better outcomes for children and young people</p> <p>1.3 describe the functions of external agencies with whom your work setting or service interacts</p> <p>1.4 explain common barriers to integrated working and multi-agency working and how these can be overcome</p> <p>1.5 explain how and why referrals are made between agencies</p> <p>1.6 explain the assessment frameworks that are used in own UK home nation</p>			
<p>2 Be able to communicate with others for professional purposes</p>	<p>2.1 select appropriate communication methods for different circumstances</p> <p>2.2 demonstrate use of appropriate communication methods selected for different circumstances</p> <p>2.3 prepare reports that are accurate, legible, concise and meet legal requirements</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to support organisational processes and procedures for recording, storing and sharing information	3.1 demonstrate own contribution to the development or implementation of processes and procedures for recording, storing and sharing information 3.2 demonstrate how to maintain secure recording and storage systems for information: a paper based b electronic 3.3 analyse the potential tension between maintaining confidentiality with the need to disclose information: a where abuse of a child or young person is suspected b when it is suspected that a crime has been/may be committed			

Learner name: _____

Date: _____

Learner signature: _____

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(if sampled)

Unit 7: Understand How to Support Positive Outcomes for Children and Young People

Unit code: CYP Core 3.7

Unit reference number: M/601/1699

Level: 3

Credit value: 3

Guided learning hours: 25

Unit summary

This unit aims to provide members of the children and young person's workforce with understanding of the factors that can impact, both positively and negatively, on outcomes and life chances of children and young people. It includes approaches to supporting positive outcomes including disability and specific requirements (additional needs).

Assessment requirements/evidence requirements

This unit should be assessed in line with Skills for Care and Development's Assessment Principles.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Understand how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people**

Social, economic and cultural factors that impact on the lives of children and young people: factors eg impact of being in the care system, living consistently in same parental home, relationship with parents or carer, attitude of parents or carer to education and a healthy lifestyle, poverty, poor housing, adequate/appropriate housing, level of access to community resources, being marginalised or excluded by society, discrimination and injustice, ethnic or cultural beliefs and customs, family expectations, health status, lack of opportunity and support

Impact of poverty on outcomes and life chances for children and young people: poverty as significant threat to the health and wellbeing of children and young people; growing up in poverty can affect every area of a child's development, eg lack of opportunity and support, inadequate access to resources, poor health, poor diet, poor quality of life, difficulties in social and emotional development, increased chance of accidents or illness, less likely to do well at school; long-term effects of poverty for the child or young person into adulthood eg long-term health problems, employment prospects, difficulties in building and maintaining positive relationships, homelessness, crime

Role of children and young people's personal choices and experience on their outcomes and life chances: the negative impact of poor choices on all areas of development and wellbeing eg impact of smoking on health, repercussions of offending behaviour, impact of substance abuse, impact of aggressive behaviour

2 **Understand how practitioners can make a positive difference in outcomes for children and young people**

Positive outcomes for children and young people: Every Child Matters outcomes for children and young people (England) – Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution and Achieve Economic Wellbeing

Designing services around the needs of children and young people: services more likely to be successful if they are child-centred or young person-centred and relevant to the individual's needs, preferences, likes and dislikes; services that are targeted at individuals are more likely to achieve goal of supporting wellbeing and positive outcomes

Importance of active participation of children and young people in decisions affecting their lives: active participation of children and young people in decision making can dramatically increase the service's chances of success; helps build self-esteem, accountability and independence in child or young person

Support children and young people according to their age, needs and abilities to make personal choices and experiences that have a positive impact on their lives: encouraging children and young people to think about consequences of choices or behaviour; offer accurate and easy to understand information about possible consequences of their choices or offer access to such information as necessary; be a positive role model; plan and/or facilitate age-appropriate activities and experiences that take advantage of current interest or issues of children or young people; use of different types of activities eg discussion groups, circle time activities

3 Understand the possible impact of disability, special requirements (additional needs) and attitudes on positive outcomes for children and young people

Potential impact of disability on outcomes and life chances of children and young people: potential impact eg discrimination, lack of choices or opportunities, decreased accessibility, low self-esteem or confidence, depression, poor disposition to learning; positive attitudes towards children and young people with disabilities can have significant impact on outcomes; importance of focusing primarily on the child or young person as a human being and seeing the disability as secondary; importance of working to minimise the impact of the disability in order to enable the disabled child or young person to lead as normal a life as possible

Social model of disability and its impact: idea that disability is caused by the way society is organised, not caused by the child or young person's disability; emphasises ways of removing obstacles which restrict life choices for children or young people with impairments or differences

Medical model of disability and its impact: idea that disabled children or young people are defined by their medical condition or illness; disabled child or young person should be helped to fit into society rather than society be encouraged to change in order to meet the needs of disabled child or young person; medical model strongly rejected by organisations representing disabled people

Support available for disabled children and young people and those with specific requirements: appropriate to the needs of the individual eg speech and language therapy, support from health professionals, assistive technology, specialised services; responsibility of social services to provide a range of services to support families with disabled children to minimise the impact of any disability eg short-term breaks, respite care, support services in the home, assistance for children and young people to participate in out-of-school activities alongside their peers

4 Understand the importance of equality, diversity and inclusion in promoting positive outcomes for children young people

Equality, diversity and inclusion in the context of positive outcomes for children and young people: Every Child Matters (England) and any other current legislation; the Children Act 2004, the Education Reform Act 1988, the Equality Act 2010; equal opportunities policy of own setting; support services use the social model of disability and work towards removing barriers which restrict life choices for children and young people; services planned according to the individual child or young person's needs and abilities in order to maximise chances of success; all practitioners should have a child-centred or young person-centred approach; child or young person needs to be involved in decisionmaking as appropriate for their age and abilities

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people</p>	<p>1.1 describe the social, economic and cultural factors that will impact on the lives of children and young people</p> <p>1.2 explain the importance and impact of poverty on outcomes and life chances for children and young people</p> <p>1.3 explain the role of children and young people’s personal choices and experiences on their outcomes and life chances</p>			
<p>2 Understand how practitioners can make a positive difference in outcomes for children and young people</p>	<p>2.1 identify the positive outcomes for children and young people that practitioners should be striving to achieve</p> <p>2.2 explain the importance of designing services around the needs of children and young people.</p> <p>2.3 explain the importance of active participation of children and young people in decisions affecting their lives</p> <p>2.4 explain how to support children and young people according to their age, needs and abilities to make personal choices and experiences that have a positive impact on their lives</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the possible impact of disability, special requirements (additional needs) and attitudes on positive outcomes for children and young people	3.1 explain the potential impact of disability on the outcomes and life chances of children and young people 3.2 explain the importance of positive attitudes towards disability and specific requirements 3.3 explain the social and medical models of disability and the impact of each on practice 3.4 explain the different types of support that are available for disabled children and young people and those with specific requirements			
4 Understand the importance of equality, diversity and inclusion in promoting positive outcomes for children and young people	4.1 explain the meaning of equality, diversity and inclusion in the context of positive outcomes for children and young people 4.2 compare, giving examples, ways in which services for children, young people and their carers take account of and promote equality, diversity and inclusion to promote positive outcomes			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

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Internal verifier signature: _____

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(if sampled)

Unit 8: **Promote Communication in Health, Social Care or Children’s and Young People’s Settings**

Unit code:	SHC31
Unit reference number:	J/601/1434
Level:	3
Credit value:	3
Guided learning hours:	10

Unit summary

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit explores the central importance of communication in such settings, and ways to meet individual needs and preferences in communication. It also considers issues of confidentiality.

Assessment requirements/evidence requirements

This unit must be assessed in line with Skills for Care and Development’s Assessment strategy.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Understand why effective communication is important in the work setting**

Reasons for communication: express needs; share ideas and information; to reassure; express feelings and/or concerns; build relationships; socialise; ask questions, share experiences

How communication affects relationships at work: communication in the work environment eg with colleagues, people using services, children and their families; helps to build trust; aids understanding of individuals' needs; ways communication is used to negotiate; communication used to prevent or resolve conflict and prevent misunderstanding; relevant theories eg Tuckman's stages of group interaction (forming, storming, norming, performing)

2 **Be able to meet the communication and language needs, wishes and preferences of individuals**

Needs, wishes and preferences of individuals: importance of recognising individual needs; age and stage of development of child or young person; home language; preferred method; additional learning needs; physical disabilities; alternative methods communication eg language; British Sign Language, Makaton, Braille, the use of signs, symbols, pictures and writing; objects of reference, finger spelling, communication passports, human and technological aids to communication

Factors to consider: Argyle's stages of the communication cycle (ideas occur, message coded, message sent, message received, message decoded, message understood); type of communication eg complex, sensitive, formal, non-formal; context of communication eg one-to-one; group, with people using services, children or young people, with professionals/colleagues; purpose of communication; cultural factors, need to adapt communication; environment; time and resources available

Communication methods and styles: eg non-verbal communication (eye contact, touch, gestures, body language, behaviour) verbal communication (vocabulary, linguistic tone, pitch, pace), signing, symbols, touch, music and drama, objects of reference; technological aids to communication

Responding to reactions: verbal responses eg tone, pitch, silence; nonverbal responses eg body language, facial expressions, eye contact, gestures, touch; emotional state; signs that information has been understood; when and how to adjust communication method

3 **Be able to overcome barriers to communication**

Differences in use and interpretation of communication methods: ways that an individual's background can influence communication eg age, gender, culture, socio-economic status; differences in verbal communication eg language, vocabulary, dialect, intonations; non-verbal eg facial expressions, use of body language, eye contact, gestures

Barriers to effective communication: language eg dialect, use of jargon, sector-specific vocabulary; environmental eg noise, poor lighting; emotional and behavioural eg attitudes, anxiety, lack of confidence, aggression; sensory impairment; health problems or medical conditions; learning disabilities; effects of alcohol or drugs

Overcoming barriers: use of technological aids eg hearing aids, induction loop, telephone relay services; human aids eg interpreters, signers, translators, advocates; use of age-appropriate vocabulary; staff training; improving environment; reducing distractions

Clarifying misunderstandings: checking understanding; avoiding misinterpretation of body language; use of active listening; repeating; rephrasing; use of visual cues

Accessing support: interpreting service; translation service; speech and language services; advocacy services; third sector organisations eg Stroke Association, Royal National Institute for Deaf People (RNID)

4 **Be able to apply principles and practices relating to confidentiality**

Confidentiality: where one person receives personal or sensitive information from another person, this information should not be passed on to anyone else without the consent of the person from whom the personal or sensitive information was received; meaning of confidentiality as contained in principles of current legislation eg the Data Protection Act 1998

Maintaining confidentiality in day-to-day communication: confidentiality in different inter-personal situations eg adult receives personal or sensitive information about child or young person, adult receives personal or sensitive information about another adult or colleague, child or young person receives personal or sensitive information about other child or young person, child or young person receives personal or sensitive information about an adult; following policies and procedures in own workplace setting eg policies for sharing information, situations where unconditional confidentiality cannot be maintained, support and guidance regarding confidential information, role of manager or supervisor, referral, training; types of information eg paper based, electronic, verbal, hearsay; confidentiality relating to the collection, recording and storage of different types of information

Tensions caused by confidentiality: the need for consent to share information; understanding when information may be shared without consent; concept of 'need to know'; need for transparent policy and protocols for information sharing

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand why effective communication is important in the work setting	1.1 identify the different reasons people communicate 1.2 explain how communication affects relationships in the work setting			
2 Be able to meet the communication and language needs, wishes and preferences of individuals	2.1 demonstrate how to establish the communication and language needs, wishes and preferences of individuals 2.2 describe the factors to consider when promoting effective communication 2.3 demonstrate a range of communication methods and styles to meet individual needs 2.4 demonstrate how to respond to an individual's reactions when communicating			
3 Be able to overcome barriers to communication	3.1 explain how people from different backgrounds may use and/or interpret communication methods in different ways 3.2 identify barriers to effective communication 3.3 demonstrate ways to overcome barriers to communication 3.4 demonstrate strategies that can be used to clarify misunderstandings 3.5 explain how to access extra support or services to enable individuals to communicate effectively			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to apply principles and practices relating to confidentiality	4.1 explain the meaning of the term confidentiality 4.2 demonstrate ways to maintain confidentiality in day to day communication 4.3 describe the potential tension between maintaining an individual's confidentiality and disclosing concerns			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

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(if sampled)

Unit 9: Engage in Personal Development in Health, Social Care or Children’s and Young People’s Settings

Unit code:	SHC32
Unit reference number:	A/601/1429
Level:	3
Credit value:	3
Guided learning hours:	10

Unit summary

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit considers personal development and reflective practice, which are both fundamental to such roles.

Assessment requirements/evidence requirements

Assessment of this unit must adhere to the requirements of Skills for Care and Development’s assessment strategy.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 Understand what is required for competence in own work role

Duties and responsibilities of own work role: contractual responsibilities eg hours, lines of reporting; specific roles and responsibilities eg behaviour support, supporting children and young people with special educational needs, supporting bilingual children and young people; compliance with policies and procedures of setting eg behaviour, children and young people protection, health and safety; keeping up to date with changes to procedures; keeping up to date with changes to practice

Expectations about own work role as expressed in relevant standards: standards relevant to own role eg national occupational standards for Children's Care, Learning and Development (NOS CCLD), national occupational standards for Learning, Development and Support Services (NOS LDSS) in relation to own duties and responsibilities eg role to support child or young person with special educational needs, expectations to meet standards eg CCLD 202 Help to keep children safe, CCLD 303 Promote children's development, LDSS 320 Support the needs of children and young people with additional requirements, GCU 6 Reflect on, develop and maintain your practice

2 Be able to reflect on practice

The importance of reflective practice in continually improving the quality of service provided: aim to continually review progress to improve or change approaches, strategies, actions; benefits to children, young people, setting and individual of improved performance eg enables learning to take place and practice to improve, enables all relevant factors to be taken into account, provides clarity; identification of learning needs of individual undertaking reflection; Experiential Learning Cycle (Kolb)

How to reflect on practice: regular reflection; focused; use a structured approach; appropriate way of recording eg a reflective journal/diary, learning log, diary, critical incident journal; reflective questions eg description (what happened, what was the context); analysis (what went well, why, what did not go well, why, how do I feel about it, why did I do what I did); theory (what needs to be done differently, why); action (what needs to be done next, how); seek alternatives; keep an open mind; view from different perspectives; think about consequences; test ideas through comparing and contrasting; ask 'what if?'; synthesise ideas; seek, identify and resolve questions

How own values, belief systems and experiences may affect working practice: self-awareness of values, beliefs, experiences affecting approach to working practices eg motivation, conformity, cooperation, consistency, respect, fairness, creativity, previous experiences of learning; ways own values affect practice positively and negatively eg conflict between own values, beliefs and standards

3 Be able to evaluate own performance

Evaluate own knowledge, performance and understanding against relevant standards: self-evaluation; consider extent to which own practice meets required national occupational standards for role in relation to roles and responsibilities; refer to reflections to appraise extent to which own knowledge and performance meets standards

Use of feedback to evaluate own performance and inform development: use feedback to raise awareness of strengths, identify areas for improvement, actions to be taken to improve performance; actively seek feedback; sources of feedback eg mentors, teachers, supervisor, colleagues; effective feedback develops confidence, competence, motivation

4 Be able to agree a personal development plan

Sources of support for planning and reviewing own development: sources of support eg mentor, supervisor, teacher, manager, local authority, training providers, awarding organisations, further and higher education institutions, Learn Direct, Teachers Development Agency (TDA), Children's Workforce Development Council (CWDC)

Work with others to review and prioritise own learning needs, professional interests and development opportunities: others eg mentor, teacher, manager; performance review; appraisal; reflective journal; learning needs in relation to job role, progression, children and young people's workforce needs; development opportunities eg training, qualifications, shadowing a more experienced colleague, on-the-job project work, coaching and mentoring less experienced colleagues

Work with others to agree own personal development plan: others eg mentor, teacher, manager, multi-agency professionals; personal development plan to manage development using reflection and structured planning on how to meet own goals; personal development plan templates

5 Be able to use learning opportunities and reflective practice to contribute to personal development

How learning activities affect practice: examples of learning activities eg formal lessons, training programmes/sessions, research activities, observing practice, practical activities; practice affected eg by applying newly learnt theories, using different approaches

How reflective practice leads to improved ways of working: examples of ways continually challenging current behaviour has developed and enhanced own practice and skills; how monitoring own practice has enabled change to take place

Record progress in relation to personal development: regular review of personal development plan; use reflective journal to consider progress made; evidence of achievements eg certificates; review goals and actions in light of progress

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand what is required for competence in own work role	1.1 describe the duties and responsibilities of own work role 1.2 explain expectations about own work role as expressed in relevant standards			
2	Be able to reflect on practice	2.1 explain the importance of reflective practice in continuously improving the quality of service provided 2.2 demonstrate the ability to reflect on practice 2.3 describe how own values, belief systems and experiences may affect working practice			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to evaluate own performance	3.1 evaluate own knowledge, performance and understanding against relevant standards 3.2 demonstrate use of feedback to evaluate own performance and inform development			
4 Be able to agree a personal development plan	4.1 identify sources of support for planning and reviewing own development 4.2 demonstrate how to work with others to review and prioritise own learning needs, professional interests and development opportunities 4.3 demonstrate how to work with others to agree own personal development plan			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to use learning opportunities and reflective practice to contribute to personal development	5.1 evaluate how learning activities have affected practice 5.2 demonstrate how reflective practice has led to improved ways of working 5.3 show how to record progress in relation to personal development			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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(if sampled)

Unit 10: Promote Equality and Inclusion in Health, Social Care or Children’s and Young People’s Settings

Unit code:	SHC33
Unit reference number:	Y/601/1437
Level:	3
Credit value:	2
Guided learning hours:	8

Unit summary

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit covers the topics of equality, diversity and inclusion, and how to promote these in the work setting.

Assessment requirements/evidence requirements

Assessment of this unit must adhere to the requirements of Skills for Care and Development’s assessment strategy.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 Understand the importance of diversity, equality and inclusion

Diversity: differences between individuals and groups eg culture, nationality, ability, ethnic origin, gender, age, religion, beliefs, sexual orientation, social class

Equality: promotion of individual rights; giving choice and opportunity; respect and fairness; services in response to individual need

Inclusion: individuals at the centre of planning and support; valuing diversity

Effects of discrimination: direct discrimination; indirect discrimination; institutional discrimination; individuals being treated less favourably than others; lack of opportunity; prejudice and injustice; harassment; stereotyping; labelling; delay in development; loss of self-esteem

Promoting equality: policies and procedures in workplace setting; inclusive practices and procedures; challenging discrimination; promoting rights; empowering; removing barriers eg to physical access, to effective communication; improving participation; promoting dignity and respect; individuals at the centre of planning and delivery of services

Supporting diversity: valuing differences between individuals; using positive images of individuals from diverse groups; celebrate differences

2 Be able to work in an inclusive way

Legislation and codes of practice: codes of practice of sector; policies of work place setting; Human Rights Act 1998; Special Educational Needs and Disability Act 2001; The Equality Act 2010; European Convention on Human Rights

Interactions: eg colleagues, adults using services, children and young people in childcare settings; active listening; knowledge of individuals eg beliefs, cultures, values, preferences; maintaining confidentiality as appropriate; using preferred method of communication

3 Be able to promote diversity, equality and inclusion

Inclusive practice: observe the social model of disability; engage in reflective practice; encourage choice; empower individuals; encourage independence; remove barriers to access; promote equality and rights; provide opportunity and access to services according to needs; use appropriate language

Support others to promote equality and rights: understand and share information about the needs of individuals; demonstrate ways to value differences and recognise similarities between individuals; highlight the benefits of diversity eg cultural enrichment, the arts, food, social cohesion; model the use of appropriate language; take part in staff training activities; follow procedures of the setting; demonstrate fair practice in interactions; acknowledge rights of others; provide information on disciplinary and complaints procedures

Challenging discrimination: identifying and challenging discriminatory behaviour; recognising stereotypes in attitudes or written materials; understanding and adapting own beliefs and attitudes; know how to report concerns; review and develop policy and procedures

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the importance of diversity, equality and inclusion	1.1 explain what is meant by <ul style="list-style-type: none"> a diversity b equality c inclusion 1.2 describe the potential effects of discrimination 1.3 explain how inclusive practice promotes equality and supports diversity			
2 Be able to work in an inclusive way	2.1 explain how legislation and codes of practice relating to equality, diversity and discrimination apply to own work role 2.2 show interaction with individuals that respects their beliefs, culture, values and preferences			
3 Be able to promote diversity, equality and inclusion	3.1 demonstrate actions that model inclusive practice 3.2 demonstrate how to support others to promote equality and rights 3.3 describe how to challenge discrimination in a way that promotes change			

Learner name: _____

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(if sampled)

Unit 11: Principles for Implementing Duty of Care in Health, Social Care or Children’s and Young People’s Settings

Unit code:	SHC34
Unit reference number:	R/601/1436
Level:	3
Credit value:	1
Guided learning hours:	5

Unit summary

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. It considers how duty of care contributes to safe practice, and how to address dilemmas or complaints that may arise where there is a duty of care.

Assessment requirements/evidence requirements

Assessment of this unit must adhere to the requirements of Skills for Care and Development’s health assessment strategy.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 Understand how duty of care contributes to safe practice

Duty of care in own work role: accountability in particular areas eg exercising authority, managing risk, working safely, safeguarding children and young people, monitoring own behaviour and conduct, maintaining confidentiality, storing personal information appropriately, reporting concerns and allegations, making professional judgements, maintaining professional boundaries, avoiding favouritism, maintaining high standards of conduct outside the professional role

Contribution of duty of care to safeguarding and protection of individuals: safeguarding children and young people eg protection from sexual, physical or emotional harm, preserving respect and dignity, engendering trust; protecting children and young people eg safety in the environment, safe use of resources and equipment, prevention from intimidation or humiliation; protecting self eg ensuring against risk of allegation of misconduct or abuse, avoiding risk of accusations of malpractice

2 Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care

Potential conflicts or dilemmas and individual's rights: conflicts and dilemmas eg attitudes, unsafe behaviour such as drug or alcohol abuse, truancy, staying out without permission, aggression and violence, bullying and intimidation, vandalism; individual's rights eg respect for views and actions, safety and security, love and belonging, education, equality

Managing risks: eg implement policies and codes of practice, act in individual's best interests, foster culture of openness and support, be consistent, maintain professional boundaries, follow systems for raising concerns

Support and advice about conflicts and dilemmas: eg line management, training and professional development, health professionals, school or college services, counselling services, mediation and advocacy services

3 Know how to respond to complaints

Responding to complaints: eg listen to complainant without judgement or prejudice, refer complainant according to policy, suggest that complaint is made in writing, report complaint to line manager or other designated person

Main points of agreed procedures for handling complaints: as appropriate to setting eg acknowledgement of complaint, stages within procedure, report and recommendations, review and appeals

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand how duty of care contributes to safe practice	1.1 explain what it means to have a duty of care in own work role 1.2 explain how duty of care contributes to the safeguarding or protection of individuals			
2	Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care	2.1 describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights 2.2 describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care 2.3 explain where to get additional support and advice about conflicts and dilemmas			
3	Know how to respond to complaints	3.1 describe how to respond to complaints 3.2 explain the main points of agreed procedures for handling complaints			

Learner name: _____

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(if sampled)

Unit 12: Context and Principles for Early Years Provision

Unit code:	EYMP 1
Unit reference number:	J/600/9781
Level:	3
Credit value:	4
Guided learning hours:	24

Unit summary

To familiarise learners with the requirements and principles of the early years framework within which they work. The unit also requires skills and knowledge relating to the implementation of the relevant framework.

Assessment requirements/evidence requirements

This unit should be assessed in line with the Skills for Care and Development's Assessment Principles.

Learning outcome 2 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Understand the purposes and principles of early years frameworks**

Legal status and principles of the relevant early years framework: to the early years framework/s relevant to own home nation eg Early Years Foundation Stage (UK), Every Child Matters (England); each framework sets aims to provide quality and consistency in approach providing for young children's care, learning and wellbeing

Influence of different approaches to work with children in the early years on current provision in the UK: influence of early years theorists, pioneers and approaches eg Reggio Emilia, High/Scope, Steiner, Montessori, Forest Schools; Early Years and Childcare component of The Common Core of Skills and Knowledge

Reasons for personal and individual approach to learning and development in early years frameworks: eg places individual child at centre of all learning and development, enhances emotional wellbeing of child, shows respect for individuality of the child, child needs to have the opportunity to develop self-awareness, the ability to manage their own emotions, to empathise with others and to handle relationships, wishes and feelings of child identified and taken account of, child involved in decision making as appropriate to age and abilities

2 **Be able to provide environments within the work setting that support and extend children's development and learning in their early years**

Areas within the work setting which support and extend children's development and learning: prepared area should be safe, stimulating, attractive, well-organised environment, personalised, inclusive environment, encourages participation, meets individual and group needs; all regulatory requirements are met; environment provides appropriate risk and challenge; appropriate resources and equipment selected and prepared; sufficient resources and equipment made available in the area

Monitoring and observing children using the area: eg event samples, checklists, asking children questions and interacting with them, supervising and encouraging without being intrusive, selection of activities appropriate to child's age and abilities, recognising when adult intervention is not required, explaining and instructing before observing (as appropriate), objectivity, checking findings with others, reporting and recording information accurately, record-keeping systems and procedures, assessment of learning, confidentiality requirements

Effectiveness of the area in extending children's learning and development: considering whether area prepared in accordance with key features of development of child including physical, intellectual, language, gender, emotional, social; age appropriate; stage appropriate; requiring specialist support with learning difficulties and/or disabilities/sensory impairment; evaluating progress made by individual children as a result of participation in the prepared area

Effectiveness of the area in encouraging high expectations of child's achievement: provision for 'stretching' child, appropriate provision of risk or challenge, linking to other opportunities for development

Effectiveness of the area in meeting the needs of individual children: knowledge of children's needs, identifying individual needs, monitoring progress, ability to use alternatives and adapt environment, materials, equipment and timeframes to meet needs of individual children, accommodating a variety of learning methods and learning styles, appropriate arrangements for children with special needs or disabilities, needs of bilingual and multilingual children, needs of children with English as an additional language, children involved in decisions regarding use of the area (as appropriate to age and abilities)

3 Understand how to work in partnership with carers

Partnership model of working with carers: current legislation applicable to own home nation; the Children Act 2004; recognising and valuing parents as the child's first and most enduring educator, working in close partnerships with carers in a proactive way, respecting and valuing their experience, knowledge and input

Barriers that hinder a positive working relationship with carers: barriers eg communication barriers, language and vocabulary, time constraints, lack of confidence, lack of trust, disability, negative attitude, aggression, negative past experiences of similar situations; carer's negative beliefs about or perception of self as a carer, ways to overcome barriers eg encouraging carers to participate in sessions and activities, valuing their input, translation of newsletters and other documents into home language of carers, home visits, work with colleagues and others to apply and share ideas of best practice for removal of barriers

Strategies to support carers regarding partnership opportunities: eg plan and implement appropriate manner and time of communication with carers, listen to concerns and comments of carer in a non-judgemental manner, emphasise the qualities and skills that carers have and how they can benefit their child and those involved in caring for the child, highlight opportunities for involvement without exerting pressure or sense of obligation, highlight benefits of involvement for child, carer and others, involve parents in decision making and offer flexibility and choices as appropriate

Effective multi-agency working operating within early years provision benefits children and carers: enhancing prospects for positive outcomes for children, valuing and respecting roles and responsibilities, maintaining confidentiality, working towards a shared ethos or aim, shared procedures and working methods, effective communication

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the purposes and principles of early years frameworks</p>	<p>1.1 explain the legal status and principles of the relevant early years framework/s, and how national and local guidance materials are used in settings</p> <p>1.2 explain how different approaches to work with children in the early years has influenced current provision in the UK</p> <p>1.3 explain why early years frameworks emphasise a personal and individual approach to learning and development</p>			
<p>2 Be able to provide environments within the work setting that support and extend children's development and learning in their early years</p>	<p>2.1 prepare an area/s within the work setting, explaining how the area supports and extends children's learning and development</p> <p>2.2 monitor how children use the prepared area/s and evaluate how effective it has been in:</p> <ul style="list-style-type: none"> a extending children's learning and development b encouraging high expectations of their achievement <p>2.3 explain how the environment meets the needs of individual children</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to work in partnership with carers	3.1 explain the partnership model of working with carers 3.2 review barriers to participation for carers and explain ways in which they can be overcome 3.3 explain strategies to support carers who may react positively or negatively to partnership opportunities 3.4 explain how effective multi-agency working operates within early years provision and benefits children and carers			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

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(if sampled)

Unit 13: Promote Learning and Development in the Early Years

Unit code:	EYMP 2
Unit reference number:	L/600/9782
Level:	3
Credit value:	5
Guided learning hours:	40

Unit summary

This unit aims to prepare the learner to work with children in supporting their learning and development within the relevant early years framework within the UK home nation. The unit assesses competence in planning to meet children's needs and providing and supporting learning and development activities.

Assessment requirements/evidence requirements

This unit should be assessed in line with the Skills for Care and Development's Assessment Principles. Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Understand the purpose and requirements of the areas of learning and development in the relevant early years framework**

Areas of learning and development and how these are interdependent: as outlined in the required framework for early years provision within the relevant UK home nation eg EYFS (UK); areas of learning and development including personal, social and emotional development; communication, language and literacy; problem-solving; reasoning and numeracy; knowledge and understanding of the world; physical development; links between various areas of development eg speech, language and communication skills support learning, emotional, behaviour and social development, child with speech and language difficulties may exhibit frustrated or aggressive behaviour, a baby who crawls early has increased opportunity to explore their environment, learn about the world around them and develop and fine and gross motor skills, children who form secure attachments with parent or carer may find social development easier, making friends with other children and playing cooperatively

Documented outcomes for children that form part of the relevant early years framework: desired outcomes for children and young people as in the required framework for early years provision within the relevant UK home nation eg The Early Years Foundation Stage (UK) sets out to achieve the 5 Every Child Matters outcomes, namely Stay Safe, Being Healthy, Enjoying and Achieving, Making a Positive Contribution, Achieving Economic Wellbeing

Assessment and recording of documented outcomes: eg through recorded learning journeys, observations, planning, EYFS profiles

2 **Be able to plan work with children and support children's participation in planning**

Plan work using different sources: children's interests and preferences; observations and assessments; information provided by family or carers; ideas from other professionals and colleagues

Encourage the child's participation and involvement in planning their own learning and development activities: child-centred approach to planning; led by child's current interests and developmental needs; maintain child's interest and motivation eg by adapting activities and resources as appropriate, allowing child to express their ideas and/or preferences, encouraging child to make choices, make use of feedback from child as appropriate to their age and abilities

Support the planning cycle for children's learning and development; regular observations and how they are used to inform planning; the use of assessment to support planning; the role of assessment in enabling adults to plan appropriate learning activities and experiences to the needs of the child; reflection as an integral part of planning

3 Be able to promote children's learning and development according to the requirements of the relevant early years framework

How practitioners promote children's learning within the relevant early years framework: effective organisation and management of the learning environment, sensitive interventions, 'scaffolding' learning; recognition of a child's particular interest, likes or dislikes; modelling positive behaviour and attitudes towards learning; giving praise and encouragement, providing a balance between child-initiated and adult-initiated activity and play; providing a range of stimulating activities and experiences that cover all of the areas of learning and aspects of development

Prepare, set out and support activities and experiences in each area of the relevant early years framework: prepare and set out learning activities and experiences eg select and prepare the resources required for planned learning activities, adapt resources to meet the learning and development needs of children, ensure the activities and experiences meet relevant health, safety, security and access requirements; support learning activities and experiences; use a range of learning support strategies to meet the developmental needs of children eg creative use of language and modelling of language that is accurate and grammatically correct in order to extend children's language development, support children during learning activities by offering encouragement and praise to build self-esteem of children and contribute to their emotional/social development, support children in area of acceptable physical risk or challenge during physical play activities

4 Be able to engage with children in activities and experience that supports their learning and development

Work alongside children, engaging with them in order to support their learning and development: eg sensitive intervention without taking over, talking about the task being carried out by the child, the use of open questions, listening to responses and encouraging sustained shared thinking, provide activity related language, 'scaffold' learning, encourage development of communication skills, problem-solving and curiosity

Importance of engaging with a child to support sustained shared thinking: EYFS states that sustained shared thinking should be a part of a child's creativity and critical thinking (EYFS 4.3); EYFS refers to importance of sustained shared thinking in all six areas of learning and development (EYFS 4.4); importance of shared sustained thinking in the overall effectiveness of a setting in facilitating child's learning and development; shared sustained thinking enables children's learning to be taken further and deeper than could be achieved without the shared experience; extends and supports child's thinking, reasoning and problem-solving skills; helps child make relevant connections in setting; facilitates development of language and communication skills by encouraging child to express ideas; encourages social and emotional development through collaboration and cooperation between child and

others in the setting as child works together with others to develop idea or skill

Language that is accurate and appropriate in order to support and extend children's learning when undertaking activities: eg the use of correct mathematical terms that enhance the child's learning and understanding of mathematical concepts, open questions designed to promote and extend children's thinking, curiosity, problem-solving, language and communication skills, modelling of language that is accurate and grammatically correct in order to extend children's vocabulary

5 Be able to review own practice in supporting the learning and development of children in their early years

Reflect on own practice in supporting learning and development of children in their early years: keeping a record of development through log, diary or other format appropriate to setting; identifying positive and negative aspects eg organisation, own role, resources used; review progress; reflect on outcomes of own practice for individual children

Use reflection to make changes in own practice: the purpose of reflection and reviewing own practice; how reflection can positively influence future practice, inform planning, improve provision; use of self-assessment and personal development plan; seek feedback on changes to make in future practice; identify training needs; access appropriate sources of training and support; identify opportunities to develop or acquire necessary knowledge and skills

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the purpose and requirements of the areas of learning and development in the relevant early years framework</p>	<p>1.1 explain each of the areas of learning and development and how these are interdependent</p> <p>1.2 describe the documented outcomes for children that form part of the relevant early years framework</p> <p>1.3 explain how the documented outcomes are assessed and recorded</p>			
<p>2 Be able to plan work with children and support children's participation in planning</p>	<p>2.1 use different sources to plan work for an individual child or group of children</p> <p>2.2 engage effectively with children to encourage the child's participation and involvement in planning their own learning and development activities</p> <p>2.3 support the planning cycle for children's learning and development</p>			
<p>3 Be able to promote children's learning and development according to the requirements of the relevant early years framework</p>	<p>3.1 explain how practitioners promote children's learning within the relevant early years framework</p> <p>3.2 prepare, set out and support activities and experiences that encourage learning and development in each area of the relevant early years framework</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to engage with children in activities and experiences that support their learning and development	4.1 work alongside children engaging with them in order to support their learning and development 4.2 explain the importance of engaging with a child to support sustained shared thinking 4.3 use language that is accurate and appropriate in order to support and extend children's learning when undertaking activities			
5	Be able to review own practice in supporting the learning and development of children in their early years	5.1 reflect on own practice in supporting learning and development of children in their early years 5.2 demonstrate how to use reflection to make changes in own practice			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 14: Promote Children’s Welfare and Wellbeing in the Early Years

Unit code:	EYMP 3
Unit reference number:	Y/600/9784
Level:	3
Credit value:	6
Guided learning hours:	45

Unit summary

The key focus of this unit is the welfare and wellbeing of young children. It assesses the learner’s ability to provide basic care in a hygienic environment. It includes understanding nutritional needs and the promotion of health and wellbeing.

Assessment requirements/evidence requirements

This unit should be assessed in line with the Skills for Care and Development’s Assessment Principles.

Learning outcomes 2, 4 and 6 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Understand the welfare requirements of the relevant early years framework**

Welfare requirements and guidance of the relevant early years framework: welfare requirements that all early years providers must meet, regardless of type, size or funding of the setting; the Practice Guidance for the Early Years Foundation Stage (EYFS) or other framework relevant to own home nation; meeting the legal requirements in a way that reflects the needs of the individual children's own care and is appropriate to setting

Lines of reporting and responsibility within the work setting: how to recognise when a child is displaying behaviour that is cause for concern; duty to report concerns and problems; who to report concerns to within the setting and how to report concerns; appropriate methods for recording concerns; procedures and strategies for reviewing progress of child eg team meetings, documentation and feedback, sharing of information and/or making referrals as appropriate

2 **Be able to keep early years children safe in the work setting**

Safe supervision of children while allowing the child to explore and manage risk and challenge: understanding that risk and challenge important for the child's development eg development of independence, confidence, reasoning skills; understanding the importance of following policies and procedures for health and safety while balancing child's right to explore and make choices; allowing child to take experience acceptable challenges and risks as appropriate to their age and abilities; intervening sensitively and appropriately when child engages in unsafe behaviour or attempts to take unacceptable risk; explaining why certain challenges or risks are unacceptable in context of the setting (according to age and abilities of child)

Systems for supporting children's safety when receiving children into the setting: obtain necessary information from parents or carer in advance of a child being admitted to the provision; 'necessary information' includes emergency contact numbers, details of the child's special dietary requirements, preferences or food allergies the child may have, the child's special health requirements, information about who has legal contact with the child, who has parental responsibility for the child

Systems for supporting children to ensure their safety on departure: appropriate safety and security arrangements for indoor and outdoor premises eg signing-out forms, use of entry phone systems, security codes for doors at main access points; practitioners must only release children into the care of individuals expressly named by the parent or carer; practitioners must ensure that children do not leave the premises unsupervised; practitioners must take steps to prevent intruders and unauthorised persons entering the premises

Systems for supporting children's safety during off-site visits: legal and organisational responsibilities for safeguarding children; local and national policies for off-site visits; health and safety policies applicable to off-site visits; providers must carry out a full risk assessment for each type of outing and take all reasonable steps to minimise risk to children and adult carers; assessment of required adult to child ratios must be carried out and strictly enforced; reporting concerns or incidents to the person responsible for health and safety matters and taking appropriate actions; reporting concerns or incidents to the person responsible for coordinating off-site visits and taking appropriate actions

Inside and outside environment, equipment and materials are checked and used to ensure safety: premises and equipment should be clean and safe; staff fully aware of the requirements of health and safety legislation, including hygiene requirements; informing and keeping staff up to date on matters relating to health and safety; staff participating in health and safety training as necessary; planning and carrying out cleaning routines; planning and carrying out health and safety checks on equipment and indoor and outdoor play areas; regular cleaning of equipment and resources; sterilising baby toys to avoid cross-infections; checking for breakages or damage to toys and equipment; evaluation eg of cleaning routines and health and safety checks, of hygiene practices

Minimum requirements for space and staff ratios are necessary for the safety of the children: minimum space requirement for children under two years is 3.5 m² per child; minimum space requirement for children over two years is 2.5 m² per child; minimum space requirement for children aged three to five years is 2.3 m² per child; required staff to child ratio for children under two years is 1–3 children per staff member; required staff to child ratio for children aged two to three years is 1–4 children per staff member; required staff to child ratio for children aged three to five years is 1–13 children per staff member

Importance of staff and space ratios for children's safety: allows children and adults to move safely and freely within the setting; allows appropriate adult supervision and children to be kept within sight of adults; allows procedures to be followed safely and promptly in event of emergency eg evacuation of children from a building in case of fire

3 Understand the importance of promoting positive health and wellbeing for early years children

Promoting children's health and wellbeing in an early years work setting: understanding that children learn and develop best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them

Roles of professionals and professional advice: providers need to create settings which are welcoming, safe and stimulating; children given opportunities to enjoy learning through play; children supported to grow in confidence and to fulfil their potential; individual needs of children taken into account and met; child-centred and collaborative approach to planning and reviewing development of child; early identification and intervention in situations where there is concern about the health and/or wellbeing of a child; referral, support and information sharing as appropriate in order to secure positive outcomes for child experiencing difficulties

4 Be able to support hygiene and prevention of cross infection in the early years setting

Keeping equipment and areas in the setting clean and hygienic and preventing cross-infection: understanding and complying with all health and safety requirements regarding hygiene and prevention of cross-infection; participating in cleaning routines; hand-washing; regular cleaning of tables, floors and other surfaces; sterilising babies' toys and equipment; dealing promptly and appropriately with spillages and related incidents; removal of outside footwear in areas where babies may be in close contact with the floor; ensure visitors, parents and carers observe policy of no outdoor footwear in babies' area; adequate ventilation of environment

Prepare and store food, formula and breast milk safely according to health and safety guidelines: ensure correct storage and handling of food or drink that needs to be kept cold eg use a fridge thermometer, cool food quickly, cover or wrap food; observe requirements for storage of raw foods; clearly label foods and feeding bottles; maintain designated milk preparations area; formula milk quantities for different aged babies; making up feeds in line with manufacturer's guidelines; breast milk to be clearly labelled with date expressed, baby's and mother's name; hand-washing when dealing with food, formula or breast milk

5 Understand how to ensure children in their early years receive high quality, balanced nutrition to meet their growth and development needs

Balanced meals, snacks and drinks for children in their early years following current government guidance on nutritional needs: children should be provided with healthy meals and other healthy snacks and drinks as appropriate; use of menu plans to ensure balanced meals; practitioners should obtain, record and act on information from parents about a child's dietary needs and use this information when planning meals; fresh drinking water must be available to children at all times; awareness of the requirements of a balanced meal for a child eg different nutrients and proportions of nutrients, proteins, fats, carbohydrates, vitamins, minerals, water, fibre, recommended daily amounts, suitable sized portions; nutritional requirements of babies before, during and after weaning on to solid foods

Follow carer's instructions in respect of their child's food allergies or intolerances and other dietary requirements: practitioners must follow parental guidance on food allergies and intolerances in order to avoid serious medical problems for children; understanding that some food allergies can be potentially fatal; awareness of the most common food allergies eg cow's milk, nuts, dairy products, strawberries, tomatoes; recognise the possible presence of most common allergenic food items in other foods eg presence of nuts in puddings or pastry; presence of tomatoes in cooked meat dishes

Dietary requirements of different cultures or religious groups: religious or cultural aspects of food and dietary principles of religious or cultural groups eg Halaal, Kosher, Hindu vegetarianism, ethical/moral reasons for being a vegetarian or vegan; implications for the preparation and storage of food within settings eg keeping some food groups or food items in separate areas

Educating children and adults in effective food management: provide accurate and appropriate information on portion control and food groups; encourage healthy food choices; appropriate procedures for supporting underweight and overweight children; food phobias; modelling healthy eating habits

6 Be able to provide physical care for children

Support children's personal routines showing respect to the child and using opportunities to encourage learning and development: care routines include care of skin, hair, teeth; allowing for differences based on parent or carer's choice, ethnicity and culture; sun awareness and the need for sunscreen, hats and keeping children out of the sun at certain times; babies should be kept out of the sun; appropriate care of nappy area; dressing and undressing; toileting routines; supporting children to achieve independence and self-care as appropriate to their age and abilities; encouraging and modelling good personal hygiene with children; engaging with children during care routines to support learning and development as well as to calm and reassure them eg singing songs and rhymes during nappy changing time, use of distraction if child is unhappy about application of sunscreen, teach children names of clothing items during dressing and undressing

Regulations concerning the management of medicines and how these are interpreted in the work setting: settings are required to implement an effective policy on administering medicines; setting's policy must include effective management systems to support individual children with medical needs; settings must keep written records of all medicines administered to children, and inform parents accordingly; settings must obtain prior written permission for each and every medicine from parents before any medication is given; medicines should not usually be administered unless they have been prescribed for that child by a doctor, dentist, nurse or pharmacist; non-prescription medication eg pain and fever relief or teething gel may be administered, but only with the prior written consent of the parent and only when there is a health reason to do so; a child under 16 should never be given medicine containing aspirin unless it has been prescribed for that child by a doctor; medicines should be stored strictly in accordance with product instructions and in the original container in which dispensed; medicines must include prescriber's instructions for administration

Protection of self when lifting and handling children and equipment in the work setting: understanding of legal requirements governing manual handling procedures in the workplace including duties of employers and employees; participating in staff training regarding health and safety and manual handling procedures; awareness of situations in childcare setting that can contribute to injury of staff eg working at low levels, transferring a child to a cot, pram or feeding chair, walking with a child; understanding how to protect oneself from injury whilst lifting and handling young children eg reduce risk of back injury by using correct methods of bending and lifting, understanding how to protect oneself from injury while lifting and handling equipment eg using dual/team lifting

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the welfare requirements of the relevant early years framework	1.1 explain the welfare requirements and guidance of the relevant early years framework 1.2 explain the lines of reporting and responsibility within the work setting			
2 Be able to keep early years children safe in the work setting	2.1 demonstrate safe supervision of children whilst allowing the child to explore and manage risk and challenge 2.2 explain systems for supporting children's safety when: a receiving children into the setting b ensuring their safety on departure c during off site visits 2.3 demonstrate and evaluate how the environment, both inside and outside, and equipment and materials are checked and used to ensure safety 2.4 explain, giving examples, why minimum requirements for: a space b staff ratios are necessary for children's safety			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Understand the importance of promoting positive health and wellbeing for early years children	3.1 explain how to promote children’s health and well being in an early years work setting 3.2 describe the roles of key health professionals and sources of professional advice in promoting positive health and wellbeing for early years children and their families and carers			
4	Be able to support hygiene and prevention of cross infection in the early years setting	4.1 demonstrate how equipment and each area of the setting is kept clean and hygienic 4.2 demonstrate and evaluate measures taken in the setting to prevent cross infection 4.3 explain how to prepare and store food, formula and breast milk safely according to health and safety guidelines			
5	Understand how to ensure children in their early years receive high quality, balanced nutrition to meet their growth and development needs	5.1 identify balanced meals, snacks and drinks for children in their early years, following current government guidance on nutritional needs 5.2 recognise why it is important to follow carer’s instructions in respect of their child’s food allergies or intolerances 5.3 identify the dietary requirements of different cultural or religious groups 5.4 describe methods of educating children and adults in effective food management			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to provide physical care for children	6.1 demonstrate how to support children’s personal care routines, showing respect to the child and using opportunities to encourage learning and development 6.2 explain the regulations concerning management of medicines and how these are interpreted in the work setting 6.3 explain how to protect themselves when lifting and handling children and equipment in the work setting			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 15: Professional Practice in Early Years Settings

Unit code:	EYMP 4
Unit reference number:	H/600/9786
Level:	3
Credit value:	3
Guided learning hours:	20

Unit summary

This unit covers the competences required for the application of principles and values in day-to-day practice. The unit includes the importance of evidence based practice. It revisits the issues of professional practice, reflection and review and requires a focused approach to the development of strategies to address professional development in areas identified as challenging.

Assessment requirements/evidence requirements

This unit should be assessed in line with the Skills for Care and Development's Assessment Principles. Learning outcome 4 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 Understand the scope and purposes of the early years sector

Range of early years settings reflects the scope and purpose of the sector: different types of settings; private, voluntary, independent and the range of provision and services each provides; the role of children's centres, nursery classes, nursery units, nursery schools, private day nurseries, private nursery schools, kindergartens, childminders, nannies, extended services for children and young people

2 Understand current policies and influences on the early years sector

Current policies, frameworks and influences and their impact on early years practice: as appropriate to the relevant UK home nation eg The Children Act 1989, Every Child Matters, Early Years Foundation Stage, National Curriculum, Local Authority initiatives, central government initiatives; other influences eg the United Nations Convention on the Rights of the Child (UNCRC), current equalities legislation, current research; social and economic influences eg family work patterns, financial constraints; range of current policies, frameworks and influences has significant impact on the early years sector; aims to maintain high standards of practice and to provide the best possible care for children; emphasises multi-agency working and child-centred approach to early years practice

Influence of evidence-based practice: observation schedules and routines; formal and non-formal observations; reflective practice; how these can influence work with children in their early years eg emphasis on quality and accountability, requirement on staff training and review of procedures and/or policies in order to keep up to date with new evidence in the provision of health and educational provision, links to evidence-based planning or strategies with clear goals and expected outcomes in terms of positive outcomes for individual children

3 Be able to support diversity, inclusion and participation in early years settings

Diversity: differences between individuals and groups eg culture, nationality, ability, ethnic origin, gender, age, religion, beliefs, sexual orientation, social class

Inclusion: placing individuals at the centre of planning and support; valuing diversity

Participation: facilitating and encouraging all individuals, including children, to be meaningfully involved in decisions, practices and activities that affect their lives; removing barriers to participation

Importance of anti-discriminatory/anti-bias practice: role of the practitioner in modelling good practice; valuing the individual child's culture and family background, anti-discriminatory and anti-bias practice can impact positively on learning, development, self-image, self-esteem and disposition to learning; application of anti-discriminatory/anti-bias practice eg ensuring everyone is represented in the setting, inclusion of disabled children in all relevant activities as appropriate to their abilities, positive images in books and posters, dual language text in books, modification of equipment to ensure accessibility to activities and experiences, celebrating festivals and acknowledging special events for all the cultures represented in the setting, appropriate staff training, communicating with parents and carers to aid effective planning, awareness of and respecting parental wishes, cultural differences and diverse parenting approaches

Active participation of children in decision making affecting their lives promotes the achievement of positive outcomes: children involved in decision making are more likely to successfully meet targets, goals, action plans and positive outcomes; promotes learning and development of the child eg confidence, independence, thinking skills, accountability; motivates child and enhances sense of self-worth

4 Review own practice in promoting diversity, inclusion and participation in early years settings

Importance of reviewing own practice: helps to make sense of and learn from experiences; identify new opportunities; develops skills and techniques; understanding what has been achieved; thinking about aspects that worked well or not so well; considering what could have been done differently

Reflective analysis of own practice: cycle of reflection on practice; reflect in detail on own practice and identify what went well, what could be done more effectively; SWOT analysis of own practice to support the identification of strengths and challenges; own contribution to the work of a team of practitioners; whether own practice is contributing to meeting learning and developmental needs of individual children

Dealing with areas of difficulty and challenge: action planning to tackle challenges and to support continued professional development; ways to keep up to date with developments in policy and legislation; identifying and accessing appropriate sources of training, support and development eg line manager, subject experts, outside agencies

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the scope and purposes of the early years sector	1.1 explain how the range of early years settings reflects the scope and purpose of the sector			
2 Understand current policies and influences on the early years sector	2.1 identify current policies, frameworks and influences on the early years 2.2 explain the impact of current policies, frameworks and influences on the early years sector 2.3 describe what is meant by evidence-based practice and give examples of how this has influenced work with children in their early years			
3 Understand how to support diversity, inclusion and participation in early years settings	3.1 explain what is meant by: a diversity b inclusion c participation 3.2 explain the importance of anti-discriminatory/anti bias practice, giving examples of how it is applied in practice with children and carers 3.3 explain how the active participation of children in decisions affecting their lives promotes the achievement of positive outcomes			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 be able to review own practice in promoting diversity, inclusion and participation in early years settings	4.1 explain the importance of reviewing own practice as part of being an effective practitioner 4.2 undertake a reflective analysis of own practice 4.3 develop strategies to deal with areas of difficulty and challenge encountered in professional practice in early years settings			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 16: Support Children’s Speech, Language and Communication

Unit code:	EYMP 5
Unit reference number:	T/600/9789
Level:	3
Credit value:	4
Guided learning hours:	30

Unit summary

This unit aims to provide the basis for understanding the importance of speech, language and communication for a child’s overall development and explores the ways in which those working with children can support the development of speech, language and communication skills.

Assessment requirements/evidence requirements

This unit should be assessed in line with Skills for Care and Development’s Assessment Principles. Learning outcomes 3 and 4 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Understand the importance of speech, language and communication for children's overall development**

Speech, language and communication needs of children: 0-5: verbal communication, voice tone, sound patterns, repetition, rhyme, alliteration, naming familiar objects; non-verbal communication, eye contact, facial expression, hand gestures, pointing; social interactions, peers, parents, teachers, other adults; opportunities to follow simple instructions; use of resources, picture books, treasure baskets, story sacks, 'telephone', music, songs, dance, role play; work with parents/carers within boundaries of own role

5-11: verbal communication, storytelling, news, drama, role play, anecdotes from personal experience, past, present and future, social interactions between peers, parents, teachers, other adults; greetings; good byes; manners; opportunities to follow complex instructions; support sustained conversations; opinions; work with parents, carers within boundaries of own role

11-16: verbal communication, discussion; review of books, articles, film, TV, drama, music; check understanding; summarise; join in social interactions; interest in personal, social news; awareness of social networking sites; rapport; trust; openness; praise; support; work with parents, carers within boundaries of own role

16-19: active listening; reflect back; body language; open questions; non-judgemental; empathy; understanding; shared decisions; consult; negotiate; discuss; share opinions; involve parents, carers as appropriate within boundaries of own role

Development of speech, language and communication: theories of language development eg nature versus nurture, Piaget, Vygotsky, Bruner and Chomsky's theory of language development, four approaches to studying language development (normative approach, behaviourist approach, nature theory and social constructivist theory); role of the adult to support language and communication skills which in turn support the child's learning, emotional, behaviour, social development; speech language and communication needs of individual children eg those with disabilities or special educational needs, those for whom English is an additional language, bilingual or multilingual children

Speech, language and communication skills support children's learning, emotional, behaviour and social development: communication; listening; literacy; understanding; expression; explanation; discussion; instructions; interaction; empathy; care; expectations; relationships

Potential impact of speech, language and communication difficulties on the overall development of a child, both currently and in the longer term: limited ability to play with others; limited ability to build relationships; limited social skills; poor or inappropriate behaviour; isolation; low self-esteem; low confidence; poor communication; lack of interaction; poor literacy skills; visual impairment; hearing impairment; motor impairment; difficulties with understanding information, expressing themselves, understanding what others are saying, making friends or relating to adults; inability to access the curriculum

2 Understand the importance and the benefits of adults supporting the speech, language and communication development of the children in own setting

Ways in which adults can effectively support and extend the speech, language and communication development of children during the early years: provide supportive language environment; appropriate use of words and level of language by adults when communicating with children and parents or carers; understanding and valuing the importance of a child's first language or home language; naming familiar objects; non-verbal communication, eye contact, facial expression, hand gestures, pointing; social interactions, peers, parents, teachers, other adults; use of resources, picture books, treasure baskets, story sacks, 'telephone', nursery rhymes, music, songs, dance

Positive effects of adult support for children and their carers: improved communication skills, listening, body language, vocabulary, conversation conventions; increased levels of social interaction; positive behaviour; self-esteem; self-confidence; positive relationships with peers, parents, carers, families, other adults; ability to follow verbal instructions; emotional development, increased self-confidence; inclusion; more positive disposition towards learning

Levels of speech and language development vary between children entering early years provision and need to be taken into account during settling in and planning: children's speech and language development can vary dramatically due a range of reasons eg lack of exposure to language, hearing difficulties, health issues, illness, low confidence; assess child's language development through observations; initiate planning procedures within boundaries of own role; involve parents or carer in developing plan for child; develop personalised targets; positive, realistic outcomes and timeframes; assess individual and group needs; create appropriate materials and resources eg audio, visual, tactile, ICT; implement plans; seek support eg therapists; engage in feedback; conduct appropriate reviews

3 Be able to provide support for the speech, language and communication development of the children in own setting

Models of providing support taking into account the age, specific need, abilities, home language, interests of the children in own setting: eg adapting own language, scaffolding children's language, giving children adequate time and opportunity to communicate, facilitating communication opportunities between children, learning through play and discussion, working with carers, stimulating visual environment, first hand experiences, familiarity with words for 'special objects', appropriate words, use of Makaton and sign language, lip reading and ICT, specialist communication aids, cue cards, picture cards, photographs, favourite toys, dual language books, posters, familiar objects, hobbies, interests, involvement, circle time, singing, reading, poems and rhymes, puppets, news, drama, role play, presentations, events, 'meeting and greeting', interviewing, notices, posters

How day- to- day activities can be used to encourage speech, language and communication development in young children: the role of the adult in planning for and accommodating language opportunities in groups, on a one-to-one basis and between children; play; structured activities; opportunities for self-expression; discussion; interaction with peers, parents, teachers, other adults; opportunities for one-to-one conversation; interventions; praise; constructive feedback; rewards; sanctions; adapt own language style, age, stage; engage with and involve parents, carers, family members, other professionals

How to work with children to develop speech, language and communication on a one-to- one basis and in groups: helping children feel welcome and valued; encouraging children participation in making decisions and choices; negotiating with children according to age and stage of development eg asking questions, encouraging children to express ideas and suggestions; supporting children's development of thinking skills; showing respect for individuality, the feelings of others and group versus individual needs; listening to children and maintaining children's interest; monitoring children's progress; referral to others; adapting strategies for different learning needs and styles; supporting positive relationships between children and other adults in the setting, eg helping children understand the importance of clear communication with adults or explaining the importance and value of positive relationships with adults

Evaluate the effectiveness of speech, language and communication support for children in own setting: records, contribute to record-keeping systems; observation; checklists; engagement; discussion; assessments; team meetings, staff meetings, parent/carer liaison, multi-agency groups within boundaries of own role; development norms; cultural factors; individual needs; attitudes; behaviours; Common Core of Skills and Knowledge for the Children and Young People's Workforce, Early Years Foundation Stage Curriculum, National Curriculum, Every Child a Reader, Every Child a Writer, Every Child Matters; benchmark; review; reflect

4 Be able to contribute to maintaining a positive environment that supports speech, language and communication

The importance of the environment in supporting speech, language and communication development: eg environment can encourage children to speak and value what they have to say; adults should model correct speech, speech and communication that is age appropriate in order to support children's speech, language and communication development; importance of relaxed atmosphere where adults and children can share experiences and develop two-way conversations; environments should offer plenty of opportunities to speak, sing, tell stories, share rhymes and talk; appropriateness of other environmental factors eg displays, lighting, sound levels, comfort; appropriate learning activities and range of resources available; visual, sensory and audio stimuli; relationships within the setting; staffing profile, range of roles and levels of responsibility, accessibility

Review evidence about the key factors that provide a supportive speech, language and communication environment: physical environment; roles and responsibilities; training, development needs; appropriate involvement of others; records; development norms; cultural factors; individual needs; attitudes; behaviours; importance of play; specialist support; parent involvement; government reports and legislation eg Childcare Act 2006, Common Core of Skills and Knowledge for the Children and Young People's Workforce, Early Years Foundation Stage Curriculum, National Curriculum, Every Child a Reader, Every Child a Writer, Every Child Matters

Demonstrate how settings use the environment to provide effective support for speech, language and communication for all children: eg welcoming and happy environment, emphasis on integration, respecting diversity, tolerance, understanding of the children with whom they mix and learn, teamwork, parental involvement, multi-agency support, age-appropriate activities and resources, minimising distractions such as lighting, noise, temperature, ventilation, appropriate policies of setting such as behaviour management, inclusion, equal opportunities, special needs, curriculum, staff development, recruitment and staff deployment, utilising other professionals, staff adapt own behaviour and communication for children as appropriate, consideration of age, ethnicity, needs and abilities, bilingual or multilingual settings, conducive learning environment, displays, comfort, learning activities, range of resources, visual stimuli, sensory stimuli, audio stimuli, sound, engage with children and young people, build trust and relationship

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the importance of speech, language and communication for children’s overall development</p>	<p>1.1 explain each of the terms:</p> <ul style="list-style-type: none"> a speech b language c communication d speech, language and communication needs <p>1.2 explain how speech, language and communication skills support each of the following areas in children’s development:</p> <ul style="list-style-type: none"> a learning b emotional c behaviour d social <p>1.3 describe the potential impact of speech, language and communication difficulties on the overall development of a child, both currently and in the longer term</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the importance and the benefits of adults supporting the speech, language and communication development of the children in own setting	2.1 explain the ways in which adults can effectively support and extend the speech, language and communication development of children during the early years 2.2 explain the relevant positive effects of adult support for the children and their carers 2.3 explain how levels of speech and language development vary between children entering early years provision and need to be taken into account during settling in and planning			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to provide support for the speech, language and communication development of the children in own setting</p>	<p>3.1 demonstrate methods of providing support taking into account the:</p> <ul style="list-style-type: none"> a age b specific needs c abilities d home language where this is different to that of setting e interests <p>of the children in own setting</p> <p>3.2 demonstrate how day-to-day activities within the setting can be used to encourage speech, language and communication development in young children</p> <p>3.3 demonstrate in own practice how to work with children to develop speech, language and communication in:</p> <ul style="list-style-type: none"> a 1:1 basis b groups <p>3.4 evaluate the effectiveness of speech, language and communication support for children in own setting</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to contribute to maintaining a positive environment that supports speech, language and communication	4.1 explain the importance of the environment in supporting speech, language and communication development 4.2 review evidence about the key factors that provide a supportive speech, language and communication environment 4.3 demonstrate how settings use the environment to provide effective support for speech, language and communication for all children			

Learner name: _____

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Learner signature: _____

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(if sampled)

Unit 17: Assessment and Planning with Children and Young People

Unit code:	SCMP1
Unit reference number:	M/600/9760
Level:	3
Credit value:	5
Guided learning hours:	35

Unit summary

This unit provides a basis of knowledge, understanding and competence in order to make effective contributions to the assessment and planning for the lives of children and young people in need. The unit stresses the importance of children and young people engaging with the process of assessment and planning.

Assessment requirements/evidence requirements

This unit should be assessed in line with the Skills for Care and Development's Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Understand how to place children and young people at the centre of assessment and planning**

Value of a child-centred model of assessment and planning: planning addresses real needs of child and takes into account individual age and stage of development, likes and dislikes, individual targets and goals; ensures all targets and goals are appropriate, fair; children are more interested in activities and experiences that are designed to be relevant to them specifically and therefore participate and learn more effectively

Identify the needs of children and young people: eg through observation, working in close partnership with parents and colleagues

Importance of working with others to assess the needs of children and young people to inform planning: by working with others to assess the needs of children and young people, practitioners are able to develop a fuller, more accurate picture of the needs of the child and therefore plan more effectively; 'others' may include parents, carers, foster carers, residential workers, social workers, psychologists, doctors, support workers, police, youth justice, occupational therapists, speech and language therapists

Analyse current evidence about effective methods of ensuring participation and engagement of children and young people of all ages and level of understanding in assessment and planning: appropriate venue/location, contributions through play, children and young people involved in setting ground rules, written contributions, contributions through pictures, individual learning styles, likes and dislikes, particular interests, activities and experiences are well planned, engaging and build on previous experience

Importance of permanency planning for children and young people: eg provides opportunity for assessment of the child or young person's needs and how best to meet those needs, takes into account the past and present circumstances of child or young person, enables effective plans to be made for long-term future of child or young person, gives child or young person a greater sense of security and belonging

2 **Be able to participate in assessment and planning for children and young people towards the achievement of positive outcomes**

Engage with children or young people and their carers in expressing their needs and aspirations to inform planning: eg through focus groups, feedback forms, 'open time/drop in' sessions, small-group activities, circle time activities, group council, feedback can be used to directly inform planning

Encourage a child or young person to plan realistic, achievable but challenging goals: goals and targets need to be appropriate and specific, reflecting both age and stage of development; takes into account resources and time available

How the goals and targets identified will support the achievement of positive outcomes: eg how the plans will be used with the children or young people, goals and targets referred to regularly, progress will be monitored, achievement and success would be recognised and celebrated, goals and targets reviewed as necessary

Develop a plan with a child or young person and others to meet their needs with a focus on the achievement of positive outcomes: goals and targets need to be realistic and appropriate; reflecting both age and stage of development; taking into account resources available and realistic timescales; child or young person involved in making decisions about development of plan

How to support a child or young person and others to understand and agree the goals, targets and outcomes of the plan: show understanding of the value and importance of involving children or young people in the development of their own development plan; plans should be age and stage appropriate, children and young people's ideas should be used to inform the setting of goals and targets; understanding that if children and young people do not participate in or agree to the identified goals and targets then they are unlikely to achieve them

3 Be able to work with children and young people to implement the plan for the achievement of positive outcomes

A child, young person and others should be provided with clear information about the roles and responsibilities of all those involved in the plan: eg clear communication and instructions, using language that is appropriate to age and stage of development of child or young person, use of one-to-one meetings or group sessions

Agree with the child or young person and others how goals and targets will be measured: how targets are going to be measured, timescales, how frequently monitored, how recorded, what happens when a goal or target is accomplished

How a positive approach is used to encourage children or young people to work towards the achievement of goals and targets: give children or young people sense of control and choice as appropriate; encourage participation in decision making; discuss targets for work or behaviour; give constructive feedback; focus on strengths and progress rather than weaknesses

How progress towards goals and targets is agreed and recorded with the child or young person: collaborative approach; takes into account views and ideas of child or young person; constructive and positive approach to feedback; agreeing a method of recognising and recording progress which is clear and acceptable to all concerned; baselines for evaluation; key success criteria

4 Be able to work with children and young people to review and update plans

How to record relevant information to prepare for a review: eg clear concise factual information, dates, times, people's name, clear indication that child or young person's view has been taken into account, records kept confidential according to requirements of the setting, correct storage of records,

How to support children and young people to contribute to reviewing achievement of goals and targets: regular review with child or young person; listening carefully to feedback and perceptions of child or young person; self-evaluation and a renegotiation of targets as appropriate to age and stage of development, rewards and sanctions when necessary

How to contribute to reviews based on measurement of progress of the child or young person: eg discussion with other professionals as appropriate, using own knowledge and experience, using knowledge gained from own and others' consultations, offer feedback on successes, and challenges, consider whether needs of individual child or young person were met, consider successful strategies, unsuccessful strategies, alternative strategies

Present information to reviews about aspects of the plan that are working well and those that need to be changed: what evidence is required to support claims, records, evidence from child or young person, evidence from practice

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to place children and young people at the centre of assessment and planning	1.1 explain the value of a child centred model of assessment and planning 1.2 explain how to identify the needs of children and young people 1.3 explain the importance of working with others to assess the needs of children and young people to inform planning 1.4 analyse current evidence about effective methods of ensuring participation and engagement of children and young people of all ages and levels of understanding in assessment and planning 1.5 explain the importance of permanency planning for children and young people			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to participate in assessment and planning for children and young people towards the achievement of positive outcomes</p>	<p>2.1 demonstrate in own practice engagement with children or young people and their carers in expressing their needs and aspirations to inform planning</p> <p>2.2 demonstrate how to encourage a child or young person to plan realistic, achievable but challenging goals</p> <p>2.3 explain how the goals and targets identified will support the achievement of positive outcomes</p> <p>2.4 develop a plan with a child or young person and others to meet their needs with a focus on the achievement of positive outcomes</p> <p>2.5 explain how to support a child or young person and others to understand and agree the goals, targets and outcomes of the plan</p>			
<p>3 Be able to work with children and young people to implement the plan for the achievement of positive outcomes</p>	<p>3.1 demonstrate how a child, young person and others are provided with clear information about the roles and responsibilities of all those involved in the plan</p> <p>3.2 agree with a child, young person and others how goals and targets will be measured</p> <p>3.3 demonstrate how a positive approach is used to encourage children or young people work towards the achievement of goals and targets</p> <p>3.4 demonstrate how progress towards goals and targets is agreed and recorded with the child or young person</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to work with children and young people to review and update plans	4.1 demonstrate how to record relevant information to prepare for a review 4.2 demonstrate how to support children and young people to contribute to reviewing achievement of goals and targets 4.3 demonstrate how to contribute to reviews based on measurement of progress of the child or young person 4.4 present information to reviews about aspects of the plan that are working well and those that need to be changed			

Learner name: _____

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Assessor signature: _____

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(if sampled)

Unit 18: Promote the Wellbeing and Resilience of Children and Young People

Unit code:	SCMP2
Unit reference number:	F/600/9780
Level:	3
Credit value:	4
Guided learning hours:	30

Unit summary

This unit provides the basis of knowledge, understanding and competence to support children and young people to be well and happy and to face the challenges they encounter. It includes the promotion of health as well as promoting self-esteem and supporting children to recognise and value who they are.

Assessment requirements/evidence requirements

This unit should be assessed in line with the Skills for Care and Development's Assessment Principles. Learning outcomes 3 and 4 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Understand the importance of promoting positive wellbeing and resilience of children and young people**

Factors that influence the wellbeing of children and young people: social, emotional, physical, economic, health eg poor attachments, relationship difficulties, discrimination and racism, emotional insecurity, poor health, low self-esteem, poor diet, lack of regular exercise, lack of rest and sleep, poor housing conditions, lack of prompt medical or dental treatment, lack of preventive health measures

Importance of resilience for children and young people: for development of self-esteem and positive disposition towards learning; resilience key to coping with change and transition; development of perseverance and independence; make sense of and cope with challenges and setbacks; relate to others in positive and appropriate ways

Analyse effective ways of promoting wellbeing and resilience in the work setting: eg encouraging children and young people to take part in physical activity or sport, develop hobbies and interests, group activities, discussion groups, promote independence, recognition of choices, promote self-help skills, involving parents and carers in the planning and organisation of activities, recognise and promote skills and abilities of child or young person

Ways of working with carers to promote wellbeing and resilience in children and young people: actively involve carers in the planning and implementing of a wide range of activities organised for children and young people; encourage participation and involvement in activities and experiences, be a good role model

2 **Be able to support the development of children and young people's social and emotional identity and self-esteem in line with their age and level of understanding**

Why social and emotional identity is important to the wellbeing and resilience of children and young people: helps children and young people to recognise and value their place in family, the community and wider society; developing a sense of belonging and citizenship; ability to form positive relationships; need to have a positive self-image in order to feel emotionally secure; children and young people who feel emotionally secure are more likely to have a positive disposition to learning

How to support children and young people to identify with their own self-image and identity: ensure each child or young person is represented in the setting through displays, posters and other materials; positive images in books and other learning resources; recognition of respect for individuality of the child or young person and planning activities and assessments accordingly; encourage self-image and identity through eg cultural and ethnic networks, interest in and celebration of all cultures and ethnicities represented in the setting, life story work, positive role models, visitors and visits to relevant establishments

How to encourage children and young people to recognise and value their own abilities, talents and achievements: spend time with child or young person in creative activities and discuss the positive outcomes and benefits of the activities for self and/or others, encourage child or young person to focus on strengths and achievements rather than weaknesses, celebrate successes and progress, use of constructive feedback and praise, emphasise and demonstrate that skills and abilities are transferable from one area or activity to another

How to support children and young people to be involved in decisions and have as much control as possible over their lives: give children or young people sense of control and choice as appropriate; various ways eg encourage participation in decision making by listening to needs and ideas of child or young person, discuss targets for work or behaviour, give constructive feedback, focus on strengths and progress rather than weaknesses, support development of resilience, provide accurate information about sources of help and support

How goals and targets identified as part of the planning process contribute towards building the self-esteem of children or young people: completion of targets and reaching goals give children and young people a sense of achievement and success; has a positive impact on the self-esteem and motivation of child or young person; goals should be challenging but realistic and achievable for child or young person

3 Be able to provide children and young people with a positive outlook on their lives

Work with children or young people in a manner that is open, trustworthy, respectful and reliable: demonstrate child-centred approach in interactions with children and young people; emphasis on meeting needs of individual child or young person; involve child or young person in decisions affecting their lives; inclusive approach that ensures all children and young people in the setting are taken into account; use of appropriate language, vocabulary, body language, tone, listening skills and other aspects of communication; being fair, consistent and non-judgemental; provide information about choices and consequences as appropriate

How a solution-focused approach will encourage children and young people to have a positive outlook on their lives: eg encourages children and young people to find solutions to situations and be active problem solvers, to support one another in expressing feelings, views and opinions, to deal with disappointments, set goals and targets so that progress can be recognised and celebrated

Support and encourage children and young people to respond positively to challenges and disappointments: eg allow children and young people opportunities to express their feelings and thoughts about challenges and disappointments, support development of resilience and perseverance, offer appropriate reassurance and encouragement in order to support child or young person's self-esteem, highlight sources and ways of getting help and support

Ways to encourage and support children and young people to express their feelings, views and hopes: use of different methods to aid expression eg one-to-one discussion, art, dance, role play, puppets, circle time activities, songwriting

Support children and young people to reflect on the impact of their own actions and behaviour: eg through role play, drama, discussions, stories and experiences of other people, restorative justice

4 Be able to respond to the health needs of children and young people

Support children and young people to recognise, value and meet their health needs: encourage development of self-esteem so that children and young people recognise the importance of meeting their health needs; taking a no blame approach; discussing choices and consequences

Encourage children and young people to make positive choices about all of their health needs: support children and young people to take responsibility for their own health as appropriate to their age and level of understanding; provide accurate information about consequences so that children and young people can make well-informed choices; provide support in a non-judgemental and respectful way; encourage development of self-esteem so that children and young people feel confident about making choices relating to their own lives

Assess any risks or concerns to the health and wellbeing of children and young people and take appropriate action: concerns eg regarding illness, accidental and non accidental injury, use of illegal substances, emotional distress, poor lifestyle choices, victim or perpetrator of bullying, exploitative behaviour either as victim or perpetrator, harm or abuse; recognising changes in behaviour and signs for possible concern; take appropriate and prompt action if there are concerns about a child or young person's health or wellbeing

Importance of informing relevant people when there are concerns about a child or young person's health or wellbeing: know who to report concerns to eg parent or carer, own line manager or supervisor, setting's designated Child Protection person, social worker, lead professional, residential worker

Record concerns about a child or young person's health or wellbeing following recognised procedures: maintain accurate, detailed records of concerns about a child or young person's health or wellbeing according to required procedures of setting eg record the concern including date, time, and details of what was said or observed, data protection requirements, Data Protection Act 1998, Privacy and Electronic Communications Regulations, policy for storing records, security and confidentiality, accessibility to information, protection of identity(if appropriate)

Demonstrate in own practice how to support children and young people to recognise, value and meet their health needs: needs eg physical, nutritional, mental, emotional, sexual; encouraging and modelling positive choices about diet, lifestyle choices, exercise and health; support children and young people to take responsibility for their own health needs as appropriate to their age and level of understanding; providing accurate information about consequences so that children and young people can make well-informed choices; providing support in a non-judgemental and respectful way; encourage development of self-esteem so that children and young people feel confident about making choices relating to their health needs

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the importance of promoting positive wellbeing and resilience of children and young people</p>	<p>1.1 explain the factors that influence the wellbeing of children and young people</p> <p>1.2 explain the importance of resilience for children and young people</p> <p>1.3 analyse effective ways of promoting wellbeing and resilience in the work setting</p> <p>1.4 describe ways of working with carers to promote wellbeing and resilience in children and young people</p>			
<p>2 Understand how to support the development of children and young people's social and emotional identify and self esteem in line with their age and level of understanding</p>	<p>2.1 explain why social and emotional identity are important to the wellbeing and resilience of children and young people</p> <p>2.2 explain how to support children and young people to identify with their own self-image and identity</p> <p>2.3 demonstrate how to encourage children and young people to recognise and value their own abilities, talents and achievements</p> <p>2.4 demonstrate how to support children and young people to be involved in decisions and have as much control as possible over their lives</p> <p>2.5 explain how goals and targets identified as part of the planning process contribute towards building the self-esteem of children or young people</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to provide children and young people with a positive outlook on their lives	3.1 demonstrate work with children or young people in a manner that is open, trustworthy, respectful and reliable 3.2 explain how a solution focused approach will encourage children and young people to have a positive outlook on their lives 3.3 support and encourage children and young people to respond positively to challenges and disappointments 3.4 demonstrate ways to encourage and support children and young people to express their feelings, views and hopes 3.5 support children and young people to reflect on the impact of their own actions and behaviour			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to respond to the health needs of children and young people	4.1 support children and young people to recognise, value and meet their health needs as appropriate to their age and level of understanding 4.2 encourage children and young people to make positive choices about all of their health needs 4.3 assess any risks or concerns to the health and well being of children and young people and take appropriate action 4.4 explain the importance of informing relevant people when there are concerns about a child or young person's health or wellbeing 4.5 record concerns about a child or young person's health or wellbeing following recognised procedures			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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(if sampled)

Unit 19: Professional Practice in Children and Young People's Social Care

Unit code:	SCMP3
Unit reference number:	F/601/0315
Level:	3
Credit value:	4
Guided learning hours:	30

Unit summary

This unit introduces the competence required for the application of principles and values in day-to-day practice. It introduces the concepts of the practitioner's duty of care and the need to support positive outcomes for children and young people.

Assessment requirements/evidence requirements

This unit should be assessed in line with Skills for Care and Development's Assessment Principles. Learning outcomes 3 and 4 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Understand the legislation and policy framework for working with children and young people in social care work settings**

How current and relevant legislation and policy affects work with children and young people: current and relevant legislation and policies appropriate to UK home nation eg The Common Core of Skills and Knowledge, Health and Social Care Act 2008, The Children Act 1989, The Children Act 2004, The Children and Young Person Act 1933, Every Child Matters; legislation, codes of practice and policy inform and guide practice; provide a framework for good practice for work with children and young people; outline principles and values including welfare of the child and young person as paramount; workers contribute to children's care, learning, development and safeguarding and this is reflected in every aspect of practice and service provision

Impact of social care standards and codes of practice on work with children and young people: as appropriate to own home nation eg emphasis on multi-agency working, information sharing, child protection as everyone's responsibility, early identification and intervention where there is concern about child or young person's wellbeing or development, emphasis on child-centred approach and involving children and young people in decisions that affect their lives

Importance of the United Nations Convention on the Rights of the Child (UNCRC): the treaty has been signed by almost every country in the world and applies to all children under the age of 18; outlines the basic human rights of children everywhere; all children have the right to survive, develop to their full potential, be protected from harmful influences, abuse and exploitation, participate fully in family, cultural and social life, have their own views taken into account, play, rest and enjoy leisure

2 **Understand the professional responsibilities of working with children and young people**

Corporate parent: the collective responsibility that is placed on local government, services agencies and associated professionals to work together to achieve good parenting and positive outcomes for all children and young people in their care

Professional carer: professional carers are employed by local authorities, private individuals or private agencies to support people to achieve highest possible levels of independence in their everyday lives, foster carers look after children or young people who cannot live with their parents, some children who cannot live with their parents are placed into the care of a children's residential establishment

Impact of professional relationships on children and young people: the range of ways children and young people may respond to professionals, eg uncertainties about how to behave or relate to professionals, possible feelings of powerlessness, power relationships; positive impact these

relationships can have on the child or young person and their future success eg build sense of self-esteem, offer support, provide opportunity for child or young person to express their feelings, concerns and ideas

Examples of poor practice and unprofessional conduct that may impact on outcomes for children and young people: eg professional incompetence, misrepresentation or fraud (eg giving inaccurate or misleading information in child protection matter, failure to disclose own previous criminal convictions), neglect of professional duty, acting outside boundaries of own role and/or responsibilities, immoral or indecent behaviour, violation of ethical standards for profession (eg inappropriate personal relationship with child or young person who uses the professional services)

Actions to take where poor practice and unprofessional conduct are having a negative impact on outcomes for children and young people: duty to report poor practice and unprofessional conduct; use of correct procedures for reporting poor practice and unprofessional conduct; accurate documentation and record-keeping; whistle-blowing

3 Be able to meet professional responsibilities by reflecting on own performance and practice

Professional responsibility to maintain current and competent practice: keeping up to date with changing legislation, policy and practice; identifying training needs and updating own training

Engage with professional supervision in order to improve practice: participate positively in professional supervision and practice observations in the work setting; contribute appropriately to personal development plans and reviews; participate in relevant training and development activities

Seek and learn from feedback on own practice from colleagues and children and young people: reflecting on feedback and professional guidance; making changes to practice where necessary; use of appropriate methods to seek feedback from children and young people; reflecting on whether own practice is contributing to meeting the individual needs of children and young people

Importance of understanding the limits of personal competence and when to seek advice: eg importance of not acting beyond the limits of own role, understanding consequences (for self and others) of acting beyond own role, recognising when not competent to meet requirements of child or young person, when to request support or to refer to another colleague, professional or agency

4 Be able to develop effective working relationships with professional colleagues

Respect and value the professional competence and contribution of colleagues: importance of participating in planning and sharing of responsibilities; maintain confidentiality as appropriate; develop positive relationships with colleagues; appreciate and follow lines of reporting; recognising and sharing of skills; develop good interpersonal skills

Own rights and expectations as a professional and how to assert them: rights as an employee eg maternity rights, paid time off work, redundancy, right to be treated fairly; expectations eg regarding information and consultation, training, support and development; procedures for asserting own rights and expectations eg inform supervisor or Human Resources officer, formal complaints and grievance procedures, tribunals and courts; sources of impartial advice eg Commission for Equality and Human Rights, Age Concern, Citizens Advice Bureau

5 Understand the implications of equalities legislation for working with children, young people and families

How current equalities legislation affects work with children, young people and families: equalities legislation as appropriate to UK home nation eg the Children Act 2010, The Education Reform Act 1988, the Equality Act 2010; how workplace policies and codes of practice are influenced by these major pieces of legislation giving direction and cohesion

Examples of good practice in promoting equality and how and why they are effective: eg examining own possible prejudices in order to understand their source, implications and ways they could be eliminated, developing staff awareness, knowledge, skills and confidence to challenge prejudice and inequalities through training, support, discussion with other colleagues and other appropriate methods, actively reflecting equality considerations in recruitment and deployment of staff in settings

6 Understand the value of diversity and the importance of equality and anti-discriminatory practice

Meaning of diversity: the acknowledgement and respect of differences within and between groups or people; valuing and respecting individuals and their own interest and needs

Anti-discriminatory practice and examples of how it is applied in practice with children, young people and families: anti-discriminatory practice means no child or young person should be discriminated against on the basis of race, ethnicity, gender, sexual orientation, socio-economic status, age, disability or physical abilities, religion or belief; applying anti-discriminatory practice eg by encouraging a sense of belonging, valuing cultural diversity and respecting differences, avoiding stereotypes, sensitive use of language and communication, taking steps to include all children and young people in every aspect of the setting, inclusive approach to learning and play, reflecting the diversity of the group in the provision of activities and experiences

The effects of discrimination and the potential results for children and young people: diminished opportunity and life chances; disadvantage, feeling of exclusion; lack of motivation and reluctance to participate; feelings of mistrust, rejection, anger, despair, confusion; negative impact on self-esteem and self-image; negative behaviour eg aggression, violence, self-harm

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the legislation and policy framework for working with children and young people in social care work settings</p>	<p>1.1 explain how current and relevant legislation and policy affects work with children and young people</p> <p>1.2 describe the impact of social care standards and codes of practice on work with children and young people</p> <p>1.3 explain the importance of the United Nations Convention on the Rights of the Child (UNCRC)</p>			
<p>2 Understand the professional responsibilities of working with children and young people</p>	<p>2.1 explain the responsibilities of a</p> <ul style="list-style-type: none"> - corporate parent - professional carer <p>2.2 explain what is meant by a 'duty of care'</p> <p>2.3 analyse the impact of professional relationships on children and young people</p> <p>2.4 give examples of poor practice and unprofessional conduct that may impact on outcomes for children and young people</p> <p>2.5 explain the actions to take where poor practice and unprofessional conduct are having a negative impact on outcomes for children and young people</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to meet professional responsibilities by reflecting on own performance and practice	3.1 explain the professional responsibility to maintain current and competent practice 3.2 engage with professional supervision in order to improve practice 3.3 seek, and learn from, feedback on own practice from colleagues and children and young people 3.4 explain the importance of understanding the limits of personal competence and when to seek advice			
4 Be able to develop effective working relationships with professional colleagues	4.1 respect and value the professional competence and contribution of colleagues 4.2 explain own rights and expectations as a professional and how to assert them			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand the implications of equalities legislation for working with children, young people and families	5.1 explain how current equalities legislation affects work with children young people and families 5.2 identify examples of good practice in promoting equality and explain how and why they are effective			
6 Understand the value of diversity and the importance of equality and anti-discriminatory practice	6.1 explain what is meant by diversity 6.2 explain what is meant by anti-discriminatory practice giving examples of how it is applied in practice with children, young people and families 6.3 describe the effects of discrimination and explain the potential results for children and young people			

Learner name: _____

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Assessor signature: _____

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(if sampled)

Unit 20: **Support Children and Young People to Achieve their Education Potential**

Unit code:	LDSSMP1
Unit reference number:	D/600/9785
Level:	3
Credit value:	4
Guided learning hours:	30

Unit summary

The aim of this unit is to provide learners with the skills and knowledge required to enable them to support individual children and young people to achieve their educational potential.

Assessment requirements/evidence requirements

This unit should be assessed in line with Skills for Care and Development's Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Understand the principles, values and current legislation that supports work to help children and young people achieve their educational potential**

Principles and value: putting the needs and rights of the individual child at the centre of service provision; promoting integrated working practices; maintaining personal and professional integrity; promoting equal opportunity and valuing diversity; working in partnerships with parents and carers

Current legislation: relevant UK home nation legislation which impacts on policy writing eg Every Child Matters, The Children Act (1989), The Equality Act (2010) Special Educational Needs and Disability Act (2001); the setting's equal opportunities policies and practice and SEN Code of Practice; children's rights

Factors that contribute to low achievement: eg lack of opportunity, poor literacy and numeracy skills, poor speech and language skills, lack of parental support, peer pressure, low self-esteem and aspirations, low expectations expressed by others, illness, poor diet or state of health, unrecognised disability

2 **Be able to support children and young people to identify and articulate their learning needs, set goals and plan actions.**

Support children or young people to articulate their educational needs and aspirations: involve child or young person in decisions affecting them; use child's current interests and needs as focus and connection point; provide adequate, appropriate opportunities for children or young people to express their educational ideas and aspirations, preferences and dislikes; listen carefully to what child or young person has to say, seek clarification as necessary, seek feedback

Support children or young people to develop a plan of action identifying realistic goals for their educational development: create appropriate and individual action plans; setting out clear short, medium- and long-term goals; identify the resources needed to achieve the goals; identify any additional support needed by the child or young person to achieve the goals; identify support to address inappropriate and/or aggressive behaviour; working closely with carers to enable them to support the child/young person; process for reviewing achievement and revising goals

3 Be able to support children and young people to work towards their educational goals

Identify and celebrate successes and achievements: give genuine praise and encouragement for effort and achievement; use of rewards and incentives; encourage child or young person to focus on strengths and achievements rather than areas of weakness; progress towards achievement of goal and not just achievement of goal itself; use of constructive feedback; emphasise and demonstrate that successes and achievements are transferable from one area or activity to another

Identify barriers to achievement and support individual children or young people to work towards finding solutions: barriers eg lack of appropriate and/or sufficient physical resource, lack of available appropriate learning environment; lack of carer and/or peer support, lack of motivation of individual child or young person; work towards finding solutions eg providing emotional and practical support, recognise and value achievement both big and small, celebrate individual personal success, discuss sources of support and help

Provide support and guidance to children or young people to help them work towards achieving their educational goals: eg provide feedback at appropriate points, discuss what is working well and what could be improved, gauge level of motivation of child or young person and provide support as appropriate to help child or young person remain engaged and motivated

4 Be able to review educational achievements with children and young people

Evaluate with individual children or young people their achievements against their action plans: evaluate individual achievement against action plans and targets in consultation with child or young person; listen carefully and respectfully to child or young person's feedback on their performance

Discuss and agree with individual children or young people ways of addressing and overcoming any problems and modify the action plan accordingly: modify action plan if necessary; discuss and agree ways to overcome any identified problems; discuss ways of achieving new goals

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the principles, values and current legislation that supports work to help children and young people achieve their educational potential	1.1 explain the principles and values that underpins work to support children and young people to achieve their educational potential 1.2 explain current legislation and guidance relating to the provision of and access to educational opportunities for children and young people 1.3 evaluate the factors that can contribute to low achievement by children and young people			
2 Be able to support children and young people to identify and articulate their learning needs, set goals and plan actions	2.1 support children or young people to articulate their educational needs and aspirations 2.2 support children or young people to develop a plan of action identifying realistic goals for their educational development			
3 Be able to support children and young people to work towards their educational goals	3.1 identify and celebrate individual children or young people's successes and achievements 3.2 identify barriers to achievement and support individual children or young people to work towards finding solutions 3.3 provide support and guidance to children or young people to help them work towards achieving their educational goals			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to review educational achievements with children and young people	4.1 evaluate with individual children or young people, their achievements against their action plans 4.2 discuss and agree with individual children or young people ways of addressing and overcoming any problems and modify the action plan accordingly			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

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(if sampled)

Unit 21: **Support Children and Young People to Make Positive Changes in Their Lives**

Unit code:	LDSSMP2
Unit reference number:	M/600/9788
Level:	3
Credit value:	4
Guided learning hours:	27

Unit summary

This unit aims to provide learners with the skills and knowledge to help them identify any barriers that children and young people may encounter which impact on their lives and help them to support children and young people to overcome those barriers and achieve positive changes in their lives.

Assessment requirements/evidence requirements

This unit should be assessed in line with the Skills for Care and Development's Assessment Principles. Learning outcomes 2 and 3 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Understand how to support children and young people to make positive changes in their lives**

Factors that can impact on the lives of children and young people: eg socio-economic background, poor parenting, disruptions in living arrangements, poor literacy, numeracy, speech and language skills, lack of opportunity, illness, bereavement, discrimination

The impact such factors may have: eg inappropriate and/or aggressive behaviour, low educational achievement and aspirations, low self-esteem, potential to self-harm, inability to establish and maintain positive relationships, at risk of offending behaviour, possible misuse of substances such as drugs, alcohol, solvents, poor motivation

How individuals and agencies support children and young people to make positive changes in their lives: the role of the youth worker, parent support workers, Education Welfare Office, mentors, educational professionals, behaviour and education support team (BEST), Social Services, speech and language therapists; range of support strategies adopted eg play therapy, drama, mentors, motivation workshops, listening to children and action planning, family counselling and support sessions

2 **Be able to support children and young people to make positive changes in their lives**

Interventions that can be provided to support children and young people to make positive changes in their lives: the value and impact of early intervention; use of available specialised support eg learning and development support, anger management, behaviour support classes, restorative justice, support to address substance misuse, support to address mental health issues, mentoring, action planning

Demonstrate engagement with children or young people to help them to identify actions that could be taken to support positive change: eg discuss choices or options for action to be taken, support child or young person to consider potential benefits and/or consequences of options, choices and actions, involve child or young person in decision making as appropriate

Work with a child or young person to develop appropriate action plan to support positive changes in their lives: develop an action plan that identifies the positive changes the child or young person needs to achieve; identify any barriers to achievement and how these could be overcome; set achievable and realistic goals, identify resources and support necessary for success; agree a review process and target dates for achievement

3 Be able to review support to children and young people to make positive changes in their lives

Support children or young people to review and amend their action plan: the identification and celebration of achievements; identifying where goals have not been met; agree reasons for non-achievement; involve child or young person in agreeing amendments to the actual plan; clear reasons and instructions regarding any amendments

Give examples from own practice of supporting children or young people to access further interventions: examples should show clear emphasis on supporting children and young people to achieve positive changes in their lives; revise the action plan in the light of the review process and identify the next steps for the child or young person

Reflect on own practice in supporting children or young people to make positive changes in their lives: evaluate practice against agreed criteria and objectives; use of appropriate tools and resources eg reflective practice log to measure progress against personal development plan and identify where changes, developments and additional training or support are required; reflecting on whether own practice has contributed to meeting the needs of individual children or young people; obtaining feedback from children or young people and others involved in the setting

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to support children and young people to make positive changes in their lives	1.1 identify the factors that can impact on the lives of children and young people 1.2 analyse the impact such factors can have on the lives of children and young people 1.3 explain how individuals and agencies support children and young people to make positive changes in their lives			
2 Be able to support children and young people to make positive changes in their lives	2.1 explain interventions that can be provided to support children and young people to make positive changes in their lives 2.2 demonstrate engagement with children or young people to help them to identify actions that could be taken to support positive change 2.3 work with a child or young person to develop an action plan to support positive changes in their lives			
3 Be able to review support to children and young people to make positive changes in their lives	3.1 support children or young people to review and amend their action plan 3.2 give examples from own practice of supporting children or young people to access further interventions 3.3 reflect on own practice in supporting children or young people to make positive changes in their lives			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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(if sampled)

Unit 22: Professional Practice in Learning, Development and Support Services

Unit code:	LDSSMP3
Unit reference number:	D/600/9799
Level:	3
Credit value:	5
Guided learning hours:	35

Unit summary

This unit aims to enhance the quality of practice of individual LDSS workers through a process of reflective practice, identifying professional development needs and taking steps to improve own practice. It also considers the role of professional supervision in supporting the development of individual practitioners. The whole unit and the work of all LDSS workers is underpinned and informed by the principles and values of the sector.

Assessment requirements/evidence requirements

This unit should be assessed in line with Skills for Care and Development's Assessment Principles.

Learning outcomes 3, 5 and 6 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Understand the purposes of learning, development and support services**

Purpose of learning, development and support services; roles and responsibilities: a range of services and workers that aim to support children and young people; identify learning, development and support needs early; provide early intervention and support; deliver personalised and coordinated services to help ensure better outcomes for children and young people; place children and young people at the heart of decisions and processes that affect their lives; range of workers as part of 'LDSS family' eg Educational Welfare Officer, Connexion Personal Adviser, LearningMentors

2 **Understand current legislation, policies and influences on LDSS**

Impact of current legislation, policies and influences on LDSS: legislation, policies and influences as appropriate to own home nation eg Equal Pay Act (1984), Education Reform Act (1988), The Children Act (1989), Special Educational Needs and Disability Act (2001), Equality Act (2010), SEN Code of Practice; impact on codes of practice and workplace policy including equal opportunities, confidentiality, safety, partnership with parents, first aid, staff training, child protection, reporting and record keeping

Effective practice should inform and drive the legislative framework for work with children and young people: relevance and effectiveness of legislative framework is enhanced if influenced by current research and examples of best practice; importance of 'lessons learned' and recommendations for future improvements; recognising and using skills and knowledge of experts and successful practitioners who are currently engaged in practice

3 **Be able to implement the current principles and values that underpin and inform the work of LDSS practitioners**

Current principles and values that underpin and inform the work of LDSS practitioners and their impact on practice: The 'LDSS family of work'; child- or young person-centred approach; staff work together to identify needs early; multi-agency and integrated working; deliver coordinated packages of support; help to secure better outcomes for children, young people and their families

Implement the principles and values in own practice: eg show child-centred or young person-centred approach to own role and responsibilities, respect and value the professional competence and contribution of colleagues and other professionals, participating in planning and sharing of responsibilities, appreciate and follow lines of reporting, recognising and sharing of skills, positive attitude to and use of feedback, updating of own knowledge and skills

Impact of the principles and values that underpin and inform the work of LDSS practitioners on children, young people and carers: LDSS principles and values are reflected in the planning and implementation of all activities, experience and services for children and young people with the aim of ensuring positive outcomes for all; teams work proactively together for the best outcomes for the child, young person and family; integrated working involves everyone supporting children, young people and families working together effectively to put them at the centre, meet their needs and improve their lives; children, young people and families are involved in decisions that affect their lives

4 Understand how the views of children, young people and carers can be used to improve learning, development and support services

Importance of obtaining the views of children, young people and carers to inform and improve the quality of service provision: the value and importance of involving children, young people and carers in the development of plans and services that affect them; if children, young people and carers participate in and agree to the identified goals, activities and procedures then chances of success are higher; obtaining views of children, young people and carers enables more effective planning and service provision designed to meet individual needs

How the views of children, young people and carers can be obtained: eg questionnaires, interviews, focus groups, one- to- one discussion, regular evaluations of services, practitioner reflection on practice

Examples from own practice of changes to service provision as a result of incorporating the views of children, young people and carers into provision: various ways eg encourage participation in decision-making by listening to needs and ideas of child or young person, discuss targets and goals in a collaborative manner, agreeing a method of recognising and recording progress which is clear and acceptable to all concerned, give constructive feedback, focus on strengths and progress rather than weaknesses, support development of resilience, provide accurate information about sources of help and support, use of clear and appropriate communication; how incorporating views of children, young people and carers can lead to changes in service provision eg adapting timescales and goals in accordance with needs of individual child or young person, making service provision more accessible according to individual family requirements or circumstances

5 Be able to use supervision to support continuing professional development and personal effectiveness

Use organisational reporting and/or supervision processes to identify and agree organisational and own responsibility for improving practice and performance: as appropriate to own setting eg personal development plans, shadowing another colleague, performance review, appraisal, reflective journal, learning needs in relation to job role, progression, children and young people's workforce needs

Agree and implement changes to practice to enhance performance and promote continuing professional development: eg being a reflective practitioner, action planning and development plans, identify and agree training and/or support needs, update training, further training

6 Be able to reflect on own skills, knowledge and effectiveness to inform and improve own practice

Evaluate own skills, knowledge and practice against agreed criteria and objectives: regular review of own progress and development against agreed goals, targets and other forms of measurement; consider extent to which own practice meets required standards for role in relation to roles and responsibilities; refer to reflections to appraise extent to which own knowledge and performance meets standards; use reflective journal to consider progress made; evidence of achievements eg certificates; review goals and actions in light of progress

Develop a personal development plan and reflective practice log: Personal development plan and reflective log that identifies personal strengths and weaknesses, SMART objectives, personal and professional needs, development needs, proposals for meeting development needs including additional training if required, the review process, potential barriers to meeting the SMART objectives and how they can be overcome, remedial actions that can be implemented if objectives are not being achieved; reflective practice log to be completed on an agreed timescale eg weekly

Use the reflective practice log to measure progress against personal development plan and identify where changes and developments are required: making changes to plans; use feedback to raise awareness of strengths and identify areas for improvement, involving child and young person in reviewing plans; how a reflective log is valuable in supporting plans

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the purposes of learning, development and support services	1.1 explain the purposes of learning, development and support services 1.2 explain the roles and responsibilities of those working within learning, development and support services			
2 Understand current legislation, policies and influences on LDSS	2.1 explain the impact of current legislation, policies, and influences on LDSS 2.2 explain why it is important that effective practice should inform and drive the legislative framework for work with children and young people			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to implement the current principles and values that underpin and inform the work of LDSS practitioners	3.1 explain the current principles and values that underpin and inform the work of LDSS practitioners and their impact on practice 3.2 implement the principles and values in own practice 3.3 explain the impact of the principles and values that underpin and inform the work of LDSS practitioners on children, young people and carers			
4 Understand how the views of children, young people and carers can be used to improve learning, development and support services	4.1 explain the importance of obtaining the views of children, young people and carers to inform and improve the quality of service provision 4.2 explain how the views of children, young people and carers can be obtained 4.3 give examples from own practice of changes to service provision as a result of incorporating the views of children, young people and carers into provision			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to use supervision to support continuing professional development and personal effectiveness	5.1 use organisational reporting and/or supervision processes to identify and agree organisational and own responsibility for improving practice and performance 5.2 agree and implement changes to practice to enhance performance and promote continuing professional development			
6 Be able to reflect on own skills, knowledge and effectiveness to inform and improve own practice	6.1 evaluate own skills, knowledge and practice against agreed criteria and objectives 6.2 develop a personal development plan and reflective practice log 6.3 use the reflective practice log to measure progress against personal development plan and identify where changes and developments are required			

Learner name: _____

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(if sampled)

Unit 23: Engage Parents in Their Children's Early Learning

Unit code:	CYPOP 30
Unit reference number:	M/502/3812
Level:	3
Credit value:	3
Guided learning hours:	20

Unit summary

To enable the learner to gain the understanding and ability to engage parents in their children's early learning.

Assessment requirements/evidence requirements

Assessment for this unit should be by means of portfolio and none of the learning outcomes should be assessed by observation.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the policy context and research that underpins parental involvement in their children's early learning</p>	<p>1.1 explain key research findings which show the importance of parental involvement in their children's learning in their early years</p> <p>1.2 explain the concept of positive home learning environments and identify ways of promoting and supporting them</p> <p>1.3 explain why it is important to work in partnership with parents, including fathers</p> <p>1.4 explain the importance of clear principles and policies to support the engagement of parents in their child's early learning</p>			
<p>2 Understand how to work in partnership with parents to support their children's early learning</p>	<p>2.1 explain and demonstrate how parents are engaged as partners in their children's early learning</p> <p>2.2 explain and demonstrate key relationship building strategies and/or skills involved in working with parents in partnership</p> <p>2.3 explain and demonstrate key communication strategies and/or skills involved in working with parents in partnership</p> <p>2.4 explain and demonstrate a range of strategies that can be used to build confidence in parents as their child's first educator</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand barriers to parents being involved in their children's early learning	3.1 explain personal, social and cultural barriers to parents being involved in their children's early learning 3.2 explain and demonstrate a range of strategies to help overcome barriers to parental involvement in their child's early learning 3.3 explain how attitudes can be barriers to engaging parents in their children's early learning			
4 Understand how to use reflection to challenge and develop existing practice in working with parents to support their children's early learning	4.1 explain culturally sensitive ways of working with parents to help them provide appropriate support for their children's early learning 4.2 reflect on ways of working with parents to help them provide appropriate support for their children's early learning 4.3 identify and explain support and changes needed to improve own skills and knowledge and build on their own practice			

Learner name: _____

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(if sampled)

Unit 24: **Work with Babies and Young Children to Promote Their Development and Learning**

Unit code: CYPOP 1

Unit reference number: A/601/0121

Level: 3

Credit value: 6

Guided learning hours: 45

Unit summary

The unit is designed to assess competence in work with babies and young children to support their learning and development. This would normally cover children from birth to their 3rd birthday.

Assessment requirements/evidence requirements

This unit should be assessed in line with Skills for Care and Development's Assessment principles. Assessment of learning outcomes 2, 4 and 5 must take place in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Understand the development and learning of babies and young children**

Pattern of development in the first three years of life and the skills typically acquired at each stage: significant milestones in each area of development; areas of development namely physical, social, emotional, intellectual, language and communication

How development and learning are interconnected: delays in expected patterns and rates of development can have negative impact on learning eg emotional or social difficulties may cause negative disposition towards learning, health problems may make certain aspects of learning very challenging for the child

Learning takes place in different ways: importance of early recognition of different learning styles and providing multi-sensory opportunity for learning eg visual, tactile, auditory, kinaesthetic; informal, spontaneous and formal, planned opportunities; recognising individual learning and development needs of the child and making plans and provision accordingly

Importance of play in learning and development: eg provides enabling, positive and enjoyable environment for learning, facilitates learning and development in all key areas (physical, emotional, social, intellectual, language and communication), provides development of social skills and relationships, bond with primary and other carers

Explain effects on development: eg maternal health and diet prior to conception, maternal health and diet during pregnancy, illness, stress, maternal drug or alcohol abuse during pregnancy, genetics and birth complications, maternal post-natal depression, poor diet

Impact of current research into the development and learning of babies and young children: eg the importance of high-quality day care, stable attachments, supporting involvement of parents and careers, supporting transitions; change in practice, policy and procedures based on outcomes of research

2 **Be able to promote the development and learning of babies and young children**

Carry out assessments of babies' or young children's development and learning needs: the use of observations to assess babies' and young children's development and learning; the use of observations to inform planning, consultation with parents; the use of baseline assessments

Demonstrate how the indoor and outdoor environment is used to support babies' and young children's learning needs: how each area of learning is accessed in both the indoor and outdoor environment; how activities and experiences are adapted to meet individual learning and developmental needs.

Plan appropriate play-based activities: eg activities that are planned on basis of assessments, observation, children's current needs, interests and particular likes

Demonstrate the provision of play-based activities: activities and experiences that are both age appropriate and developmentally appropriate; show how activities have been adapted for the individual needs and/or interests of child

3 Understand the attachment needs of babies and young children

Benefits of the key worker/person system in early years settings: John Bowlby's attachment theory; the development of positive relationships with child and family; emotional security; development of healthy self-esteem

How babies and young children learn and develop best from a basis of a strong positive relationship with their key worker/person: emotionally secure; positive dispositions to learning; development of confidence

Possible effects of poor- quality attachments: poor quality attachments can affect babies' and young children's confidence, emotional stability and their ability to learn

4 Be able to engage with babies and young children and be sensitive to their needs

Engaging with babies and young children: eg sensitive, caring interactions, anticipating their needs, listening to babies and young children, providing opportunities for them to respond to interactions

Engage in playful activity: provide and engage in play activities that encourage babies' and young children's development and stimulate learning; participate enthusiastically in playful activities

How babies express their emotions, preferences and needs: how babies communicate with their carers, how to interpret babies' expressions and body language, recognising babies' needs and preferences, show how to respond in a way sensitive and appropriate to babies

Why it is important to manage transitions for babies and young children: identify range of transitions experienced by babies and young children; consider emotional impact of transitions; identify range of strategies for supporting babies and young children during transitions; how and why it is important to communicate with parents in order to support transitions; meeting individual needs and modifying approaches to meet different needs; identify the possible effect of poorly managed transitions on babies or young children and their parents

When and why babies and young children require rest and sleep: regular rest and sleep required for healthy growth and development, rest and sleep routines, health and safety requirements of sleep routines for babies, managing individual sleep patterns and routines in the setting

5 Be able to work in partnership with carers in order to promote the learning and development of babies and young children

Importance of parents and carers in the lives of babies and young children: parents and carers should be recognised as the child's primary educator; parent and carer contributions should be sought, valued and respected; the impact that positive relationships with parents and carers have on babies and young children

How to exchange information with carers: identify range of ways to communicate with carers eg the use of email, phone, letters, noticeboards, newsletters, one-to-one communication; consider inclusive communication; how to ensure all carers can access information and communicate with the setting; confidentiality; professionalism

Ways of working in partnership with carers: consider the effectiveness of working with parents and the impact on babies and young children in the setting

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the development and learning of babies and young children</p>	<p>1.1 explain the pattern of development in the first three years of life and the skills typically acquired at each stage</p> <p>1.2 explain:</p> <ul style="list-style-type: none"> a how development and learning are interconnected b how and why variations occur in rate and sequence of development and learning c that learning may take place in different ways d the importance of play <p>1.3 explain the potential effects on development, of pre conceptual, pre birth and birth experiences</p> <p>1.4 explain the impact of current research into the development and learning of babies and young children</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to promote the development and learning of babies and young children	2.1 undertake assessments of babies or young children's development and learning needs 2.2 demonstrate in own practice how the indoor and outdoor environment is responsive to the development and learning needs of babies and young children 2.3 plan play based activities and experiences based on assessments to support development and learning 2.4 demonstrate in own practice the provision of play based activities and experiences to promote development and learning that are tailored to babies or young children's needs			
3 Understand the attachment needs of babies and young children	3.1 explain the benefits of the key worker/person system in early years settings 3.2 explain how babies and young children learn and develop best from a basis of loving, secure relationships with carers and with key persons in work settings 3.3 analyse the possible effects of poor quality attachments on the development of babies and children			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to engage with babies and young children and be sensitive to their needs	4.1 engage sensitively with babies and young children giving them time to respond 4.2 engage in playful activity with babies and young children 4.3 explain how babies express their emotions, preferences and needs and demonstrate responsive care in own practice. 4.4 explain why it is important to manage transitions for babies and young children 4.5 explain when and why babies and young children require periods of quiet to rest and sleep			
5 Be able to work in partnership with carers in order to promote the learning and development of babies and young children	5.1 explain the primary importance of carers in the lives of babies and young children 5.2 demonstrate in own practice how to exchange information with carers 5.3 evaluate ways of working in partnership with carers			

Learner name: _____

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Learner signature: _____

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(if sampled)

Unit 25: **Develop Interviewing Skills for Work with Children and Young People**

Unit code:	CYPOP 10
Unit reference number:	L/601/1337
Level:	3
Credit value:	3
Guided learning hours:	21

Unit summary

The aim of this unit is to provide the learner with the skills and knowledge to enable them to conduct effective interviews with children and young people in the context of supporting their learning and development.

Assessment requirements/evidence requirements

This unit must be assessed in line with the Skills for Care and Development's Assessment Principles.

Learning outcomes 2 and 3 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Understand the process of preparing for and planning the interviews**

Importance of preparing for and planning the interviews: within boundaries of own role eg knowledge of child or young person's needs, development stage, ability to understand and interpret interview process; documentary evidence eg observation and assessment records, behaviour and discipline records, reports and learning targets, learning style records; environment eg quiet space, relaxing seating, removal of barriers, accessibility for physical or sensory needs; personnel to be informed or to attend eg line manager, key worker, specialist staff, parents/carers, interpreter

Components of the interview planning process: within boundaries of own role eg format of and objectives for the interview, assessment of all documentary evidence, date and time agreed with child/young person; risk assessment of interview environment and interview process

2 **Be able to conduct the interview with individual children or young people**

Appropriate communication skills: eg active listening, open body language, eye contact, open questions, encourage participation, positive and constructive feedback, showing empathy, being non-judgemental, supportive within professional boundaries

Provide relevant information about the interview: within boundaries of own role eg format or agenda for interview, reasons or objectives for the interview, expected conduct during interview, rights and/or responsibilities of interviewee and interviewer, summary of outcomes, procedure for next steps, confirmation of confidentiality

Achievement of desired outcomes: within boundaries of own role eg maintain time schedule, follow agenda to achieve objectives, ensure fair hearing, present desirable outcomes, confirm confidentiality

Confidentiality and information sharing protocols: within boundaries of own role eg record details of interview, share records with interviewee and also parents or carers if appropriate, share information with relevant key personnel according to information sharing protocol

3 **Be able to implement interview follow-up procedures**

Interview follow-up procedures: within boundaries of own role eg copy paper records and gain signature if appropriate, store records according to setting's procedures, identify follow-up meetings with appropriate timescales, record agreed action and monitoring processes, propose referral for specialist support if appropriate

Implement interview follow-up procedures: within boundaries of own role eg maintain secure storage of records, implement action plan and monitor development, lead further meetings as appropriate

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the process of preparing for and planning the interviews	1.1 identify why it is important to plan for the interview 1.2 explain the components of the interview planning process			
2	Be able to conduct the interview with individual children or young people	2.1 use appropriate communication skills to encourage the participation of and engagement with the child or young person 2.2 provide any relevant information about the interview to the child or young person 2.3 conduct the interview to achieve the desired outcomes 2.4 record the details of the interview according to confidentiality and information sharing protocols			
3	Be able to implement interview follow-up procedures	3.1 identify the interview follow-up procedures 3.2 implement interview follow-up procedures			

Learner name: _____

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(if sampled)

Unit 26: Caseload Management

Unit code:	CYPOP 11
Unit reference number:	D/601/1343
Level:	3
Credit value:	3
Guided learning hours:	21

Unit summary

This unit aims to provide the learner with the skills and knowledge to enable them to manage their case load effectively and efficiently, making best use of their own time and promoting improved outcomes for children, young people, their families and carers.

Assessment requirements/evidence requirements

This unit should be assessed in line with the Skills for Care and Development's Assessment Principles. Learning outcome 2 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the importance of managing personal case load	1.1 explain the importance of managing personal case load 1.2 give examples from own practice of pressures on the management of caseloads			
2 Be able to prioritise cases in personal case load	2.1 explain the criteria for prioritising personal case load 2.2 review and prioritise existing and new cases against specified criteria 2.3 process cases according to priority 2.4 explain how to use supervision and other support systems to recognise when additional personal support is required			
3 Understand how to review and evaluate the effectiveness of the case management process	3.1 explain the importance of reviewing and evaluating the effectiveness of the case management process 3.2 identify and implement improvements in the case management process based on the evaluation			

Learner name: _____

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(if sampled)

Unit 27: Support Children and Young People to Achieve their Learning Potential

Unit code:	CYPOP 13
Unit reference number:	D/601/1357
Level:	3
Credit value:	3
Guided learning hours:	20

Unit summary

This unit provides basic knowledge and competence to work with children and young people to ensure that they take every possible opportunity to make the most of learning.

Assessment requirements/evidence requirements

This unit should be assessed in line with Skills for Care and Development's Assessment Principles. Learning outcomes 2 and 3 should be assessed in a real work situation.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the legislation and policies that underpin education and learning for children and young people	1.1 describe the legislation that affects children and young people's access to education and learning opportunities 1.2 explain how policies have influenced access to learning opportunities for children and young people			
2	Be able to support children and young people to work out what they want to learn and achieve	2.1 demonstrate how to encourage children or young people to recognise how their interests, talents and abilities can help to achieve their aspirations 2.2 work with a child or young person to help them to see how they can build on their interests, talents and abilities			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to work with children and young people to make the most of learning opportunities	3.1 demonstrate how to work with children or young people to set and monitor progress towards goals and targets 3.2 support children or young people’s learning activities 3.3 demonstrate how to support children or young people to recognise and deal with attitudes or behaviour that may undermine learning opportunities 3.4 provide encouragement to children or young people to see how their learning experiences can be applied in other areas of life 3.5 provide children or young people with enthusiastic feedback to celebrate achievement			
4 Know how to work with others to support children and young people to achieve the best possible outcomes from learning opportunities	4.1 explain the importance of engaging carers in children and young people’s learning 4.2 identify key professionals and their roles in supporting and developing children and young people’s learning 4.3 explain the importance of effective communication between all those involved in a child or young person’s learning			

Learner name: _____

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(if sampled)

Unit 28: Support Children and Young People to Have Positive Relationships

Unit code:	CYPOP 14
Unit reference number:	R/601/1369
Level:	3
Credit value:	3
Guided learning hours:	20

Unit summary

This unit provides a basic knowledge and competence to support children and young people in the relationships they have with family, friends or professionals.

Assessment requirements/evidence requirements

This unit must be assessed in line with the Skills for Care and Development's Assessment Principles. Learning outcome 2 must be assessed in a real work situation.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Understand the importance of positive relationships for the development and wellbeing of children and young people**

Different relationships children and young people may have: relationships with peer group, family, other adults; horizontal relationships; vertical relationships; what is gained from different types of relationships

Importance of positive relationships for development and wellbeing: eg positive impact on self-esteem, ability to build trusting relationships, develop mutual respect, ensures good communication, ability to form and maintain positive relationships in the future, develop a strong support network

Possible effects of children having restricted or supervised contact in order to maintain relationships: negative impacts eg identity problems, difficulty forming and maintaining relationships, safety risks, emotional impact, self-esteem; positive impact eg supervised contact may help support identity problems, build relationships, enable children and young people to come to terms with their current situation

2 **Be able to support children and young people to make and maintain positive relationships**

How to support children or young people to maintain relationships: eg interact in ways that make children and young people feel welcome and valued

How to support children or young people to make new relationships: eg provide opportunities to take part in organised activities, support children and young people to develop agreements about how to behave, support children and young people to understand other people's feelings and points of view

Provide practical and emotional support to encourage children or young people to commit to and enjoy positive relationships: provide practical and emotional support within boundaries of own role eg support positive relationships with family and peers, build trust, encourage children to identify and discuss benefits of positive relationships, help children prepare for transitions, support children through transitions, encourage decision-making as appropriate

3 Understand how to support children and young people when there are relationship difficulties

Importance of encouraging children or young people to resolve conflict for themselves if possible: empowering children and young people to make good choices for themselves; learn how to deal with disagreements and develop conflict-solving strategies; enable children and young people to avoid violence

How to support a child or young person who is distressed by relationship difficulties: eg providing opportunities for children and young people talk about their relationships, taking time to listen, importance of remaining objective, exploring possible solutions together

How to support a child or young person to end relationships that are making them unhappy: eg helping children and young people to recognise other options, recognising choices and consequences, investigate different solutions to the situation, exploring how to communicate feelings, making an action plan

Circumstances that would result in a relationship causing concern and the actions that should follow: the signs and symptoms that would indicate a possible problem eg changes in behaviour, poor attendance, unexplained injury; appropriate actions to be taken; record observations or discussions accurately and factually with time and date; reporting concerns to designated professionals

How to support children or young people to recognise and take action when they are involved in abusive or exploitative relationships: offering appropriate support within boundaries of own role eg creating a culture among children and young people that allows them to talk about what is happening to them, encouraging children and young people to recognise there is a problem, taking a no-blame approach, remaining non-judgemental, discussing choices and consequences

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the importance of positive relationships for the development and wellbeing of children and young people	1.1 identify the different relationships children and young people may have 1.2 explain the importance of positive relationships for development and wellbeing 1.3 explain the possible effects of children having restricted, or supervised contact in order to maintain relationships			
2 Be able to support children and young people to make and maintain positive relationships	2.1 demonstrate how to support children or young people to maintain relationships with carers or professionals who are important to them 2.2 explain how to support children or young people to make new relationships 2.3 provide practical and emotional support to encourage children or young people to commit to and enjoy positive relationships			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to support children and young people when there are relationship difficulties	3.1 explain why it is important to encourage children or young people to resolve conflict for themselves if possible 3.2 explain how to support a child or young person who is distressed by relationship difficulties 3.3 explain how to support a child or young person to end relationships that are making them unhappy 3.4 describe the circumstances that would result in a relationship causing concern and the actions that should follow 3.5 explain how to support children or young people to recognise and take action when they are involved in abusive or exploitative relationships			

Learner name: _____

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(if sampled)

Unit 29: **Support Positive Practice with Children and Young People with Speech, Language and Communication Needs**

Unit code:	CYPOP 15
Unit reference number:	L/601/2861
Level:	3
Credit value:	4
Guided learning hours:	28

Unit summary

The unit aims to ensure that practitioners work with children and young people at the centre of their practice and base their work on the strengths of the children and young people rather than their difficulties.

Assessment requirements/evidence requirements

This unit needs to be assessed in line with Skills for Care and Development's Assessment Principles. Learning outcome 3 must be assessed in relation to a real work situation.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the concept of positive practice when working with children and young people with speech, language and communication needs</p>	<p>1.1 explain how to recognise and build on the strengths of a child or young person by giving different examples of positive strategies</p> <p>1.2 compare the differences between strategies based on children and young people’s strengths and abilities and those based around children’s difficulties</p> <p>1.3 provide examples of how current research evidence supports positive practice</p>			
<p>2 Know how to work alongside speech, language and communication specialists to use appropriate strategies and targets to support children and young people</p>	<p>2.1 identify and describe the different strategies and targets that can support children and young people’s speech, language and communication needs</p> <p>2.2 explain the process of how supportive strategies are selected and implemented to support children and young people’s speech language and communication needs</p> <p>2.3 explain own role in the process of how targets are set, monitored and evaluated along with specialist</p> <p>2.4 compare different examples of how strategies and targets have been used to support children and young people with speech, language and communication needs</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to place children and young people at the centre of professional practice when working with children and young people with speech, language and communication needs	3.1 review and identify the particular issues and implications of own work setting for children and young people’s speech, language and communication 3.2 demonstrate ways to adapt and modify own communication, resources and tasks to support children and young people’s speech, language and communication 3.3 demonstrate effective ways to find out the views of children and young people and take them into account in planning and delivering practice			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to work with others to support the social, emotional and cognitive needs of children and young people	4.1 explain how speech, language and communication needs can affect social, emotional and cognitive development in children and young people 4.2 explain how social, emotional and cognitive needs can affect children and young people's speech, language and communication 4.3 review and report on the roles of other professionals in supporting children and young people and explain how to access additional support			

Learner name: _____

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(if sampled)

Unit 30: Coordinate Special Educational Needs Provision

Unit code:	CYPOP 16
Unit reference number:	T/600/9775
Level:	4
Credit value:	5
Guided learning hours:	35

Unit summary

To provide the learner with the competence required to work as a special educational needs coordinator in early years settings. The unit also assesses ability to support and advise colleagues.

Assessment requirements/evidence requirements

This unit must be assessed in line with Skills for Care and Development's Assessment Principles.

Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 Understand the role of the special educational needs coordinator

The legislative context for the role of the special educational needs coordinator relevant to codes of practice relevant to the UK Home Nation: eg Children Act 1989, Education Act 1993, Special Educational Needs and Disability Act (SENDA) 2001, SEN Code of Practice 2001 (England), Children Act 2004; Every Child Matters 2005

The responsibilities of the special educational needs coordinator: day-to-day operation of SEN policy eg coordinating provision for children with SEN; contributing to the development of the setting's SEN policy and procedures; overseeing its implementation and review; liaising, mentoring and advising colleagues; managing support assistants; managing records of children with SEN; liaising with parents and carers; liaising with external professionals and services eg educational psychologists, speech therapists, occupational therapists; contributing and/or coordinating training for staff; managing and advising on resources and equipment; undertake continuous professional development; accountability and responsibility

The importance of early recognition and intervention: meeting children's holistic needs; improving short- and long-term outcomes; recognition and early removal barriers to learning and development; to enable a graduated approach eg early years action/action plus, school action/action plus; early identification of services which can support eg education, health, children's social services; improve behaviour; ensuring access to the curriculum

Policies and procedures of the setting in respect of special educational needs: relevant policies eg special educational needs, equality and inclusion, safeguarding, health and safety; procedures in relation to assessment, activities, the environment, inclusive practice; staff training; procedures and protocols for assessment and review

The importance of liaison and partnerships with carers, other agencies and professionals: child-led model; working together to improve outcomes for children and young people; information sharing; involvement at all stages of assessment, delivery and review; concept of parents as experts on their own child; parent partnership services; shared goals: parental rights and responsibilities; supporting informed choice; involvement in shaping services and policy development; information and advice from specialist services; support for children with complex needs requiring multi-agency support

2 Be able to coordinate the observation, recording, assessment and planning to meet the individual requirements of children with special educational needs

Ways to coordinate and lead the observation, assessment and recording progress of children with special educational needs: procedures for drawing on information about children with special educational needs from child or young person, carers, other staff, outside agencies; ways to identify children with SEN eg those displaying developmental delay, poor concentration; statutory assessments; role of Common Assessment Framework (CAF); concept of assessment for learning; skills of observation; importance of also identifying child or young person's abilities and skills; continuous observation and assessment; systems for monitoring and recording progress; format for writing a statement of special educational needs

Planning the next steps for children with special educational needs in collaboration with colleagues, children and their carers: individual education plans; identification of level of support eg school action / action plus; severity of difficulties; identifying support requirements eg people; resources; differentiation of activities; structuring learning in stages; ensuring SMART targets which allow progress to be measured; realistic expectations; the circumstances when a Statement of Educational Needs may be necessary

Ways that children's individual play/education plans are developed, monitored and updated: description of support arrangements; record of child's needs; details of services to be delivered; record of contributions/views of child, carers, SENCO, teacher, outside agencies; monitoring plans; identifying strengths and weaknesses of plans; reviewing progress

The importance of statements of special educational needs and the impact on provision: identification of support additional to or different from that provided to the majority of children; ensures that support and resources are made available to meet the needs of the child; identifies specialist support or programmes to meet the needs of child; identifies non-educational needs eg physiotherapy; the importance of annual reviews

3 Be able to engage with children with special educational needs and their carers

Barriers to communication and engagement and ways to overcome these: barriers to communication eg sensory impairment; speech and language difficulties, English as additional language, environment, (seating, noise, lighting); attitudinal barriers eg the child, carers, self, other staff, other children and young people; organisational barriers eg policies and procedures; discrimination; overcoming barriers eg adapting the environment and resources; knowledge of child's needs, stage of development and abilities; using interpreters; advocacy; adaptation of materials and resources; specialist aids and equipment

Engagement with children who have special educational needs in own setting or service: protecting child's rights; valuing child; respect wishes, listening for understanding; awareness of own body language; development of interpersonal skills; knowing and respecting preferences; giving choice; promoting independence; empowering; focusing on strengths and abilities; giving positive feedback; sharing reviews and assessment with children; use of culturally appropriate materials

Engagement with families of children who have special educational needs in own setting or service: recognising rights and responsibilities of parents; home or setting communication strategies; strategies to consult; parent forums; opportunities for feedback; maintaining professional relationships; information sharing; observing confidentiality; parental communication including written information; involvement in shaping services and policy development; providing emotional support; dealing with conflict; being aware of the needs which parent themselves may have

4 Be able to coordinate, support and advise colleagues working with children who have special educational needs

Ways to coordinate practice and coordinate provision: importance of shared goals and common purpose; transparent policies and procedures; leadership skills; record-keeping; monitoring; time management skills; developing partnerships; building relationships

Sources of support and professional development: line manager colleagues; local networks and support forums; outside agencies and professionals; third sector organisations eg The British Dyslexia Association, National Blind Children's Society; local education authorities; Department for Education; Teacher Development Agency; Children's Workforce Development Council; Teachernet

Ways to share new information: information eg new legislation, government frameworks, codes of practice of service or setting; share individual advice and information from outside agencies; discuss use of resources or aids; seek and give feedback on strengths and weaknesses of different types of communication; use of electronic communication, verbal communication to share new information; formal meetings; written communication; confidentiality

Ways to act as an agent of change and improvement: change and improvement eg routines, practice, attitudes; improving outcomes for children and families; working more effectively; developing and/or strengthening partnerships; application of skills; observation and assessment; innovative practice; problem-solving; managing change; participation and involvement in design and delivery of policy and procedures; leadership skills; self as role model; dealing with resistance to change

Work directly with colleagues to mentor and support practice: colleagues eg teachers, learning support assistants; role of mentor as peer support strategy; role of critical friend; classroom observation; valuing and respecting others' views; sharing good practice; encourage reflective practice; coordinate training eg signposting to relevant courses; leading on training; dealing with differences in values or opinions

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the role of the special educational needs coordinator	1.1 outline the legislative context for the role of the special educational needs coordinator, with reference to codes of practice as relevant to the UK Home Nation 1.2 explain the responsibilities of the special educational needs coordinator 1.3 explain the importance of early recognition and intervention 1.4 explain the policies and/or procedures of the setting in respect of special educational needs 1.5 explain the importance of liaison and partnerships with carers, other agencies and professionals			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to coordinate the observation, recording, assessment and planning to meet the individual requirements of children with special educational needs	2.1 coordinate and lead the observation, assessment and recording progress of children with special educational needs 2.2 coordinate and plan the next steps for children with special educational needs in collaboration with: a colleagues including those in other agencies b children and their carers 2.3 demonstrate how the children’s individual play/education plans are developed, monitored and regularly update 2.4 explain the importance of statements of special educational needs, and how these impact on provision for individual children within the setting			
3 Be able to engage with children with special educational needs and their carers	3.1 assess barriers to communication and engagement, and explain how these can be overcome 3.2 demonstrate engagement with children who have special educational needs in own work setting or service 3.3 demonstrate engagement with families of children who have special educational needs in own work setting or service			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to coordinate, support and advise colleagues working with children who have special educational needs	4.1 demonstrate in own practice how to coordinate provision for special educational needs 4.2 identify sources of support and professional development for special educational needs practitioners and coordinators 4.3 demonstrate in own practice how to share new information and act as an agent of change and improvement 4.4 demonstrate in own practice how to work directly with colleagues to mentor and support practice			

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(if sampled)

Unit 31: **Understand the Needs of Children and Young People Who Are Vulnerable and Experiencing Poverty and Disadvantage**

Unit code:	CYPOP 17
Unit reference number:	F/600/9777
Level:	4
Credit value:	5
Guided learning hours:	40

Unit summary

To provide learners with an in-depth understanding of the effects of poverty and disadvantage on children and young people.

Assessment requirements/evidence requirements

This unit should be assessed in line with the Skills for Care and Development's Assessment Principles.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the factors that may impact on the outcomes and life chances of children and young people</p>	<p>1.1 identify the factors that impact on outcomes and life chances for children and young people</p> <p>1.2 explain the critical importance of poverty in affecting outcomes and life chances</p> <p>1.3 analyse a strategic national or local policy that has positive impact on outcomes and life chances for children and young people</p> <p>1.4 explain why strategic direction from national and local policy is required to address factors impacting on outcomes and life chances for children and young people</p>			
<p>2 Understand how poverty and disadvantage affect children and young people's development</p>	<p>2.1 analyse how poverty and disadvantage may affect children and young people's:</p> <ul style="list-style-type: none"> a physical development b social and emotional development c communication development d intellectual development e learning 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the importance of early intervention for children and young people who are disadvantaged and vulnerable	3.1 explain what is meant by both disadvantage and vulnerability 3.2 explain the importance of early intervention for disadvantaged and/or vulnerable children and young people 3.3 evaluate the impact of early intervention			
4 Understand the importance of support and partnership in improving outcomes for children and young people who are experiencing poverty and disadvantage	4.1 research the policy and guidance impacting on support services at national level, and evaluate how this operates at local level 4.2 explain how carers can be engaged in the strategic planning of services 4.3 analyse how practitioners can encourage carers to support children and young people's learning and development 4.4 explain how the interface with adult services is structured so that the needs of children and young people whose carers are users of services are taken into account			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand the role of the practitioner in supporting children and young people who are vulnerable and experiencing poverty and disadvantage	5.1 explain how positive practice with children and young people who are experiencing poverty and disadvantage may increase resilience and self-confidence 5.2 explain why it is important for practitioners to have high expectations of, and ambitions for, all children and young people regardless of their circumstances and background 5.3 analyse how and why practitioners should act as agents and facilitators of change in own work setting			

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(if sampled)

Unit 32: **Care for the Physical and Nutritional Needs of Babies and Young Children**

Unit code: CYPOP 2

Unit reference number: D/601/0130

Level: 3

Credit value: 6

Guided learning hours: 45

Unit summary

The unit is designed to assess competence in caring for the physical and nutritional needs of babies and young children. This would normally cover children from birth to their 3rd birthday.

Assessment requirements/evidence requirements

This unit should be assessed in line with Skills for Care and Development's Assessment Principles. With the exception of assessment criterion 5.2, all learning outcomes for this unit must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Be able to provide respectful physical care for babies and young children**

Appropriate care for babies and young children: identifying individual care needs; cultural and ethnic considerations; care of teeth, skin, hair and nappy area; child's right to privacy and how this can be met

How to work with parents and carers: taking into account the preferences and wishes of parents and carers in the provision of physical care for their children

Demonstrate positive and respectful interactions with babies and young children: listening to children; speaking appropriately to babies and young children; acting in a caring and sensitive manner; carrying out personalised care routines; meeting individual care needs

Policy and procedures in place to protect children and practitioners when providing personal care: policies and procedures of setting, and regulatory guidance; importance of following policies; awareness of child protection issues; protection of self against false allegations

2 **Be able to provide routines for babies and young children that support their health and development**

Plan daily and weekly routines for babies and young children: identifying individual care and development needs; working closely with carers to provide a suitable plan

How to treat babies and young children during care routines: speak appropriately to babies and young children; respectful and sensitive interactions; using care routines as an opportunity for one-to-one interaction and learning/development of baby or child

How to carry out toilet training: identify principles of effective toilet training; stages of readiness for training; use of praise, encouragement and rewards; importance of working in partnership with carers; how to incorporate toilet training into everyday routines

3 **Be able to provide opportunities for exercise and physical activity**

Importance of physical activity for babies and young children: impact on healthy growth and development eg release of stress, aids rest and healthy appetite, strengthens muscles and joints, promotes good posture and increases bone density, develop balance and coordination, babies and young children express ideas and feelings through movement, explore what their bodies can do, cooperate with others, develop fine and gross motor skills

How to support babies or young children's exercise and physical activity: selecting age and stage-appropriate physical activities; role of the practitioner in supporting physical activities; selection of appropriate equipment and resources; health and safety considerations, praise and encouragement; freedom to explore, access to both indoor and outdoor activities; help children to see physical activity as fun

4 Be able to provide safe and protective environments for babies and young children

The setting's health and safety policies and procedures: how legislation informs practice; how policies are developed and implemented; how to establish and maintain a safe and protective environment

Safety features within the environment for babies and young children: identify the range of policies in place eg food hygiene, dealing with accidents and emergencies, behaviour management; how policies inform practice; how and when practitioners carry out risk assessments in the setting and when planning activities; the recording of accidents and incidents

Supervise babies or young children, demonstrating a balanced approach to risk management: consideration of age and stage of development and individual ability of baby or young child; role of the practitioner in providing appropriate support and encouragement; provision of appropriate and sufficient amount of activities and equipment

Sleep procedures in the setting: current guidance on minimising sudden infant death syndrome eg sleep position, room temperature; how these procedures are incorporated into everyday routines for babies

5 Be able to provide for the nutritional needs of babies under 18 months

Current government guidance on the nutritional needs of babies until they are fully weaned: baby feeding including breast feeding, bottle feeding and weaning; when and how to carry out weaning; principles of nutrition, provision of a balanced diet and healthy snacks; importance of using information from carers when planning a programme of weaning

Prepare formula feeds hygienically and following current guidance: different methods of sterilising feeding equipment, how to make feeds correctly and safely, importance of hygiene, calculating feed quantities

Benefits of different types of formula that are commonly available: formula milk for different ages and stages of development eg newborn, hungrier baby, toddler milk, night time milk; specialised milk for babies who have intolerance or allergy to cow's milk formulas eg hydrolysed infant milk formulas, soya milk

6 **Understand how to provide for the nutritional needs of young children from 18–36 months**

Plan meals for young children that meet their nutritional needs based on current government guidance: current principles of nutrition; the balanced nutritional needs of young children; appropriate daily portions; importance of using information from parents and carers to inform planning of meals and healthy snacks; role of adult in modelling and promoting healthy eating; the social and educational role of food; effects of a poor diet on the general health of a young child

Food allergies and intolerances that a young child may experience: the range of possible food intolerances eg nuts, milk and dairy products, eggs, strawberries, tomatoes; recording and reporting of allergies; management of food allergies in the setting; importance of following instructions of parent or carer regarding the needs of their child; recognising signs and symptoms of food allergies or intolerances and dealing with possible reactions to food; supporting children and their families who have special diets

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to provide respectful physical care for babies and young children</p>	<p>1.1 demonstrate culturally and ethnically appropriate care for babies and young children for</p> <ul style="list-style-type: none"> a skin b hair c teeth d nappy area <p>1.2 demonstrate in own practice how to take into account the preferences of carers in the provision of physical care and explain why this is important</p> <p>1.3 demonstrate in own practice how you engage with babies or young children in a respectful manner and provide personalised physical care tailored to their needs</p> <p>1.4 explain organisational or regulatory procedures that protect babies, young children and practitioners when providing personal care and why these are necessary</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to provide routines for babies and young children that support their health and development	2.1 plan daily and weekly routines for babies and young children suitably personalised to meet individual needs 2.2 demonstrate in own practice how to treat babies or young children with respect and sensitivity during everyday care routines 2.3 explain the principles of effective toilet training and how this is incorporated into routines			
3 Be able to provide opportunities for exercise and physical activity	3.1 explain the importance of exercise and physical activity for babies and young children 3.2 demonstrate in own practice how to support babies or young children's exercise and physical activity			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to provide safe and protective environments for babies and young children	4.1 explain policies and procedures in own setting that cover health, safety and protection of babies and young children 4.2 demonstrate and evaluate the safety features within the environment for babies and young children 4.3 supervise babies or young children and demonstrate a balanced approach to risk management 4.4 explain current advice on minimising sudden infant death syndrome in everyday routines for babies			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to provide for the nutritional needs of babies under 18 months	5.1 identify, using current government guidance, the nutritional needs of babies until they are fully weaned and using information from carers plan a programme of weaning 5.2 prepare formula feeds hygienically following current guidance 5.3 evaluate the benefits of different types of formula that are commonly available			
6 Understand how to provide for the nutritional needs of young children from 18-36 months	6.1 plan meals for young children that meet their nutritional needs based on current government guidance and information from carers 6.2 explain food allergies and intolerances that a young child may experience and the importance of following carers instructions on the needs of their child			

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(if sampled)

Unit 33: Support Speech, Language and Communication Development

Unit code:	CYPOP 20
Unit reference number:	A/601/2872
Level:	3
Credit value:	3
Guided learning hours:	20

Unit summary

The unit aims to provide a basis for understanding the typical development of speech, language and communication in children and young people and the importance for a child or young person's overall development.

Assessment requirements/evidence requirements

This unit needs to be assessed in line with Skills for Care and Development's Assessment Principles. Assessment of learning outcome 3 should relate to real work activities.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the importance of speech, language and communication for children’s overall development</p>	<p>1.1 explain each of the terms:</p> <ul style="list-style-type: none"> a speech b language c communication d speech language and communication needs <p>1.2 explain how speech, language and communication skills support the following areas in children and young people’s development:</p> <ul style="list-style-type: none"> a learning b emotional c behaviour d social <p>1.3 describe the potential impact of speech, language and communication difficulties on the overall development of a child or young person both currently and long-term</p> <p>1.4 explain the factors that increase the risk of children and young people having speech language and communication needs</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand typical speech, language and communication development in children and young people	2.1 summarise the typical stages of speech, language and communication development of children in the following age groups, including both understanding and use of language: <ul style="list-style-type: none"> a 0-5 years old b 5-11 c 11-16 2.2 explain how children and young people develop their speech, language and communication and identify how this applies to children who are learning more than one language 2.3 explain how speech, language and communication work together to enable effective interaction 2.4 explain the different ways in which a child or young person may not follow typical speech language and development			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to identify typical speech, language and communication development of children and young people	3.1 observe and report examples of a child or young person using their communication skills in different contexts 3.2 plan and carry out an observation of a child or young person using their communication skills in different contexts 3.3 report on planned observations highlighting normal variations in the typical speech, language and communication development of children or young people			

Learner name: _____

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(if sampled)

Unit 34: **Work with Parents, Families and Carers to Support Their Children’s Speech, Language and Communication Development**

Unit code: CYPOP 21

Unit reference number: Y/601/2877

Level: 3

Credit value: 3

Guided learning hours: 23

Unit summary

To develop the ability of those working with children and young people to work in partnership with parents to support their child’s speech, language and communication development.

Assessment requirements/evidence requirements

This unit needs to be assessed in line with the Skills for Care and Development’s Assessment Principles. Learning outcome 3 and part of learning outcome 4 must be assessed in real work situations.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the importance of parental support for the development of speech, language and communication</p>	<p>1.1 outline the nature of the parent/child relationship at key stages of a child's life in relation to speech, language and communication</p> <p>1.2 explain the influences of different parenting styles on speech, language and communication development</p> <p>1.3 explain how supporting effective speech, language and communication between parents and children could influence their relationship and overall development at home</p>			
<p>2 Be able to work in partnership with parents to support their child's speech, language and communication development</p>	<p>2.1 explain issues and challenges for parents which may influence how they support their child's speech, language and communication development</p> <p>2.2 support parents to understand their valuable role in supporting their child's speech, language and communication development</p> <p>2.3 explain a range of ways to work with parents to support their child's speech, language and communication development</p> <p>2.4 demonstrate ways on how to develop and maintain a parent's confidence in supporting their child's speech, language and communication development</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to support parents to use activities and approaches to support their child's speech, language and communication development	3.1 provide parents with appropriate advice and sources of information to support their child's speech, language and communication development 3.2 explain ways to support parents in how to use activities and approaches to support their child's speech, language and communication development 3.3 evaluate the ways in which own role can be effective in supporting parents to support their children's speech, language and communication development			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand the importance of working in partnership with parents of children with speech, language and communication needs and relevant professional agencies	4.1 explain why it is important to be able to work in partnership with parents of children with SLCN 4.2 identify useful sources of information and relevant organisations and services to support parents of children who have SLCN 4.3 explain the importance of partnership working across professionals, agencies and parents when supporting children with SLCN			

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Unit 35: Understand the Speech, Language and Communication Needs of Children and Young People with Behavioural, Social and Emotional Difficulties

Unit code:	CYPOP 22
Unit reference number:	M/601/2884
Level:	3
Credit value:	3
Guided learning hours:	25

Unit summary

This unit explores the way in which behaviour, social and emotional difficulties are linked with speech, language and communication and provides effective ways to support the speech, language and communication development of children and young people with behaviour, emotional and social difficulties.

Assessment requirements/evidence requirements

This unit must be assessed in line with the Skills for Care and Development Assessment Principles.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the links between language, behaviour, emotional and social development difficulties	1.1 explain why behaviour can be seen as a means of communication 1.2 explain, with examples, how speech, language and communication needs may affect behavioural, emotional and social development in children and young people 1.3 review and report on relevant research about the incidence of speech, language and communication needs and behavioural, social and emotional difficulties in children and young people 1.4 describe the range of behavioural, emotional and social difficulties that children and young people may experience and how they can affect speech, language and communication development			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to support positive speech, language and communication development for children and young people with behavioural, emotional and social difficulties	2.1 identify key barriers to behavioural, social and emotional development that are experienced by children and young people with speech, language and communication needs 2.2 explain effective strategies to overcome barriers to support the speech language and development of children and young people with behavioural, emotional and social difficulties 2.3 explain how adapting adult language and interactions can support a child's behaviour, emotional, social skills, as well as support their communication development 2.4 explain how positive changes to the communication environment can support communication development for children and young people with behavioural, emotional and social difficulties			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to adapt strategies and approaches to behavioural, emotional and social development to meet speech, language and communication needs	3.1 identify and explain current evidence based approaches to understanding children and young people's behaviour 3.2 explain how setting wide strategies to promote positive behaviour and emotional and social development can be adapted to support children and young people with speech, language and communication needs 3.3 explain, using examples, how individual strategies to promote positive behaviour and emotional and social development can be adapted to support children and young people with speech, language and communication needs			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to work with others in order to support the speech, language and communication development of children and young people with behavioural, emotional and social development needs	4.1 explain ways to work with parents and families in supporting children and young people’s speech, language and communication needs that also promotes positive behaviour 4.2 explain the roles of other professionals who may be involved in joint or integrated working to promote positive behaviour and emotional and social development needs of children and young people			

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Unit 36: **Support the Speech, Language and Communication Development of Children Who Are Learning More Than One Language**

Unit code:	CYPOP 23
Unit reference number:	J/601/2888
Level:	3
Credit value:	3
Guided learning hours:	26

Unit summary

This unit is designed to explore the ways in which speech, language and communication skills are influenced when children and young people are learning more than one language. The unit addresses the cultural issues around the assessment and approaches to speech, language and communication development for children and young people learning more than one language.

Assessment requirements/evidence requirements

This unit needs to be assessed in line with the Skills for Care and Development's Assessment Principles. Learning outcome 3 should be assessed in relation to real work activities.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the speech, language and communication assessment process for children and young people who are learning more than one language</p>	<p>1.1 explain how to identify which languages are used by children and young people in the work setting</p> <p>1.2 explain how to collect information on a child or young person's use of their languages at home and in the work setting</p> <p>1.3 explain the difficulties of using formal, standardised tests/screens with children and young people whose home language is not English</p> <p>1.4 explain how to recognise when a child or young person learning more than one language may have additional or specific speech, language and communication needs.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the cultural issues of assessing and supporting the speech, language and communication development of children and young people who are learning more than one language	2.1 explain what is meant by bilingualism 2.2 explain the advantages of bilingualism 2.3 define culture and identify how to integrate different cultures within own work setting 2.4 explain the importance of using culturally appropriate and relevant materials and approaches with children and young people learning more than one language 2.5 explain how resources can be adapted to meet the support needs of children and young people whose home language is not English			
3 Be able to work with parents of children and young people whose home language is not English	3.1 provide appropriate advice to parents on supporting their child's speech, language and communication development 3.2 demonstrate approaches to support parents in promoting their child's speech, language and communication development 3.3 explain how language and resources can be adapted to enable close work with parents whose home language is not English			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to work with others in order to support the speech, language and communication development of children and young people whose home language is not English	4.1 explain the different ways in which professionals can work together in the interests of children and young people 4.2 explain the roles and importance of other professionals who may be involved in joint or integrated working to support children and young people with speech, language and communication needs who are learning more than one language 4.3 identify and describe when and how to contact and work with relevant agencies and services			

Learner name: _____

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(if sampled)

Unit 37: Support Children and Young People's Speech, Language and Communication Skills

Unit code: CYPOP 24

Unit reference number: L/601/2889

Level: 3

Credit value: 3

Guided learning hours: 25

Unit summary

This unit explores the ways in which those working with children and young people can support the development of speech, language and communication skills. The unit also looks at how to recognise, and access specialist support, for those children and young people who may have speech, language and communication needs.

Assessment requirements/evidence requirements

This unit should be assessed in line with the Skills for Care and Development's Assessment Principles. Learning outcome 4 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Understand the importance and the benefits of adults supporting the speech, language and communication development of children and young people**

Ways in which adults can effectively support and extend the speech, language and communication development:

0–5: verbal and non-verbal communication eg eye contact, facial expression, hand gestures, pointing, voice tone, sound patterns, repetition, rhyme, alliteration, naming familiar objects; encourage social interactions with peers and adults, provide opportunities to follow simple instructions; use of resources eg picture books, treasure baskets, story sacks, 'telephone', music and songs, dance, role play; work with parents and carers within boundaries of own role

5–11: eg encourage storytelling, news, drama, role play, anecdotes from personal experience – past, present and future, support social interactions between peers and adults, provide opportunities to follow more complex instructions, support sustained conversations, share opinions; work with parents and carers within boundaries of own role

11–16: eg encourage discussion and review of books, articles, film, TV, drama, music, join in and support social interactions, show interest in personal and social news, show awareness of social networking sites, build rapport of trust and openness, praise and support, check understanding, summarise; work with parents and carers within boundaries of own role

16–25: eg actively listen, reflect back, use open body language, use open questions, be non-judgemental, show empathy and understanding, make shared decisions, consult and negotiate, discuss current affairs, discuss and share opinions; involve parents and carers as appropriate within boundaries of own role

Positive effects of adult support: improved communication skills eg listening, body language, vocabulary development, development of conversation conventions and social interaction; positive behaviour; raised self-esteem and self-confidence; positive relationships with parents, carers, families

2 **Be able to provide support for the speech, language and communication development of children and young people**

Support for speech, language and communication development: eg play, structured activities, providing time and opportunities for self-expression, discussion and interaction with adults and peers, opportunities for one-to-one conversation, offer praise and constructive feedback, adapt own language style to suit age and stage of child or young person, engage with and involve parents or carers and family members, stimulating visual environment, opportunities for play, first-hand experiences

Methods of support in view of specific needs, abilities, home language, interests: eg familiarity with words for 'special objects', personal words for self-maintenance, use of Makaton and sign language, ICT, specialist communication aids, cue cards and picture cards, use of photographs, favourite toys, dual language books and posters, familiar objects, focus on hobbies and interests, parental involvement

Planning for speech, language and communication: follow planning procedures within boundaries of own role to initiate and implement plans eg circle time, singing, reading, poems and rhymes, puppets, news, drama, role play, discussions, presentations, organising and supporting events, 'meeting and greeting', interviewing, notices and posters

Information and feedback to evaluate the effectiveness of speech, language and communication support: eg contribute to record-keeping systems, observations and assessments, team meetings, staff meetings, parent and carer liaison, multi-agency groups within boundaries of own role

3 Understand how environments support speech, language and communication

Importance of the environment in supporting speech, language and communication development: eg range of resources, layout of environment, visual stimuli, staffing profile, range of roles and levels of responsibility, accessibility

Key factors that provide a supportive speech, language and communication environment: teamwork, parental involvement, multi-agency support; age appropriate activities and resources; distractions eg lighting, noise, temperature, ventilation; policies of setting eg behaviour management, inclusion, equal opportunities, special needs, curriculum, staff development, recruitment and staff deployment

Research evidence: eg development norms, cultural factors, individual needs, attitudes and behaviours, importance of play, specialist support, parental involvement; government reports and legislation relevant to own home nation eg Childcare Act 2006, Common Core of Skills and Knowledge for the Children and Young People's Workforce, Early Years Foundation Stage Curriculum, National Curriculum, Every Child a Reader, Every Child a Writer

4 Be able to recognise, and obtain additional support for children and young people who may have speech, language and communication needs

Range of speech, language and communication needs: eg long- or short-term disability, level of need in one or more of the areas, developmental delay, hearing, behaviour

Indicators of speech, language and communication needs: eg limited ability to play with others, limited ability to build relationships, limited social skills, poor or inappropriate behaviour, isolation, low self-esteem and confidence, poor communication and interaction, poor literacy skills

Processes and procedures: within the boundaries of own role eg monitor, observe and record, raise concerns and issues, work with key professionals, involve parents and carers, refer to specialists

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the importance and the benefits of adults supporting the speech, language and communication development of children and young people</p>	<p>1.1 explain the ways in which adults can effectively support and extend the speech, language and communication development for each of the following age groups</p> <ul style="list-style-type: none"> - 0-5 - 5-11 - 11-16 - 16-25 <p>1.2 evaluate relevant positive effects of adult support for children, young people and their families</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to provide support for the speech, language and communication development of children and young people	2.1 demonstrate methods of providing support taking into account the <ul style="list-style-type: none"> - specific needs - abilities - home language - interests of children and young people in their setting 2.2 initiate and implement planning for speech, language and communication support to children and young people in work setting 2.3 gather information and feedback to evaluate the effectiveness of speech, language and communication support in work setting			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how environments support speech, language and communication	3.1 explain the importance of the environment in supporting speech, language and communication development 3.2 review relevant evidence about the key factors that provide a supportive speech, language and communication environment 3.3 apply research evidence to planning an environment that supports speech, language and communication			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to recognise, and obtain additional support for, children and young people who may have speech, language and communication needs	4.1 identify the range of speech language and communication needs that children and young people may have 4.2 identify the indicators which may suggest that a child or young person has speech, language and communication needs 4.3 explain the processes and procedures to follow in order to raise any concerns and access additional, specialist support			

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Unit 38: **Lead and Manage a Community-based Early Years Setting**

Unit code: CYPOP 3

Unit reference number: H/601/0131

Level: 4

Credit value: 6

Guided learning hours: 45

Unit summary

This unit is about providing leadership and management in a community-based setting that promotes the engagement, involvement and participation of parents.

Assessment requirements/evidence requirements

This unit should be assessed in line with Skills for Care and Development's Assessment Principles. Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Understand the purposes, benefits and key features of community-based early years provision**

Purpose and features of community-based settings: range and types of services offered to children and families; support groups; training opportunities; range of professionals; roles of professionals in setting

A community-based early years setting can be an agent of community development: provision of resources; provision of professional support; provision of practical help; funding; parenting support and networking opportunities

Benefits arising from community-based early years provision: benefits for children, parents, carers, the early years setting and the local community eg ongoing support, opportunities for development and informal or formal education, access to information, networking and social cohesion

2 **Be able to lead the team in a community-based early years setting**

Demonstrate leadership skills in own practice: demonstrate good interpersonal and communication skills; knowledge and application of early years principles, procedures and values; good professional practice and the ability to share information and ideas; work closely with parents, carers and others involved in the setting; updating of own knowledge and skills

Implement activities with the setting's staff team to share and promote their understanding of good practice: update staff on new developments and examples of best practice through eg networking opportunities, meetings and workshops, emails, training events; identification and review of training and support needs; facilitate reflective practice; review staff progress and development, celebrate successes and achievements

Maintain a team culture among all of the staff and parents in a community-based early years setting: implement strategies to promote a team approach in the setting eg regular team meetings, sharing of ideas, group training, newsletters, seeking and giving feedback in an inclusive manner, recognising and valuing contributions of all involved in the setting, clear understanding of different roles and responsibilities within the team and how each contributes to meeting team goals

Effectiveness of own practice in implementing the principles of community-based early years provision: reflective practice; carrying out regular evaluations of practice; including staff and parents in evaluation processes; action planning

3 Be able to engage parents as partners in the community-based early years setting

Establish and maintain a relationship of partners with the parents of an early years setting: recognising why partnerships with parents are important; effective ways of establishing partnerships; encouraging and valuing contributions from all parents in an inclusive and non-judgemental way; sharing information and maintaining partnerships eg through effective communication, showing respect for diversity, appropriate activities that encourage participation of parents

Exchange information with parents about the progress of their child's learning and development: plan and implement appropriate manner and time of communication with parents; ways of exchanging information eg setting up and maintaining learning journals, keeping learning journal information up to date, ensuring learning journals are accessible to parents and children, parents' newsboard, newsletters, individual consultations; identify and overcome barriers to exchange of information

Involve parents in decisions about plans and activities to progress their child's learning and development: valuing parents' ideas and opinions; establishing a culture of encouraging parents' contributions; recognising and valuing parents as the child's first and most enduring educators; highlight opportunities for involvement without exerting pressure or sense of obligation; highlight benefits of involvement for child, parents and others; involve parents in decisions that affect their child and offer flexibility and choices as appropriate

Involve parents in the activities of the early years setting: encouraging parents' participation in the setting's activities by eg creating welcoming, inclusive environment and atmosphere, emphasising the qualities and skills that parents have and how they can contribute to activities of the setting; ensuring activities are accessible and take account of the cultures, ethnicities and social backgrounds of parents represented in the setting; ensuring clear, appropriate communication with parents about the activities of the setting eg purpose, timescales, relevance, benefits

4 Be able to engage parents in the management/decision-making processes of an early years setting

Role of the parent management committee/support group in a community-based early years setting: to ensure parents views are represented; to ensure settings values and principles are met, to contribute to decision making; to participate in the leadership of the setting

Demonstrate support to parents' involvement in the parent management committee/support group: show how parents are encouraged to be involved in the setting eg supporting communication with parents about the role and activities of the management committee/support group, highlight opportunities for parents to be involved in decision making and the benefits of their involvement

5 Be able to provide learning opportunities to support parents' participation in a community-based early years setting

Utilise informal learning opportunities: use observations of parents' interactions in activities to inform planning of further activities; informal activities that promote the learning and development of parent, parent's own child other children in the setting

A detailed account of a learning activity provided by the setting: aimed at developing parents' understanding of the setting early years curriculum: why the activity was appropriate for the setting's parents eg took account of different cultures, ethnicities and social backgrounds represented in the setting, relevant to age and stage of development of children in setting, based on feedback about needs and/or interests of individual children and/or parents; how the setting encouraged parents to participate in the activity eg welcoming and inclusive atmosphere, activity accessible to parents, sensitive and respectful communication between staff and parents before, during and after the activity, ideas and contributions of parents actively encouraged and valued

Provide parents with information about resources to enable them to develop the knowledge and skills to participate effectively in the parent management committee/support group of the setting: sources of information eg information about policies and plans of the setting such as documents and meetings, information about the role of the parent management committee/support group; provide information in an accessible and effective way eg appropriate language and methods of communication, timely communication, use of translators if necessary

6 Be able to manage the resource, regulatory and financial requirements for a community-based early years setting

Regulatory requirements of the work setting: relevant early years curriculum for setting eg Early Years Foundation Stage; relevant inspection body, lines of responsibility and reporting; National Standards; health and safety

How human resources are managed within the setting: employment of staff; contracts, terms and conditions of employment; qualifications, continual professional development; employer and employee roles, rights and responsibilities

How systems of resource management operate in the work setting: different types of resources eg human, financial, facilities; the role of the parent management committee in resource management; the roles and responsibility of the team; accountability for resource management and concept of efficiency and value for money

How financial systems in the setting are operated and accountability maintained according to appropriate standards: managing budgets, funding and financial systems; accountability, efficiency and transparency

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the purposes, benefits and key features of community-based early years provision</p>	<p>1.1 explain the purpose and features of community-based setting</p> <p>1.2 explain how a community-based early years setting can be an agent of community development.</p> <p>1.3 describe the benefits arising from community-based early years provision for:</p> <ul style="list-style-type: none"> a children b parents/carers c the early years setting d the local community. 			
<p>2 Be able to lead the team in a community-based early years setting</p>	<p>2.1 demonstrate leadership skills in own practice</p> <p>2.2 implement activities with the setting's staff team to share and promote their understanding of good practice</p> <p>2.3 implement strategies to create and maintain a team culture among all of the staff and parents in a community-based early years setting</p> <p>2.4 examine the effectiveness of own practice in implementing the principles of community-based early years provision</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to engage parents as partners in the community-based early years setting	3.1 establish and maintain a relationship of partners with the parents of an early years setting 3.2 exchange information with parents about the progress of their child’s learning and development 3.3 involve parents in decisions about plans and activities to progress their child’s learning and development 3.4 involve parents in the activities of the early years setting			
4 Be able to engage parents in the management/decision-making processes of an early years setting	4.1 explain the role of the parent management committee/support group in a community-based early years setting 4.2 demonstrate support to parents’ involvement in the parent management committee/support group of a community-based early years setting			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Be able to provide learning opportunities to support parents' participation in a community-based early years setting</p>	<p>5.1 utilise the informal learning opportunities arising from parents' participation in activities to promote the learning and development of their own child and the setting's children</p> <p>5.2 give a detailed account of a learning activity provided by the setting for its parents to develop their understanding of its early years curriculum, to include:</p> <ul style="list-style-type: none"> a why the activity was appropriate for the setting's parents b how the setting encouraged parents to participate in the activity <p>5.3 provide parents with information about resources to enable them to develop the knowledge and skills to participate effectively in the parent management committee/support group of the setting</p>			
<p>6 Be able to manage the resource, regulatory and financial requirements for a community-based early years setting</p>	<p>6.1 explain the regulatory requirements of the work setting and the lines of responsibility and reporting.</p> <p>6.2 explain how human resources are managed within the setting</p> <p>6.3 demonstrate how systems of resource management operate in the work setting</p> <p>6.4 demonstrate how financial systems in the setting are operated and accountability maintained according to appropriate standards</p>			

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Unit 39: Support Children or Young People in Their Own Home

Unit code:	CYPOP 37
Unit reference number:	K/601/0132
Level:	3
Credit value:	4
Guided learning hours:	30

Unit summary

This unit is aimed at support workers who work with children or young people and their carers in the community. It provides the understanding and competence about working in someone else's home in order to support the achievement of positive outcomes.

Assessment requirements/evidence requirements

This unit should be assessed in line with Skills for Care and Development's Assessment Principles. Learning outcomes 2 and 3 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand roles and responsibilities in relation to supporting children or young people in their own home</p>	<p>1.1 outline the policies and procedures and codes of practice that set out responsibilities in supporting children or young people in their home</p> <p>1.2 explain why it is important to be reliable and dependable when working with children or young people in their own home</p> <p>1.3 explain how both formal and informal risk assessments are carried out when working with children or young people in their own home</p> <p>1.4 explain what needs to be recorded when working with children or young people in their own home</p> <p>1.5 give examples of any areas that may give cause for concern when working with children or young people in their own home and the actions that should be taken in each case</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to build positive relationships with children or young people and their carers when working in their home</p>	<p>2.1 explain the importance of gathering information about the needs and preferences of children or young people</p> <p>2.2 demonstrate methods of gathering information about the needs and preferences of children or young people</p> <p>2.3 evaluate the complexities of developing relationships with children or young people in their own home as a professional worker</p> <p>2.4 explain why a sensitive approach is needed when working with children or young people in their own home</p> <p>2.5 explain steps that can be taken to resolve conflicts or difficulties with children, young people or carers</p>			
<p>3 Be able to provide support for children or young people to engage in activities that meet their needs and preferences</p>	<p>3.1 demonstrate how activities with children or young people are planned to include:</p> <ul style="list-style-type: none"> - preparation of the environment - preparation of resources - consideration of the level of support required <p>3.2 demonstrate how children or young people are supported to engage in activities that meet their needs and preferences</p> <p>3.3 reflect on the success of activities carried out with children or young people and how planning and implementation of these are reviewed as a result</p>			

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Unit 40: **Promote Young Children’s Physical Activity and Movement Skills**

Unit code: CYPOP 4

Unit reference number: M/601/0133

Level: 3

Credit value: 3

Guided learning hours: 22

Unit summary

The unit is designed to introduce learners working with children in their early years to the importance of physical activity with an emphasis on gross motor and movement skills. It assesses the learner’s competence in planning and implementing physical activities and routines and encourages evaluation of the effectiveness of practice.

Assessment requirements/evidence requirements

This unit must be assessed in line with Skills for Care and Development’s Assessment Strategy. Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Understand the importance of physical activity and the development of movement skills for young children's development, health and wellbeing**

Why physical activity is important to the short- and long-term health and wellbeing of children: short-term benefits include reducing levels of anxiety, release of physical energy, lowering blood pressure; long-term benefits include helping to develop stronger muscles and bones, child less likely to be overweight, decreased risk of developing type 2 diabetes, forms positive habits for the future, opportunities for social interaction with others

Explain the development to movement skills in young children and how these skills affect other aspects of development: children's physical development includes holistic development of the child through different areas of developmental milestones, individual children develop at different rates but in broadly the same sequence, gross motor physical development eg infant reflexes, development of locomotion, balance and co-ordination; fine motor physical development eg infant reflexes, use of tools, increase in control of tools; the impact physical development has on other areas of development; a young child who is not yet mobile is not able to explore the environment in the same way as a more mobile child possibly impacting on their social and intellectual development; young child who regularly participates in group physical activities has opportunities to develop language and communication skills eg listening to instructions, expressing feelings; young child who regularly participates in group physical activities has opportunities to develop social skills eg cooperation and taking turns; development of movement skills linked to intellectual development eg reasoning and problem-solving skills

2 **Be able to prepare and support a safe and challenging environment for young children that encourages physical activity and the development of movement skills**

Prepare the environment and explain how it allows all children to develop, practise and extend their movement skills according to their age, need and abilities: provide a safe, secure encouraging environment; working in partnership with parents; inclusive environment that meets the needs of individual children; clear planning on how to meet and support the needs of the child; provide quiet and noisier periods/areas; provide indoor and outdoor activities that develop fine manipulative skills, fine and gross motor skills; provide activities that encourage the repetition of physical skills; showing sensitivity to culture and background of individual children when preparing the environment

Demonstrate in own practice how young children are kept safe when undertaking challenging physical activities: relevant health and safety procedures are implemented; children are encouraged and supported to take managed risks; children are supported and encouraged during physical activities, children given appropriate levels of supervision and independence; children encouraged to think about risks and consequences of risks in physical play (according to their age and abilities); opportunities for children to express choices and preferences; children encouraged to show awareness of themselves and others

Explain the importance of natural outdoor environments for young children's physical activity and movement skills: provides the opportunity for children to gain first-hand contact with weather, seasons and the natural world; provides freedom and space to explore and be physically active; opportunity to use senses and imagination, positive impact on wellbeing; encourages all aspects of learning and development

3 Be able to plan and implement physical activities for young children

Plan opportunities for physical activity for young children: plan age-appropriate and stage-appropriate physical activities based on the children's current interests, needs and preferences; physical activities that are safe and stimulating; provide opportunities to develop existing skills as well as develop new ones

Meeting the individual movement skills needs of children: eg taking into account the age and abilities of children, adopting an inclusive approach to facilitate participation by all children, children with special needs and/or disabilities, awareness of stage of development of child and preparing them for next stage of development, challenge existing skills and encourage development of new skills

Including activities that promote competence in movement skills: use of indoor and outdoor activities; development of coordination, gross motor skills, fine motor skills; different types of activities eg games, dance and creative movement, swimming for young children, athletics for young children, use of small and large play equipment

Encouraging physical play: activities planned eg to be stimulating, challenging but safe, age and stage-appropriate, positive adult approach to role modelling and participation in physical play and activity, presenting physical play as fun, adequate space, opportunities, resources and equipment made available

How planned physical activities are implemented: eg appropriate adult supervision of planned physical activities, health and safety requirements implemented, activities are inclusive and reflect age, needs and abilities of children in setting, adequate adaptation of activities for children with disabilities or special needs, adequate time, space and resources made available for physical activities

4 Be able to build opportunities for physical activity into everyday routines for young children

Importance of building physical activity into everyday routines: eg building good habits for the future, activities become enjoyable rather than a task, informal opportunities to build fitness, stamina and good health

Demonstrate in own practice how young children are provided with opportunities for physical activity within everyday routines: identify the opportunities children have for physical activity within the daily routine; how these opportunities are utilised

5 Be able to evaluate the effectiveness of provision in supporting young children's physical activity and movement skills

Effectiveness of planned provision in supporting physical activity and supporting confidence and progression in movement skills: assessing progress of individual children; feedback from children, parents and others involved in the setting; comparing outcomes of planned provision against goals, targets and other forms of measurement

Identify and record areas for improvement: observation; improving activity delivery; assess progress of children; comparing against objectives set for activity; setting realistic goals for improvement

Reflect on own practice in supporting young children's physical development and movement skills: regular reflection; focused; use a structured approach; appropriate way of recording eg a reflective journal/diary, learning log, diary, critical incident journal; reflective questions eg description (what happened, what was the context); analysis (what went well, why, what did not go well, why, how do I feel about it, why did I do what I did); theory (what needs to be done differently, why); action (what needs to be done next, how); seek alternatives; keep an open mind; view from different perspectives; think about consequences; test ideas through comparing and contrasting; ask 'what if?'; synthesise ideas; seek, identify and resolve questions

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the importance of physical activity and the development of movement skills for young children’s development, health and wellbeing</p>	<p>1.1 explain why physical activity is important to the short and long-term health and wellbeing of children</p> <p>1.2 explain the development of movement skills in young children and how these skills affect other aspects of development</p>			
<p>2 Be able to prepare and support a safe and challenging environment for young children that encourages physical activity and the development of movement skills</p>	<p>2.1 prepare the environment and explain how it allows all children to develop, practice and extend their movement skills according to their age, needs and abilities</p> <p>2.2 demonstrate in own practice how young children are kept safe when undertaking challenging physical activities</p> <p>2.3 explain the importance of natural outdoor environments for young children’s physical activity and movement skills</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to plan and implement physical activities for young children	3.1 plan opportunities for physical activity for young children 3.2 explain how the plan: <ul style="list-style-type: none"> - meets the individual movement skills needs of children - includes activities that promote competence in movement skills - encourages physical play 3.3 demonstrate in own practice how planned physical activities are implemented			
4 Be able to build opportunities for physical activity into everyday routines for young children	4.1 explain the importance of building physical activity into everyday routines 4.2 demonstrate in own practice how young children are provided with opportunities for physical activity within everyday routines			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to evaluate the effectiveness of provision in supporting young children's physical activity and movement skills	5.1 assess effectiveness of planned provision in: <ul style="list-style-type: none"> - supporting physical activity - supporting confidence and progression in movement skills 5.2 identify and record areas for improvement 5.3 reflect on own practice in supporting young children's physical development and movement skills			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 41: **Support Care Within Fostering Services for Vulnerable Children and Young People**

Unit code:	CYPOP 42
Unit reference number:	J/601/1806
Level:	3
Credit value:	3
Guided learning hours:	20

Unit summary

To assess competence in the provision of specialised support care within fostering services for vulnerable children and young people. Support care is preventative and aims to prevent admission into local authority care. It is also sometimes used to support adoption services.

Assessment requirements/evidence requirements

This unit should be assessed in line with Skills for Care and Development's Assessment Principles. Learning outcomes 2 and 3 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the role of support care in fostering services for vulnerable children, young people and carers</p>	<p>1.1 explain the principles, aims and legal status of support care in fostering services</p> <p>1.2 explain own role and responsibilities and that of others involved in support care in fostering services</p> <p>1.3 identify sources of information and support for the support carer role within fostering services</p>			
<p>2 Be able to offer support care within fostering services to a vulnerable child or young people</p>	<p>2.1 demonstrate and explain how to build positive relationships with the vulnerable child or young person taking into account their age, needs, abilities, culture, religious and ethnic background</p> <p>2.2 explain, giving examples from own practice:</p> <ul style="list-style-type: none"> - how placement agreements are reached and typical content - the types of tasks and activities to be undertaken with the child or young person and the reason for the selection <p>2.3 evaluate how the support care they offer meets the needs of a child or young person and could be adapted for both planned and emergency situations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to support carers of vulnerable children or young people	3.1 demonstrate and explain how to build positive relationships with carer 3.2 explain the barriers that may exist in positive relationships with carers and how these may be overcome 3.3 demonstrate own role in supporting and modelling effective parenting and acting as mentor where this is appropriate			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 42: **Improving the Attendance of Children and Young People in Statutory Education**

Unit code:	CYPOP 43
Unit reference number:	M/601/1377
Level:	3
Credit value:	5
Guided learning hours:	40

Unit summary

This unit is about improving attendance of children and young people in statutory education. It is suitable for those in educational welfare services but could also be suitable for other contexts.

Assessment requirements/evidence requirements

Units need to be assessed in line with Skills for Care and Development's Assessment Principles. Learning outcomes 3 and 4 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the factors that impact on the attendance of children and young people in statutory education	1.1 explain the factors that can affect the attendance of children and young people in statutory education 1.2 explain how the factors that affect attendance of children and young people in statutory education can be minimised			
2 Understand the role of individuals and agencies in improving attendance of children and young people in statutory education	2.1 evaluate the role of different agencies in improving the attendance of children and young people in statutory education 2.2 explain the role of key individuals in improving whole school attendance 2.3 explain strategies that can be used to improve the attendance of individual children and young people and whole school attendance			
3 Be able to use attendance data to inform strategies and plans to improve attendance of children and young people in statutory education	3.1 obtain data on attendance of children and young people in statutory education 3.2 analyse data to identify patterns of attendance of children and young people in statutory education 3.3 store data records in compliance with all organisational and legislative requirements 3.4 use data to contribute to the development of strategies and plans to improve attendance and reduce persistent absence			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to support work with children, young people and families to improve attendance according to role and responsibilities	4.1 support engagement with children, young people and their families to address attendance issues 4.2 demonstrate in own practice ability to support planning and monitoring activities to improve attendance 4.3 liaise effectively with other agencies to improve attendance of children and young people in statutory education			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 43: Facilitate the Learning and Development of Children and Young People Through Mentoring

Unit code:	CYPOP 44
Unit reference number:	T/601/1381
Level:	3
Credit value:	4
Guided learning hours:	30

Unit summary

This unit describes the skills and knowledge required to identify the learning and development needs of children and young people and help them express their goals and aspirations. It also describes the application of those skills and knowledge to the practice of mentoring individual children or young people to enable them to achieve identified and agreed outcomes. Reviewing the effectiveness of the mentoring process is also an important outcome of the unit.

Assessment requirements/evidence requirements

This unit should be assessed in line with Skills for Care and Development's Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to facilitate the learning and development needs of children and young people through mentoring	1.1 explain the interpersonal and communication skills required to facilitate the learning and development needs of children and young people 1.2 explain how different learning styles and methods impact on the learning and development of children and young people			
2 Be able to support children and young people to address their individual learning and development needs	2.1 support children or young people to express their goals and aspirations 2.2 support children or young people to identify ways of removing barriers to achievement 2.3 develop an action plan to address individual learning and development needs of children or young people			
3 Be able to promote the wellbeing, resilience and achievement of individual children and young people through mentoring	3.1 explain the importance of promoting the wellbeing, resilience and achievement of children and young people through mentoring 3.2 demonstrate mentoring strategies and activities with children or young people that support their wellbeing and resilience			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to review the effectiveness of the mentoring process	4.1 assess the progress of individual children or young people against their action plans, suggesting improvements 4.2 evaluate the effectiveness of the mentoring process in facilitating the learning and development of the individual children or young people			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 44: Support the Referral Process for Children and Young People

Unit code:	CYPOP 45
Unit reference number:	R/601/1386
Level:	3
Credit value:	3
Guided learning hours:	20

Unit summary

The aim of this unit is to provide the skills and knowledge to enable learners to provide appropriate referral opportunities for children and young people as required in a Connexions service.

Assessment requirements/evidence requirements

This unit should be assessed in line with Skills for Care and Development's Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the referral options that are available for children and young people	1.1 explain the services provided by individuals and agencies that children and young people can be referred to 1.2 explain how to identify the most appropriate referral opportunity for children and young people			
2 Be able to work with children and young people in order to encourage their participation in the referral process.	2.1 demonstrate in own practice how to encourage participation of children or young people during the referral process 2.2 demonstrate in own practice how to support children or young people to make realistic and appropriate choices in terms of their referral options			
3 Be able to support children and young people through the referral process	3.1 explain how children and young people are supported through difficult decisions and conflict situations 3.2 facilitate the referral process between the child or young person and the referral opportunity			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to evaluate the effectiveness of the referral process suggesting improvements	4.1 evaluate the referral process 4.2 suggest improvements to the referral process in the light of the evaluation			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 45: Understand How to Set Up a Home-based Childcare Service

Unit code:	CYPOP 5
Unit reference number:	Y/600/9770
Level:	3
Credit value:	4
Guided learning hours:	29

Unit summary

To prepare learners to work as home-based child carers/childminders. As well as learning relevant aspects of childcare this knowledge based unit supports the development of policies and procedures relevant to registration and the basic business skills to set up a home based childcare service.

Assessment requirements/evidence requirements

This unit should be assessed in line with Skills for Care and Development's Assessment Principles. Assessment must include a portfolio of items relevant to registration with the registering authority in the relevant UK home country.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 Understand how to set up a home based childcare service

Current legislation covering home-based childcare and the role of regulatory bodies: registration requirements and registration procedure; training; inspection eg the role of Ofsted; meeting the requirements of frameworks and legislation for relevant home nation eg Early Years Foundation Stage, Every Child Matters

Develop policies and procedures: why policies and procedures are required in the setting; policies that are required including accidents, illness and emergencies, behaviour, safeguarding, equal opportunities, how policies are implemented eg updating policies, meeting the requirements of the relevant framework, plans and procedures of what to do in an emergency, use of relevant forms to record illness and accidents

Importance of confidentiality and data protection: why maintaining confidentiality is important; maintaining principles of trust; giving and receiving sensitive information; storing information; policy and practice, legislation; circumstances when it is not possible to maintain confidentiality eg disclosure of certain information by a child

Develop a marketing plan for own home-based childcare service: eg how to target information at families, where to advertise, methods of advertising, identifying own unique selling points (USP), promoting vacancies

Financial planning for own home-based service: eg financial planning, record-keeping, budget management, expenses, financial records, completion of tax returns, self-assessment, making and receiving payments

Sources of support and information for the setting up and running of home based childcare business: eg National Childminding Association, Ofsted, childminder groups, childminding network, training, publications and magazines such as *Who Minds*

2 Understand how to establish a safe and healthy home-based environment for children

Key components of a healthy and safe home-based environment: meeting requirements for early years framework of home nation eg Early Years Foundation Stage; meeting the requirements of other relevant policies eg Every Child Matters–Being Healthy, Staying Safe, Enjoying and Achieving, Making a Positive Contribution, Achieving Economic Wellbeing; providing a stimulating and enabling environment, providing for children’s developmental needs; providing a physically safe environment; meeting children’s emotional needs; providing appropriate routines for children; know why accidents happen and how to prevent them

Principles of safe supervision of children in the home-based setting and off site: treating children as individuals; recognising individual needs and abilities; providing appropriate levels of supervision; risk assessments and home safety

Ways of ensuring that equipment is suitable for children and meets safety requirements: eg following manufacturer's guidelines, carrying out risk assessments, identifying child's stage of development, selecting appropriate resources and equipment, checking equipment regularly for signs of wear or damage, regular cleaning of equipment

Know where to obtain current guidance on health and safety risk assessment of the home-based work setting: eg National Childminding Association website, Ofsted, National Standards website, Health and Safety Executive, Pre-school Learning Alliance

How to store and administer medicines: written permission to administer routine medication; medicines to be stored in original container and clearly labelled with child's name, date of birth and details of how and when to be administered; secure storage, if refrigeration is required for medicines, they should be kept in a secure box away from food and clearly labelled; medicines must only be prescribed by a medical professional

3 Understand the importance of partnerships with parents for all aspects of the home-based childcare service

Importance of partnership with parents for all aspects of the childcare service: parents are the child's first and main carer and educator; strong partnerships promote emotional security and development of child; sharing of information helps to provide best care, support transitions, and support the settling-in process; following parental wishes with regards to feeding, sleep routines and care routines

How partnership with parents are set up and maintained: eg good communication with parents, exchanging information regularly, establishing a relationship prior to starting in the setting, home visits, settling-in visits, value input and ideas of parents, encourage parents to be involved in decisions affecting their child

4 Understand the principles of development of routines for home based childcare

How routines are established: routines should meet the child's individual needs and where possible be the same as the home routine; parental involvement in developing individual routine eg getting information and feedback from parents regarding child's routine, dislikes and preferences, involving parents in decision making; participation of child eg giving children clear instructions but also allowing element of choice and independence as appropriate to age and abilities, routine should encourage child to participate, feel secure and cared for; different aspect of daily routine eg sleep routines, feeding routines, hygiene routines

Adapt routines to meet the needs of children at different ages and stages of development: consideration given to individual requirements and needs; necessary changes made to routines to accommodate each child eg younger children need naps during the day whereas an older child may only require a period of rest or quiet time

Ensure that each child is welcomed and valued in the home-based work setting: eg warmly greeting each child and parent, recognising individual needs, welcoming and encouraging comforters, encouraging or creating links with home eg a daily diary, ensuring the child's faith or heritage is represented in the activities, toys and equipment of the setting

5 Understand how to provide play and other activities for children in home-based settings that will support equality and inclusion

Importance of play to children's learning and development and the need for inclusive approach: importance of play to learning and development eg important learning tool, play is a key way to learn in an enjoyable and challenging manner, play should be at a child's own level, provides the opportunity to try out and develop new and existing skills, play supports all areas of child's development; importance of inclusive approach eg making play accessible to all children in the setting regardless of age, ethnicity, cultural background, disability or ability, ensuring adequate opportunities and resources are available for play, adapting play to meet needs of individual children

Plan a challenging and enjoyable learning environment in the home: use of everyday domestic routines eg cooking, cleaning, washing up, gardening, shopping as learning experiences; suitable play activities and experiences

What can be learned about children by observing them at play: promotes understanding of the basic needs of children; knowledge of their individual needs; helps identify how best to meet their needs; helps identify developmental progress; helps identify any changes in child's normal pattern of behaviour; raises awareness of possible hazards in the home and signs of illness; observation of play aids planning of activities and experiences

Identify how and why it is important that children receive equal treatment and access based on their individual needs and acknowledging their rights: equal access and treatment based on individual needs as required by legislation and policy eg Every Child Matters, Early Years Foundation Stage, Equality Act 2010; importance of equality of treatment and access and individual needs/rights for development of child in all areas eg physical development, development of communication, intellectual/cognitive development, social, emotional and behavioural development, moral development; negative impact of inequality and lack of emphasis on individual needs eg delayed development, negative behaviour; child-centred approach improves chances of positive outcomes for children

Compare how other resources available for children support their play: eg consider how everyday experiences support play and can be made into learning opportunities eg cooking, shopping

6 Understand how home-based child carers can support the safeguarding of children in their care

Concept of safeguarding and the duty of care that applies to all practitioners: the welfare of the child is paramount and first duty of care is the child; safeguarding refers to keeping a child safe from harm of any kind and child protection is part of this responsibility; the home and garden should be safe; safety plans should be made for visits and outings; adult must be alert to possible dangers around children; practitioners are responsible to 'recognise, respond and refer'; practitioners have a duty to report any suspicious incidents as well as accidents

Possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding: commonly accepted definitions of abuse including physical abuse, physical neglect, emotional neglect, failure to thrive, sexual abuse, emotional abuse, organised abuse; range of possible signs and symptoms; changes in normal pattern of behaviour can vary greatly depending on the age of the child eg showing apprehension when children cry, displaying self-destructive behaviour, displaying aggression, comfort-seeking; other signs eg unexplained or unsatisfactory explanation of injury, poor hygiene, severe persistent nappy rash, constant tiredness, constant illnesses

Regulatory requirements for safeguarding children that affect home-based childcare: first duty of care is the child; duty to recognise, respond and refer; duty to record details of disclosure or injuries; any cause for concern is to be reported following the Local Safeguarding Children Board procedures; child protection concerns that could identify a particular child are kept confidential and only shared with people who need to know this information

Procedures that need to be followed by lone workers in home-based settings when harm or abuse are suspected or alleged either against them or third parties: any allegations of abuse that are alleged to have taken place within the setting must be reported immediately to relevant authority for own home nation eg Ofsted

7 Understand the principles of supporting positive behaviour in home-based childcare settings

Typical behaviours exhibited by young children: expected behaviour for their stage of development; possible reactions to key events in their lives eg regression, aggression, withdrawal

How ground rules for behaviour and expectations are developed and implemented: eg rules developed with the input of the children, clearly displayed and/or communicated and regularly referred to, updated if required, kept simple and achievable, are age and stage-appropriate

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to set up a home based childcare service	1.1 outline the current legislation covering home based childcare and the role of regulatory bodies 1.2 develop policies and procedures for: <ul style="list-style-type: none"> - accidents, illness and emergencies - behaviour - safeguarding - equal opportunities and explain how these will be implemented 1.3 explain the importance of confidentiality and data protection 1.4 develop a marketing plan for own home based childcare service 1.5 demonstrate financial planning for own home based service 1.6 identify sources of support and information for the setting up and running of your home based childcare business			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to establish a safe and healthy home based environment for children	2.1 explain the key components of a healthy and safe home based environment 2.2 explain the principles of safe supervision of children in the home based setting and off site 2.3 identify ways of ensuring that equipment is suitable for children and meet safety requirements 2.4 know where to obtain current guidance on health and safety risk assessment of the home based work setting 2.5 explain how to store and administer medicines			
3 Understand the importance of partnerships with parents for all aspects of the home based childcare service	3.1 explain the importance of partnership with parents for all aspects of the childcare service 3.2 describe how partnership with parents are set up and maintained			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Understand the principles of development of routines for home based childcare</p>	<p>4.1 explain how routines are based on:</p> <ul style="list-style-type: none"> - meeting a child's needs - agreements with parents - participation of children <p>4.2 explain how they would adapt routines to meet the needs of children at different ages and stages of development</p> <p>4.3 explain how they ensure that each child is welcomed and valued in the home based work setting</p>			
<p>5 Understand how to provide play and other activities for children in home based settings that will support equality and inclusion</p>	<p>5.1 explain the importance of play to children's learning and development and the need for an inclusive approach</p> <p>5.2 plan a challenging and enjoyable learning environment in the home that includes using everyday domestic routines and household items</p> <p>5.3 explain what can be learned about children by observing them at play</p> <p>5.4 identify how and why it is important that children receive equal treatment and access based on their individual needs and acknowledging their rights</p> <p>5.5 compare how other resources available for children support their play</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand how home based childcarers can support the safeguarding of children in their care	6.1 explain the concept of safeguarding and the duty of care that applies to all practitioners 6.2 outline the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding 6.3 outline regulatory requirements for safeguarding children that affect home based childcare 6.4 explain the procedures that need to be followed by lone workers in home based settings when harm or abuse are suspected or alleged either against them or third parties.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Understand the principles of supporting positive behaviour in home based childcare settings	7.1 describe typical behaviours exhibited by children linked to their stage of development and key events in their lives 7.2 explain how ground rules for behaviour and expectations are developed and implemented			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

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(if sampled)

Unit 46: **Support Disabled Children and Young People and Those with Specific Requirements**

Unit code: CYPOP 6

Unit reference number: T/601/0134

Level: 4

Credit value: 6

Guided learning hours: 45

Unit summary

The unit is designed to assess competence in supporting disabled children or young people and those with specific needs in partnership with their carers. It also includes partnership working with other agencies and professionals.

Assessment requirements/evidence requirements

This unit must be assessed in line with Skills for Care and Development's Assessment Strategy. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Understand the principles of working inclusively with disabled children and young people and those with specific requirements**

Legal entitlements of disabled children and young people for equality of treatment and principles of working inclusively: legislation applicable to own home nation eg Children Act 1989, Children Act 2004, Special Educational Needs and Disability Act (SENDA) 2001, Equality Act 2010, Disability Equality Duty, Disability Equality Schemes; Aiming High for Disabled Children 2009; codes of practice of sector eg Special Educational Needs Code of Practice 2001, Disability Rights Commission (DCR) Code of Practice 2002, Early Years Action/Early Years Action Plus, School Action/School Action Plus, Statement of Special Educational Needs; policies and procedure of workplace setting

Characteristics of service-led model of provision: segregation of services; duplication of services; services shaping policy and legislation; support based on resources available rather than need; lack of flexibility; barriers to developing child and young person-led model eg economic, social, political

Characteristics of child and young person-led models of provision: holistic approach when assessing needs; early intervention; family-centred approach; flexible services; coordinated planning and commissioning of services; multi-agency working; valuing the individual; ways to involve the child or young person and family in assessment service delivery and review; parent partnerships; strategies to involve children or young people and families in shaping services; community involvement; adapting communication methods to meet individual needs

Social model of disability and effects on provision: recognition of barriers to participation; focus on determinants eg personal, environmental, community, family; effects on provision eg acknowledgement and celebration of diversity; empowerment of individual and family; focus on strengths and abilities; promoting 'can do' attitudes; recognition of training requirements; involvement of children and young people in the community to change attitudes of society

Medical model of disability and effects on provision: defined by child or young person's illness or disability; child or young person viewed as a problem; stereotyping and labelling; promoting a concept of 'normal'; effects on provision eg promoting dependence, requirement for individual to adapt to environment

The importance and role of advocacy: definition of advocacy; rights of children and young people for advocacy services; importance of having own 'voice' at each stage from assessment, service delivery and review; confidentiality; people who may act as an advocate eg trained advocate, friend, family member, member of staff; providing support for self-advocacy

Role of personal assistant: encouraging participation; mobility technologies eg motorised wheelchairs, standing frames; assistive technologies eg ICT equipment; communication aids; use of strategies to break down barriers to participation; high but realistic expectations; giving time and space; provision of differentiated activities; age appropriate materials and resources; use of visual cues; ways to encourage social/friendship networks; use of praise and rewards

2 Be able to work in partnership with families with disabled children or young people and those with specific requirements

The concepts and principles of partnerships with carers of disabled children and young people and those with specific requirements: involvement at all stages of assessment, delivery and review; concept of parents as experts on their own child; parent partnership services; shared goals: parental rights and responsibilities; supporting informed choice; improved outcomes for children and young people; involvement in shaping services and policy development

The types of support and information carers may require: impartial advice; signposting to available support and information eg resources, financial support and/or benefits; services, transport; support during statutory assessments: provision of respite care; short breaks or overnight care; palliative care; end of life care; bereavement support; mediation or advocacy services; education; training and work opportunities; work; support with childcare; online support

Ways to work in partnership with families: home or setting communication strategies; strategies to consult; parent forums; opportunities for feedback; maintaining professional relationships; information sharing; observing confidentiality; parental communication including written information; providing emotional support; dealing with conflict; being aware of the needs which parents themselves may have

3 Be able to support age and developmentally appropriate learning, play or leisure opportunities for disabled children or young people and those with specific requirements

Engage with disabled children or young people: respecting wishes, listening skills, awareness of own body language; development of interpersonal skills; valuing individual; knowing and respecting preferences; giving choice; promoting independence; empowering; focusing on strengths and abilities; giving positive feedback; sharing reviews and assessment with children; use of culturally appropriate materials

Encourage young people to express their preferences and aspirations in their chosen way of communication: use of preferred communication methods eg speech, British Sign Language, signs and symbols, Makaton; providing opportunities for language and communication development; projects and initiatives to promote consultation

How to work with children or young people and their families to assess a child or young person's learning, play or leisure needs identifying solutions to any barriers according to the principles of inclusion: role of Common Assessment Framework (CAF); skills of observation; adapting to needs; monitoring responses; open-ended activities; multi-sensory activities and environments; importance of continuous professional development; planning for and supporting transitions; encouraging children and young people to be actively involved in group activities

Develop a plan with an individual child or young person to support learning, play or leisure needs: planning in consultation with others eg health professionals, physiotherapists, play leaders; importance of planning eg appropriate environment, space, time, resources; developing; individual plans eg education plans, support plans, behaviour plans, developing SMART targets; identifying opportunities for reflection and review

Implement the learning, play or leisure plan according to own role and responsibility and evaluate its effectiveness and suggest changes for the future: evaluation of activity in relation to timing, resources, environment, outcomes, strategies to seek feedback from the child or young person and others; role of reviews to inform future planning; skills of observation of communicative behaviour of children and young people with complex needs

4 Be able to evaluate, support and develop existing practice with disabled children and young people and those with specific requirements

Overcoming barriers which restrict children and young people's access: access to eg learning, play, leisure activities, work and training, independent living; barriers eg physical access, resources, equipment; inappropriate methods of communication; financial barriers; organisational barriers (policies, procedures; attitudinal); overcoming barriers eg adapting the environment and resources; knowledge of child or young person's needs, stage of development and abilities; identifying financial support; child or young person-led model; use and adaptation of materials and resources; use of specialist aids and equipment; mobility aids

The importance of evaluating and challenging existing practice and becoming an agent of change: change eg routines, practice, attitudes; improving outcomes for children, young people and families; working more effectively; developing and/or strengthening partnerships; application of skills; observation and assessment; innovative practice; problem-solving; managing change; participation and involvement in design and delivery of services (children and young people, families, staff); leadership skills; self as role model; dealing with resistance to change

How and when to use policies and procedures to challenge discriminatory, abusive or oppressive behaviour: recognising discriminatory, abusive or oppressive behaviour; individual and organisational behaviour; reporting concerns, management structure; whistle-blowing, direct and indirect discrimination; safeguarding policies and procedures of setting

Impact of disability within different cultures and the importance of culturally sensitive practice: recognising the influence of disability on different cultures eg level of acceptance and integration; effects of stigmatisation or exclusion; effects of stereotyping; understand values and context; attitudes (positive or negative); notion of attitudes to different types of disability; sensitivity to language and religious beliefs

Importance of systems monitoring, reviewing and evaluating services for disabled children and young people: focus on outcomes for children and young people; transparency of policy and procedures; processes for participation and feedback; reviews; the Lamb Inquiry (2009); current research

5 Understand how to work in partnership with other agencies and professionals to support provision for disabled children and young people and those with specific requirements

Roles and responsibilities of partners that are involved with disabled children and young people: services (statutory, third sector, private), specialist health services, sensory services; palliative care services; youth and play workers; children's social services; special educational needs coordinator; portage services; advocacy services; role of family centres; physiotherapists; mentors; mutual exchange of information; confidentiality

Examples of multi-agency and partnership working: support for children with complex needs and their families; multi-agency; partnerships; commissioning services; multi-agency programmes which support children, young people and families eg early support programmes, Transition Support Programme, independent living support

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the principles of working inclusively with disabled children and young people and those with specific requirements</p>	<p>1.1 outline the legal entitlements of disabled children and young people for equality of treatment and the principles of working inclusively placing the child/young person in the centre</p> <p>1.2 compare service led and child and young person led models of provision for disabled children and young people</p> <p>1.3 critically analyse the difference between the social model and medical model of disability and how each model affects provision</p> <p>1.4 explain the importance of</p> <ul style="list-style-type: none"> - advocacy - facilitated advocacy for children and young people who require it - the personal assistant role <p>1.5 explain the importance of encouraging the participation of disabled children and young people</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to work in partnership with families with disabled children or young people and those with specific requirements	2.1 explain the concepts and principles of partnerships with carers of disabled children and young people and those with specific requirements 2.2 explain the types of support and information carers may require 2.3 demonstrate in own practice partnership working with families			
3 Be able to support age and developmentally appropriate learning, play or leisure opportunities for disabled children or young people and those with specific requirements	3.1 demonstrate in own practice engagement with disabled children or young people 3.2 encourage children or young people to express their preferences and aspirations in their chosen way of communication 3.3 demonstrate in own practice how to work with children or young people and their families to assess a child or young person's learning, play or leisure needs identifying solutions to any barriers according to the principles of inclusion 3.4 develop a plan with an individual child or young person to support learning, play or leisure needs 3.5 implement the learning, play or leisure plan according to own role and responsibility explaining and evaluating its effectiveness and suggesting changes for the future			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to evaluate, support and develop existing practice with disabled children and young people and those with specific requirements	4.1 demonstrate in own practice how barriers which restrict children and young people's access are overcome 4.2 explain the importance of evaluating and challenging existing practice and becoming an agent of change 4.3 explain how and when to use policies and procedures to challenge discriminatory, abusive or oppressive behaviour 4.4 describe the impact of disability within different cultures and the importance of culturally sensitive practice 4.5 explain the importance of systems of monitoring, reviewing and evaluating services for disabled children and young people			
5 Understand how to work in partnership with other agencies and professionals to support provision for disabled children and young people and those with specific requirements	5.1 explain the roles and responsibilities of partners that are typically involved with disabled children and young people and those with specific requirements 5.2 analyse examples of multi-agency and partnership working from own practice			

Learner name: _____

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(if sampled)

Unit 47: Promote Creativity and Creative Learning in Young Children

Unit code:	CYPOP 7
Unit reference number:	A/601/0135
Level:	4
Credit value:	5
Guided learning hours:	35

Unit summary

The unit is designed to deepen knowledge and understanding of the importance of creativity and creative learning for young children and competence in promoting this in early years settings. The unit also encourages the learner to support change and improvement in practice.

Assessment requirements/evidence requirements

This unit should be assessed in line with Skills for Care and Development's Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Understand the concepts of creativity and creative learning and how these affect all aspects of young children's learning and development**

Differences between creative learning and creativity: creativity as a process eg developing music, dance, writing stories, drama, drawing, painting; creativity involves taking risks and experimenting; links between imagination and creativity; creative learning provides opportunities for exploring, discovery, sensory development, experimentation

Current theoretical approaches to creativity and creative learning in early childhood: 'creativity and critical thinking' as one of the commitments to the EYFS principle of learning and development; focus more on creative process than end product; important connections between creativity, problem-solving and critical thinking; link between play and development of creativity in babies and young children; creativity and imagination linked to development of reading and writing; theories of leading early years specialists eg Moyles

How creativity and creative learning can support young children's emotional, social, intellectual, communication and physical development: creativity supports all areas of a child's development; how creative activities can support and encourage creative development eg children working together on a collaborative piece of work may develop their social skills, physical creativity such as dance can enhance development of balance and coordination, activities such as writing and poetry encourage development of language skills

2 **Be able to provide opportunities for young children to develop their creativity and creative learning**

How to promote creativity and creative learning: eg provide plenty of opportunity and time to play, provide a wide range of stimulating materials and resources, encourage children to use resources in many different ways, opportunities to represent ideas in different ways, sensitive supportive practitioners, providing more child-initiated activity than adult-led tasks, recognising that over-organised activities can stifle creativity, celebrating and displaying the creative work of all children

Why young children require extended and unhurried periods of time to develop their creativity: eg adequate time to develop ideas, experiment with materials and resources, opportunity to revisit creative activities and experiences, opportunity to express feelings and opinions, opportunity to solve problems and challenges for themselves

3 Be able to develop the environment to support young children's creativity and creative learning

Explain the features of an environment that supports creativity and creative learning: wide range of resources and materials linked to creativity; time to develop ideas and to revisit experiences; opportunity given to explore, experiment and problem-solve; sensitive, supportive interactions from practitioners; the process is valued above the end product; inclusivity means everyone's creative work is valued

Monitor and evaluate the effectiveness of aspects of the environment in supporting young children's creativity and creative learning: observe children engaged in creativity in different areas of the setting; aspects of the environment eg adult intervention, physical resources, space and equipment, atmosphere; evaluate what went well and identify what the practitioner could do to enhance the children's creative experiences

4 Be able to support the development of practice in promoting young children's creativity and creative learning within the setting

Evaluate and reflect on own practice in promoting creativity and creative thinking: consider each area of development and how creativity is being used to support it; evaluate own ideas on how creativity should be promoted in the setting; evaluate practice against agreed criteria and objectives; use of appropriate tools and resources for evaluation and reflection eg reflective practice log; identify where changes, development and additional training or support are required; reflecting on whether own practice has contributed to meeting the needs of individual children or young people; obtaining feedback from children or young people and others involved in the setting

Support others to develop their practice in promoting creativity and creative learning: eg information sharing and sharing of best practice, give constructive feedback to develop competence, confidence and motivation in others, use feedback to raise awareness of others' strengths, support others to identify areas for improvement and advise on actions to be taken to improve performance, help others identify sources of support and training, encourage mentoring and work shadowing

Develop a programme of change to the environment to enhance creativity and creative learning giving a justification and expected outcomes for each area of change: changes to the environment eg atmosphere, resources, equipment, planning and/or assessment of creative activities; develop programme of change eg use appropriate documents and/or procedures for planning, work in collaboration with children, parents and others in the setting, use appropriate goals and means of measuring outcomes, show clear evidence of inclusivity and child-centred focus in the programme of change, implement change at appropriate time and in appropriate circumstances

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the concepts of creativity and creative learning and how these affect all aspects of young children's learning and development	1.1 analyse the differences between creative learning and creativity 1.2 explain current theoretical approaches to creativity and creative learning in early childhood 1.3 critically analyse how creativity and creative learning can support young children's emotional, social, intellectual, communication and physical development			
2 Be able to provide opportunities for young children to develop their creativity and creative learning	2.1 demonstrate in own practice how to promote creativity and creative learning 2.2 explain why young children require extended and unhurried periods of time to develop their creativity			
3 Be able to develop the environment to support young children's creativity and creative learning	3.1 explain the features of an environment that supports creativity and creative learning 3.2 monitor and evaluate the effectiveness of aspects of the environment in supporting young children's creativity and creative learning			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to support the development of practice in promoting young children's creativity and creative learning within the setting	4.1 evaluate and reflect on own practice in promoting creativity and creative thinking 4.2 support others to develop their practice in promoting creativity and creative learning 4.3 develop a programme of change to the environment to enhance creativity and creative learning giving a justification and expected outcomes for each area of change			

Learner name: _____

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(if sampled)

Unit 48: **Support Young People to Develop, Implement and Review a Plan of Action**

Unit code: CYPOP 8

Unit reference number: M/601/1329

Level: 3

Credit value: 3

Guided learning hours: 25

Unit summary

The purpose of this unit is to provide learners with the skills and knowledge to enable them to work with individual young people to help them develop an action plan.

Assessment requirements/evidence requirements

This unit should be assessed in line with Skills for Care and Development's Assessment Principles. Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the importance for young people of developing a personal action plan for their future development needs	1.1 explain why young people should be encouraged to develop a personal action plan to support their future development 1.2 evaluate the role of the support worker in encouraging young people to develop the action plan			
2 Be able to support young people to develop an action plan	2.1 explain the preliminary and preparatory actions to take when supporting young people to develop an action plan 2.2 demonstrate how young people are encouraged to identify their needs and aspirations 2.3 demonstrate in own practice work with young people to identify and evaluate the range of options available to them 2.4 demonstrate in own practice work with young people to develop an action plan			
3 Be able to support young people to work towards implementation of their action plan	3.1 give examples from own practice of support required by young people implementing actions within their plan 3.2 demonstrate how to give practical support for young people working towards implementation of actions within their plan			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to support young people to review and revise their action plan	4.1	explain why it is important for young people to review their progress against their action plan			
		4.2	demonstrate in own practice how to review the action plan with young people			
5	Be able to review own role in supporting the development and implementation of the young person's action plan	5.1	explain why it is important to review own contribution to the development and implementation of the young person's action plan			
		5.2	evaluate own contribution to the process			

Learner name: _____

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(if sampled)

Unit 49: Provide Information and Advice to Children and Young People

Unit code:	CYPOP 9
Unit reference number:	A/601/1334
Level:	3
Credit value:	3
Guided learning hours:	22

Unit summary

The aim of this unit is to provide the learner with the skills and knowledge to enable them to provide accurate, up-to-date and impartial information and advice to children and young people, to enable them to make an informed choice about their future.

Assessment requirements/evidence requirements

This unit must be assessed in line with the Skills for Care and Development's Assessment Principles. Learning outcomes 2 and 3 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Understand the role of practitioners in providing information and advice to children and young people**

Importance of providing accurate and up-to-date information and advice: planning for future education and employment eg selection of exam subjects, education pathways, FE/HE, training schemes/working and learning, apprenticeships, employment, work experience, voluntary work; financial implications eg benefits, maintenance allowances, education grants and loans, sponsorships, bursaries, internships; types of contracts eg short-term, fixed term, part time, full time, temporary, permanent; pay and working conditions eg minimum wage, shift patterns, working environments, holiday and sickness arrangements; signposting to current support agencies or professionals eg careers advisers, Connexions, Job Centres, advice and guidance centres, admissions officers

Role of practitioners in providing impartial information and advice: support in making informed choices, protect from exploitation; support in preparing for employment eg CVs, interview skills, personal presentation; signposting for personal issues and relationships eg counselling, health services, advocacy and legal help, personal safety

2 **Be able to establish and address the information and advice needs of children and young people**

Encourage participation and engagement: use of effective communication skills eg active listening, positive body language, summarising, checking and reflecting back; use of effective conversation skills eg inviting feedback, open questions; use of appropriate environment; use of communication systems or personnel to support physical or sensory need

Information and advice needs: eg interests and motivation, academic qualifications, certificates such as first aid, achievements such as school awards, scouting awards, sports awards, work experience/employer testimonials, progress files, school reports, health and fitness activities, hobbies

Appropriate sources: publicity leaflets eg careers, colleges, university and higher education prospectuses, careers leaflets, Connexions, Job Centre advertisements, newspaper advertisements; web-based and IT sources eg UCAS, career planning software, CV builders; access to information by young people with physical or sensory needs, or languages other than English; appropriate ways of finding information to find out needs of child or young person eg verbal information, internet searching, documentary information, contact information for organisations

Verify the accuracy and currency of information: eg publication dates, contact names, up-to-date telephone numbers, currency of systems and procedures, up-to-date financial information, current benefits information

Managing choices different from those of carers: eg listening skills, encouraging explanation for choices, offering realistic alternatives, mediating, diffusing arguments, negotiating, showing diplomacy and understanding, signposting to relevant support and information for all parties

3 Be able to provide children and young people with appropriate information and advice to enable them to make informed choices

Importance of providing opportunities for informed choices: empowers child or young person with sense of ownership, independence and control, builds confidence and self-esteem, presents measurable and realistic goals, supports appropriate career planning

Choices available: eg full-time education, apprenticeships, higher education, employment

How to check that the young person has understood the range of available options: eg question, repeat, summarise, ask for clarification, make lists, use mind maps and/or flow diagrams, set out actions and targets with deadlines, ask young person to write down main points of meeting, check understanding via support personnel where there are physical or sensory needs or language differences

Record interaction following organisational procedures and legal requirements: eg data protection, confidentiality

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the role of practitioners in providing information and advice to children and young people</p>	<p>1.1 explain the importance of providing accurate and up- to-date information and advice to children and young people</p> <p>1.2 explain the role of practitioners in providing impartial information and advice to children and young people</p>			
<p>2 Be able to establish and address the information and advice needs of children and young people</p>	<p>2.1 encourage the participation of and engagement with children and young people to establish their information and advice needs</p> <p>2.2 select information from appropriate sources that will best meet the needs of the young person</p> <p>2.3 verify the accuracy and currency of information before presenting it to the young person</p> <p>2.4 explain approaches to managing situations when the child and young person’s choices are different to those of their carers</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to provide children and young people with appropriate information and advice to enable them to make informed choices	3.1 explain why it is important to provide opportunities for children and young people to make informed choices 3.2 evaluate with the young person the choices available to them 3.3 demonstrate in own practice how to check that the young person has understood the range of options available to them 3.4 record the interaction with the young person following all organisational procedures and legal requirements			

Learner name: _____

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(if sampled)

Unit 50: **Support Young People to Move Towards Independence and Manage Their Lives**

Unit code:	CYPOP 12
Unit reference number:	F/601/1349
Level:	3
Credit value:	3
Guided learning hours:	20

Unit summary

This unit provides understanding and competence to support young people to move towards independence. This should ideally be undertaken over a period of time so that young people are well prepared as they grow older are ready to be independent adults. This unit is equally important whether young people are leaving care, foster care or family home.

Assessment requirements/evidence requirements

This unit must be assessed in line with the Skills for Care and Development's Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Understand the way that young people move from dependence to independence**

Difficulties in moving to independence: emotional reasons eg incomplete attachment, loneliness, absence of positive role models, damaging or unsatisfactory relationships; physical and intellectual reasons eg disabilities, learning difficulties, mental health problems, risks, threats; social reasons eg disrupted living arrangements, multiple placements, abuse or exploitation

Independence – relative to stage of development and level of understanding and ability: eg social maturity, cognitive maturity, ability to process information, organisational and time management skills, motivation and determination, assertiveness and ability to negotiate, self-advocacy, self-care skills, physical needs and dependence

Transitions and movement between dependence and independence: eg leaving school, home, care setting, partnerships, relationship breakdown, end of training/apprenticeship/work placement, physical health/mental health needs, pregnancy, financial status, employment, unemployment, benefits

2 **Be able to prepare young people for the practical challenges of independence**

Shopping for, storing and preparing food for a healthy, balanced diet: shopping eg budgeting, understanding produce 'sell by', 'use by' and 'best before' dates, nutritional values and labelling, government recommendations for daily food intake, eating for health; storing food eg temperature, expiry dates, refrigerator/freezer storage, dry foods, tins, jars and drinks; preparing food eg hygiene of surfaces, separate boards and utensils, hand-washing, safe preparation of meat and fish, oven temperatures, cooking times; healthy, balanced diet eg nutrition essentials, food groups and portions, fibre, salt/sugar content, fat content, additives, fresh fruit and vegetables

Prepare plans for maintaining health and wellbeing: health eg registering with GP and dentist, attending medical screening, regular dental check ups, seeking medical advice; wellbeing eg healthy balanced diet, safe limits for alcohol consumption, smoking cessation advice, regular exercise, rest and sleep, hobbies and relaxation

Information to manage and maintain accommodation: manage eg where to find rented accommodation, how to rent a flat/room/house, legal position of tenants/lodgers, keeping a rent book/receipts, understanding rental agreements/contracts/periods of notice/bonds; maintenance eg regular basic maintenance such as changing light bulbs, simple DIY such as putting up pictures, curtain rails, hooks, gardening, essential repairs such as water heaters, central heating boilers, plumbing and sanitation, reading meters, understanding landlord/tenant responsibilities

Managing personal finances: eg budgeting, understanding how bank accounts work, avoiding and/or managing debt, understanding credit, avoiding financial abuse, understanding consumer rights, seeking financial advice

Why practical support and advice for independence is long-term: changes occur dependent on eg life skills, short-term or long-term emotional health, cognitive and language skills, memory and understanding, social skills, physical and sensory needs, personal safety and vulnerability, fluctuations in financial stability, benefits status; needs eg assessment of practical/life skills, outreach support, 24 hour contact points, safe and secure accommodation, mentoring, consistency and availability of support, key person

3 Be able to prepare young people for the emotional challenges of independence

Recognising society norms of acceptable behaviour and interaction: eg dealing with challenges, demonstrating self-control, coping with change, making positive relationships, using acceptable language, making decisions, understanding and keeping within the law

Where to find support for isolation or loneliness: eg self-help groups, youth centres or clubs, sports clubs, key workers, family support workers, social workers, pastoral support in schools and colleges, drop-in centres, friends, online social networks

How to support those worried and unsure about becoming independent: eg listen, share anxieties, offer constructive solutions to problems, be positive, offer practical support, act as advocate/mediator/negotiator

Supporting the development of resilience: eg encouraging positive interactions, cooperation, participation, promoting a positive self-image, encouraging ownership, personal empowerment and control, minimising defensiveness and aggression, show interest in achievements, support educational and personal goals

The importance of 'home': eg feelings of stability, security, familiarity, safety, confidence, happiness, feeling of wellbeing

4 Be able to prepare young people to assess personal risks and protect themselves

Risks in day-to-day situations: eg pubs and clubs, shopping in crowds, obtaining cash, shopping online, meeting people through the internet, opening the door to strangers, purchasing on the doorstep

Assessing risks: eg awareness of alcohol-related behaviour, theft, bank/credit card fraud, credibility of internet contacts, stranger danger, reliability of doorstep sales

Minimising risks: eg going out in pairs or groups, informing of whereabouts and expected return times, providing personal contact information, protecting bag or wallet from theft, awareness of credit and debit card fraud, danger of giving personal details over the internet, dangers of meeting internet contacts, checking identity of doorstep sellers and strangers, fitting door chains and spy holes

Information and skills for self-protection: sensible precautions eg planning journeys, having contingency plans if arrangements change, spreading valuables about person and out of sight, being aware of pickpockets, keeping in touch with friends/family/carers, avoiding being alone on public transport or taxis, moving away from people if feeling uncomfortable, avoiding distractions such as sending text messages on mobile phone or listening to music, knowing how to reverse charges from public telephone, knowing how to contact emergency services

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the way that young people move from dependence to independence</p>	<p>1.1 explain the reasons why some young people may find it difficult to move to independence</p> <p>1.2 explain the concept that independence is relative to each individual young person's stage of development and level of understanding and ability</p> <p>1.3 explain the reasons why independence is not always permanent and that some young people may go through transitions and move between dependence and independence at various times</p>			
<p>2 Be able to prepare young people for the practical challenges of independence</p>	<p>2.1 demonstrate how to work with young people to ensure that they can shop, store and prepare food that will provide a healthy, balanced diet</p> <p>2.2 prepare plans with young people that will assist them in maintaining their own health and wellbeing</p> <p>2.3 provide young people with information to prepare them to manage and maintain accommodation and to find advice if necessary</p> <p>2.4 provide young people with information about how to manage personal finances</p> <p>2.5 explain why practical support and advice for independence is a long-term project</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to prepare young people for the emotional challenges of independence	3.1 demonstrate how to encourage young people to recognise the importance of society norms of acceptable behaviour and interaction 3.2 provide young people with information about where to find support if they feel isolated or lonely 3.3 explain how to support young people who may feel worried and ambivalent about becoming independent 3.4 demonstrate how to support young people to develop resilience in order to face challenges and disappointments 3.5 explain the importance of having somewhere that is 'home'			
4 Be able to prepare young people to assess personal risks and protect themselves	4.1 explain to young people how to assess risks in day-to-day situations 4.2 demonstrate how to prepare young people to minimise risks 4.3 provide young people with information and skills to protect themselves and know when to seek help			

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(if sampled)

Unit 51: Support the Creativity of Children and Young People

Unit code:	CYPOP 30
Unit reference number:	M/600/9807
Level:	3
Credit value:	3
Guided learning hours:	20

Unit summary

This unit provides competence in working with children and young people to develop their creativity and innovative thinking. The unit explores day-to-day creativity for living and participation in organised creative activities.

Assessment requirements/evidence requirements

This unit should be assessed in line with Skills for Care and Development's Assessment Principles. Learning outcome 2, learning outcome 3 and learning outcome 4 should be assessed in a real work situation.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Understand how creativity promotes wellbeing for children and young people**

Benefits of creativity for the wellbeing of children and young people: creativity as key aspect of effective learning and development; adults should draw on creativity of children and young people in planning and carrying out learning activities; encourages problem-solving, flexibility and imagination, provides opportunity for reflection and reasoning, allows children and young people to try out ideas and experiment, enables children and young people to apply what they have already learnt

Potential benefits of different types of creative activity: different types of creative activity eg solitary, shared, group, sedentary (eg writing), active (eg gardening, sport), cerebral (eg chess, computer games) benefits of different types of creativity include emotional and social development, intellectual development, ability to express own ideas, participate in teamwork, bond with adults and peers; eg model making can promote problem-solving, intellectual development, imagination, eg music and dance can have emotional benefits enabling children and young people to express themselves and participate in physical exercise

Formal and informal creative activity: formal activity tends to be adult-led; informal tends to be child-initiated; aiming for balance between child-initiated and adult-led experiences; different types of informal creative activity eg creative thinking, cooking, baking, flower arranging, decorating, computer gaming; different types of formal creative activity eg drama groups, music groups, art classes, creative writing groups, discussion and debating groups, fashion design classes, architectural design or drawing

2 **Be able to encourage children and young people to recognise and value their own and others' creativity**

Working with children and young people to promote and encourage creativity: provide opportunities in setting for appropriate creative activities; guide and support creative experiences without taking over, encourage child-initiated or young person-initiated creativity; show genuine interest; praise and encourage creativity; 'scaffold' learning

Importance of encouraging children and young people to recognise and value creativity: valuing creativity and demonstrating positive acceptance helps children and young people to see creativity and self-expression in a positive light, children and young people learn to value own talents and skills and those of others, development of self-esteem and sense of achievement can be transferred to other areas of life

Encouraging children or young people to explore their opportunities for creative activity: eg help children and young people relate creativity to everyday life experiences and events eg leisure activities, schoolwork, community projects, charity fundraisers, explain how one creative skill can be linked to another eg music and dance, poetry and song lyrics, listen carefully to ideas of children and young people and offer constructive feedback

3 Be able to support children and young people to take part in creative activities

Resources to support children and young people to take part in organised creative activities: indoor and outdoor space; time and opportunity; sensitive, supportive interactions from adults; access to a range of suitable resources and materials

Encouraging children or young people who are taking part in organised creative activities: engaging in positive interactions with children and young people during creative activities; offering advice or feedback when requested without being intrusive; recognising that risk and challenge is part of the creative process for child or young person; helping them to identify what went well and what could have been done differently or achieved more successfully

Importance of encouraging carers to support children and young people's creative activities: creative development has greater impact when its principles are shared and equally valued both in the setting and within the home environment

4 Be able to participate in creative, day-to-day activities with children and young people

Importance of spending creative time with children and young people: positive impact on all round development of child or young person eg developing teamwork skills, bonding with adults and peers, developing problem-solving skills, thinking skills, supports emotional development and self-esteem

Spend time with children and young people in creative activity: eg actively encourage children and young people to initiate their own learning and make choices and decisions as appropriate to their age and abilities, make use of everyday opportunities (both planned and spontaneous) to develop creative thought and expression in child or young person, ask appropriate questions to extend and support child's curiosity and thinking, show interest in and respect for child or young person's thoughts, feelings and ideas so that child or young person is encouraged to express their thoughts, feelings and ideas

Supporting children and young people to recognise how creativity can be used in all aspects of life: help children and young people recognise links between creative activity and everyday experiences; recognise and highlight skills used for different tasks; identify how skills are transferable between activities

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how creativity promotes wellbeing for children and young people	1.1 explain evidence, approaches and theories about the benefits of creativity for the wellbeing of children and young people 1.2 identify the potential benefits of different types of creative activity 1.3 explain the difference between formal and informal creative activity			
2 Be able to encourage children and young people to recognise and value their own and others' creativity	2.1 demonstrate how to work with children and young people to promote and encourage creativity 2.2 explain the importance of encouraging children and young people to recognise and value creativity 2.3 demonstrate how to encourage children or young people to explore their opportunities for creative activity			
3 Be able to support children and young people to take part in creative activities	3.1 identify potential resources to support children and young people to take part in organised creative activities 3.2 demonstrate encouragement and positive feedback to children or young people taking part in organised creative activities 3.3 explain the importance of encouraging carers to support children and young people's creative activities			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to participate in creative, day-to-day activities with children and young people	4.1 explain the importance of spending creative time with children and young people and the benefits that can result 4.2 demonstrate how to spend time with children and young people in creative activity 4.3 demonstrate how to support children and young people to recognise how creativity can be used in all aspects of life			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 52: **Work with Children and Young People in a Residential Care Setting**

Unit code: CYPOP 35

Unit reference number: A/600/9809

Level: 3

Credit value: 5

Guided learning hours: 35

Unit summary

This unit provides generic knowledge and competence for practitioners working in residential care, regardless of the theoretical approach used. Many areas of competence for working with children and young people are common to all practitioners, but this unit explores the specific skills and understanding needed to share a living space with children and young people.

Assessment requirements/evidence requirements

This unit must be assessed in line with Skills for Care and Development's Assessment Strategy. Learning outcomes 3, 4 and 5 must be assessed in real work situations. Simulation is not permitted for these learning outcomes.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Understand the legal, policy, rights and theoretical framework for residential care for children and young people**

Current theoretical approaches to residential provision for children and young people: attachment theory; separation/loss theory; concept of corporate parent

Legal and rights framework: relevant to own home nation eg Children Act 1989, Children Act 2004, Every Child Matters 2003, Care Matters 2006, Equality Act 2010

Influence of current policies and legislation on residential care provision: requirements of national minimum standards for children's care homes; Human Rights Act 1998, Children Leaving Care Act 2000, Local Authority circulars (eg LAC (2004)), Office for National Statistics; emphasis on multi-agency working and integrated approach; child-centred or young-centred approach to provision of services; emphasis on positive outcomes for child or young person

How the life chances and outcomes of children and young people in residential care compare with those who are not: eg children in residential care or who have been in residential care more likely to feel socially excluded, more likely to experience difficulty in succeeding in education and finding long-term employment, more likely to have emotional and behavioural difficulties

2 **Understand own role and professional responsibilities in a residential care setting**

Requirements of professional codes of conduct and how they apply to day-to-day work activities: professional bodies; Care Councils eg General Social Care Council (GSCC), Care Council for Wales, Northern Ireland Social Care; Council code of practice; requirements of organisational policies of setting eg quality issues, complaints and appeal procedures, confidentiality, human rights, employee and employer rights and responsibilities, equal opportunities policies, whistle-blowing, anti-discriminatory practice, recording and storing of information, confidentiality

How to ensure that own practice is inclusive and anti-discriminatory and how to challenge practice that is not: understanding and adapting own beliefs and attitudes; recognising stereotypes in attitudes or written materials; review and develop inclusive policy and procedures; identifying and challenging discriminatory behaviour; know how to report concerns; whistle-blowing policy; confidentiality; protection from repercussions towards the individual who reported the incident or those whose practice is being questioned; avoiding discrimination or victimisation

How power, prejudice and discrimination can affect children and young people: discrimination eg direct discrimination, indirect discrimination, institutional discrimination; prejudice and discrimination eg some individuals being treated less favourably than others, lack of opportunity, injustice, harassment, stereotyping, labelling; affect on children and young people eg delay in development, diminished opportunities and life chances, disadvantage, feeling of exclusion and rejection, lack of motivation and reluctance to participate, feelings of mistrust, anger, despair, confusion, negative impact on self-esteem and self-image, negative behaviour eg aggression, violence, self-harm

How to fulfil own responsibilities to colleagues through responsible, constructive and cooperative teamworking: importance of teamwork; inclusive practice; non-judgemental attitude; valuing professionalism and skills of colleagues; using agreed assessment methods; accurate report writing and care planning; develop good interpersonal skills eg assertiveness, effective communicator; relationships built on trust and mutual respect

Professional requirement to maintain current, competent practice: Continuous Professional Development (CPD) requirements; understand and follow lines of reporting and accountability; requirements and procedures for record-keeping, sharing information, staff supervision and support; adhering to codes of conduct and ethics for own profession

Importance of maintaining positive relationships with people in the local community: developing partnerships with the local community eg through projects, volunteering, mentors; active listening to the ideas of people in the local community; knowledge of groups represented in the local community eg beliefs, cultures, values, preferences; using appropriate and/or preferred methods of communication with people in the local community

3 Be able to work with children and young people through the day-to-day activities involved in sharing a living space

Develop relationships with children or young people through jointly undertaking practical activities: sharing of residential tasks appropriate to young person's age and in line with policies and legislation; taking account of child or young person's culture, beliefs, ethnicity, age, abilities, interests and individual when involving them in practical activities; adopting inclusive approach to undertaking of practical activities; offer support and encourage development of independence and accountability in child or young person; offer choice/flexibility and involve child or young person in decision making as appropriate

Ways to work with children or young people to plan, review and evaluate activities and agreements for group living: importance of young people taking ownership of living space; recognise child or young person's need for independence and sense of belonging and dignity; involve child or young person in decision making; design achievable, realistic activities and arrangements; other ways eg identify resources and support necessary for success, agree a review process and timeframes for achievement, identify and celebrate progress and achievements, identify where agreed goals have not been met, agree reasons for non-

achievement, involve child or young person in agreeing any changes to activities and arrangements, provide clear reasons and instructions regarding any changes

How to encourage children or young people to take responsibility for their own plans: support children and young people to take responsibility for their own plans as appropriate to their age and level of understanding; provide accurate information about consequences so that children and young people can make well-informed choices; provide support in a non-judgemental and respectful way; encourage development of self-esteem so that children and young people feel confident about making choices relating to their own lives

How to link planning day-to-day activities in a residential setting links to the overall care plan for a child or young person: need for young people to share their views meaningfully and in a variety of ways; involve children or young people in decisions that affect their lives; help children and young people to understand the importance of attending care review meetings and other meetings; planning and recording how day-to-day activities meets individual development needs of the child or young person eg development of social and communication skills, physical development, emotional development

How to encourage positive behaviour through modelling and reinforcement in all aspects of group living: importance of worker being a good role model through own behaviour and using positive reinforcement; encourage children and young people to attend school, complete homework, participate in other activities

4 Be able to work with children and young people in a residential setting

How to facilitate agreement of arrangements for living together regardless of group size: act as a positive role model, assist children and young people to show consideration to others; allow young people to devise 'house rules' and to share their views on what should occur when the 'rules' are not adhered to; set clear boundaries

How to address and resolve conflict and disagreements with and between children or young people in a residential setting: eg acting as a positive role model, importance of encouraging children or young people to resolve conflict for themselves if possible, empowering children and young people to make positive choices for themselves, support children and young people in learning how to deal with disagreements and develop conflict solving strategies, assist children and young people in developing coping strategies, stress management and anger management skills, enable children and young people to avoid violence, plan positive, attractive activities for children and young people to engage in to minimise risk of boredom

Use an understanding of group dynamics to promote and encourage children or young people to achieve positive outcomes in all aspects of their lives: the stages of forming groups, eg Tuckman's theory; different types of group which a child or young person might be part of; how people in a group gain or do not gain influence over others in the group

eg through social status, appearance, age, personality; effect of group dynamics and influence of others on child or young person's behaviour, self- image, self-identity and self-esteem; supporting child or young person's links with their families and local community

5 Be able to safeguard children and young people in a residential care setting

How to equip children or young people to feel safe and to manage risks: support children and young people to assess risks; help children and young people develop skills to minimise risks; provide information about ways for children and young people to feel safe and protect themselves

The practical application of legislation, policies and procedures and key messages from research and child protection enquiries for residential care setting: highlighting the importance of personal safety eg via talks from relevant local agencies, input from PCSO, Youth Offending Team worker; inter-agency practice, multi-agency working, integrated approach and information sharing; listening to views and concerns of children and young people; working in an open, accountable and transparent way; following requirements for risk assessment; implications of Serious Case Reviews, legislation, policies on missing children or young people in care; reporting arrangements where abuse inside and/or outside the setting is suspected; requirements for reporting recording and sharing information; importance of following organisational policies for setting

How to take action to protect children and young people in residential care from risks of harm or abuse from outside or inside the residential setting: follow required policies and procedures of the residential care setting eg health and safety, behaviour management plans and care plans, supervised/restricted contact between child or young person and certain people outside of the setting; work in integrated way to share information with other agencies and professionals involved in the care of the child or young person; help children and young people develop skills to protect themselves from risk of harm or abuse; understanding of individual circumstances, needs and abilities of child or young person that could make them vulnerable to harm or abuse

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the legal, policy, rights and theoretical framework for residential care for children and young people	1.1 outline current theoretical approaches to residential provision for children and young people 1.2 explain the relevant legal and rights framework that underpins work with children and young people in residential care 1.3 explain the influence of current policies and legislation on residential care provision 1.4 describe how the life chances and outcomes of children and young people in residential care compare with those who are not			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand own role and professional responsibilities in a residential care setting	2.1 explain the requirements of professional codes of conduct and how they apply to day-to-day work activities 2.2 explain how to ensure that own practice is inclusive and anti-discriminatory and how to challenge practice that is not 2.3 analyse how power, prejudice and discrimination can affect children and young people 2.4 explain how to fulfil own responsibilities to colleagues through responsible, constructive and cooperative teamworking 2.5 explain the professional requirement to maintain current, competent practice 2.6 explain the importance of maintaining positive relationships with people in the local community			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to work with children and young people through the day-to-day activities involved in sharing a living space	3.1 demonstrate how to develop relationships with children or young people through jointly undertaking practical activities 3.2 demonstrate ways to work with children or young people to plan, review and evaluate activities and agreements for group living 3.3 demonstrate in own practice how to encourage children or young people to take responsibility for their own plans 3.4 demonstrate how to link planning day-to-day activities in a residential setting links to the overall care plan for a child or young person 3.5 demonstrate how to encourage positive behaviour through modelling and reinforcement in all aspects of group living			
4 Be able to work with children and young people in a residential setting	4.1 demonstrate how to facilitate agreement of arrangements for living together regardless of group size 4.2 demonstrate how to address and resolve conflict and disagreements with and between children or young people in a residential setting 4.3 use an understanding of group dynamics to promote and encourage children or young people to achieve positive outcomes in all aspects of their lives			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to safeguard children and young people in a residential care setting	5.1 demonstrate how to equip children or young people to feel safe and to manage risks 5.2 explain the practical application of legislation, policies and procedures and key messages from research and child protection enquiries for residential care settings 5.3 describe how to take action to protect children and young people in residential care from risks of harm or abuse from outside or inside the residential setting			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 53: Promote Positive Behaviour

Unit code:	HSC 3045
Unit reference number:	F/601/3764
Level:	3
Credit value:	6
Guided learning hours:	44

Unit summary

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to promote positive behaviour and respond appropriately to incidences of challenging behaviour.

Assessment requirements/evidence requirements

This unit must be assessed in line with Skills for Care and Development's Assessment Principles. Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support

Legislation: as applicable to own home nation eg Children Act 1989, Every Child Matters 2004, Care Standards Act 2000, Health and Safety at Work Act 1974, Education Act 1996, Human Rights Act 1998, Department of Health No Secrets, Mental Health Act 2007, SENDA 2001, Equality Act 2010; own working practice eg anti-discriminatory practice, equal opportunities, inclusivity, equality and diversity, human rights, employee and employer rights and responsibilities, recording and storing of information, confidentiality, multi-agency and integrated working, early identification and support, child-centred or young-person centred approach to planning, evaluation, review and service provision

Restrictive interventions: planned intervention based on risk assessment and care plan or emergency intervention based on judgement identification of risk; contact should be with robust areas of the body only and with clear justifications; guidance from Physical Control in Care (HMP, 2005)

Who needs to be informed when restrictive interventions have been used: as required by relevant legislation, policies or procedures eg manager, supervisor, headteacher, parent/carer of the child or young person who has been subject to restrictive intervention, if any other child or young person has been injured during the incident of restrictive intervention then the parent/carer of injured child or young person should be informed of injury to their child

Why least restrictive interventions should always be used: when using physical restraint, the level and duration of the restraint should always be the minimum necessary to restore safety; least restrictive interventions are in the best interest of the child or young person and others eg because restrictive intervention of child or young person who is aggressive or highly agitated could increase the child or young person's level of aggression or agitation; overly restrictive interventions may violate rights, dignity and safety of the child or young person, use of least restrictive interventions in order to maintain respect for the dignity and rights of the child or young person throughout the incident

Acceptable and unacceptable interventions: acceptable when reasonable force is necessary in order to restrict movement and protect from injury or harm eg head banging, hair pulling, self harming, cutting own skin, self-induced vomiting, injury to others; unacceptable eg shaking the child or young person, causing pain, using restrictive interventions as a source of punishment, restricting breathing

Safeguards must be in place if restrictive interventions are used: organisational policies and procedures, eg assessment of risk, risk reduction, lines of reporting, named persons, advocacy, confidentiality, recording arrangements, complaints policy, appeals procedure, behaviour management plan; staff training including breakaway strategies; presence of medically trained staff

2 Understand the context and use of proactive and reactive strategies

Proactive strategies: preparing, supporting and equipping the child or young person to behave in a positive way eg child-centred or young- person centred approach, setting boundaries and agreeing ground rules as appropriate to needs of individual child or young person, use of positive, realistic and effective behaviour management plan for individual child or young person, practical considerations such as arrangement of the setting, appropriate body language and tone of voice, proximity to child or young person

Reactive strategies: response to inappropriate behaviour of child or young person eg managing and de-escalating the situation, active listening, being non-threatening, being calm, encouraging appropriate behaviour, not ignoring the behaviour, removing demands, creating diversionary activities, reinforcing positive behaviour

Importance of identifying patterns of behaviour or triggers to challenging behaviour: identifying triggers and how to minimise triggers eg ensure appropriate structure/planning of environment, resources and activities to meet child's individual needs and provide sense of security, calm and safety; importance of consistency, familiarity and routine in minimising risk of triggers; setting clear boundaries and communicating them in a way that is clearly understandable to child or young person

Child- centred or young person-centred approach: eg use of individual behaviour management plans, involve child or young person in decision making as appropriate to their age and abilities, listening to views of child or young person, providing opportunities for child or young person to express their feelings and thoughts

Importance of reinforcing positive behaviour: eg being a positive role model, reinforcing behavioural expectations, giving praise and positive attention, effective communication, building trusting relationships, allowing child to have privacy and space

Impact on individual's wellbeing of using reactive rather than proactive strategies: eg proactive strategies more likely than reactive strategies to enhance child's sense of independence, self-esteem and self-efficacy because they are aimed at preventing rather than managing unacceptable behaviour

3 Be able to promote positive behaviour

Factors associated with challenging behaviours: eg substance misuse, abuse, learning difficulties, mental health problems, low self-esteem and aspirations, lack of education, lack of appropriate role models

Evaluate effectiveness: evaluate effectiveness using appropriate and agreed methods eg supervision, observation, goals and targets, record-keeping, reflective practice, feedback from children or young people and others in the setting

Highlight, praise and support positive aspects of individual's behaviour in order to reinforce positive behaviour: eg give feedback and praise for positive behaviour, identify and celebrate progress and achievements, use of rewards, incentives and sanctions, encourage child to focus on areas of strength, highlight how achievement and skill in one area is transferable

Best practice: eg refer to current research and trends in promoting positive behaviour, apply government guidelines and those of setting, demonstrate child-centred approach to behaviour management, emphasise proactive approach

4 Be able to respond appropriately to incidents of challenging behaviour

Types of challenging behaviour: disruptive behaviour; dangerous behaviour; destructive behaviour; aggression; self injury; stereotyped behaviour

Responding to incidents of challenging behaviour in a way that follows required guidelines and maintains the dignity of and respect for the individual child or young person: tell the child or young person that the behaviour is unacceptable; broken record strategy; active listening and communicating with the child or young person; address the behaviour in a way that does not diminish value or dignity of individual as a person; respond to the facts; stay calm; adopt consistent approach; use of positive/negative reinforcement; making child or young person aware of the consequences of their behaviour

Reporting and recording arrangements regarding incidents of challenging behaviour: follow organisational requirements for reporting and recording incidents eg record incident including time, location, name of child and staff members involved, description of incident and events leading up to the incident, intervention used, injuries sustained, witnesses, inform parent, carer and/or any other required person, include details in care plan and/or behaviour plan

5 Be able to support individuals and others following an incident of challenging behaviour

Methods to support return to calm state: reassurance; remove from situation and others, diary to record feelings and/or actions; debrief individual and support to them to reflect on incident

Support individual to reflect on incident: provide opportunity to express feelings experienced before and during the incident eg anger, fear, confusion, vulnerability, frustration; provide appropriate support for individual to recognise why their behaviour was unacceptable and the consequences of their behaviour for self and others eg discuss facts in calm, non-judgmental way, refer to feelings of others involved; provide opportunity to express feelings experienced after the incident eg relief, embarrassment, guilt, upset

Feelings of others involved or witnessing an incident of challenging behaviour: feelings eg fear, anger, helplessness, pity, anxiety, confusion

Debrief others involved or witnessing an incident of challenging behaviour: others eg children and young people (appropriate to age and understanding), families, colleagues, managers; debrief eg as a group and/or individually if required, provide reassurance, input from external agencies such as psychologist, Child and Adolescent Mental Health Service (CAMHS)

Steps that should be taken to check for injuries following an incident of challenging behaviour: as appropriate to and required by procedures of setting; if injuries have occurred, guidelines for health and safety must be followed; refer to health professionals to assess for injuries if necessary

6 **Be able to review and revise approaches to promoting positive behaviour**

Work with others to analyse behaviour: analysing triggers and reasons for challenging behaviour; analysing the behaviour itself; consequences for individual involved in incident of challenging behaviour; consequences for those who witnessed the incident; sharing information, ideas and skills to suggest how future incidents of challenging behaviour could be prevented

Work with others to review approaches using required sources of information: review approaches eg policies, checking organisation practice against current good practice guidelines; sources of information eg supervision, observations, record-keeping, incident book, reflective log, feedback from children, young people, colleagues and others in the setting

Reflection on how own role in an incident of challenging behaviour can improve the promotion of positive behaviour: evaluate practice against agreed criteria and objectives; use of appropriate tools and resources eg reflective practice log to identify where changes, developments and additional training or support are required; reflecting on whether own role has contributed to meeting the needs of individual children or young people; reflecting on whether own role demonstrated appropriate proactive strategies and techniques

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support	1.1 explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied to own working practice 1.2 define what is meant by restrictive interventions 1.3 explain when restrictive interventions may and may not be used 1.4 explain who needs to be informed of any incidents where restrictive interventions have been used 1.5 explain why the least restrictive interventions should always be used when dealing with incidents of challenging behaviour 1.6 describe safeguards that must be in place if restrictive physical interventions are used			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the context and use of proactive and reactive strategies	2.1 explain the difference between proactive and reactive strategies 2.2 identify the proactive and reactive strategies that are used within own work role 2.3 explain the importance of identifying patterns of behaviour or triggers to challenging behaviour when establishing proactive or reactive strategies to be used 2.4 explain the importance of maintaining a person or child centred approach when establishing proactive strategies 2.5 explain the importance of reinforcing positive behaviour with individuals 2.6 evaluate the impact on an individual's wellbeing of using reactive rather than proactive strategies.			
3 Be able to promote positive behaviour	3.1 explain how a range of factors may be associated with challenging behaviours 3.2 evaluate the effectiveness of proactive strategies on mitigating challenging behaviours 3.3 highlight, praise and support positive aspects of an individual's behaviour in order to reinforce positive behaviour 3.4 demonstrate how to model to others best practice in promoting positive behaviour			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to respond appropriately to incidents of challenging behaviour	4.1 identify types of challenging behaviours 4.2 demonstrate how to respond to incidents of challenging behaviour following behaviour support plans, agreed ways of working or organisational guidelines 4.3 explain the steps that are taken to maintain the dignity of and respect for an individual when responding to an incident of challenging behaviour 4.4 demonstrate how to complete records accurately and objectively in line with work setting requirements following an incident of challenging behaviour			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to support individuals and others following an incident of challenging behaviour	5.1 demonstrate methods to support an individual to return to a calm state following an incident of challenging behaviour 5.2 describe how an individual can be supported to reflect on an incident including: <ul style="list-style-type: none"> - how they were feeling at the time prior to and directly before the incident - their behaviour - the consequence of their behaviour - how they were feeling after the incident 5.3 describe the complex feelings that may be experienced by others involved or witnessing an incident of challenging behaviour 5.4 demonstrate how to debrief others involved in an incident of challenging behaviour 5.5 describe the steps that should be taken to check for injuries following an incident of challenging behaviour			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to review and revise approaches to promoting positive behaviour	6.1 work with others to analyse the antecedent, behaviour and consequences of an incident of challenging behaviour 6.2 work with others to review the approaches to promoting positive behaviour using information from records, de-briefing and support activities 6.3 demonstrate how reflection on own role in an incident of challenging behaviour can improve the promotion of positive behaviour			

Learner name: _____

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Assessor signature: _____

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Date: _____

(if sampled)

Unit 54: Support Use of Medication in Social Care Settings

Unit code:	HSC 3047
Unit reference number:	F/601/4056
Level:	3
Credit value:	5
Guided learning hours:	40

Unit summary

This unit assesses support for the use of medication in social care settings. It covers broad types, classifications and forms of medication, as well as safe handling and storage. It addresses practical support for use of medication that reflects social care principles and values, and includes the need for accurate recording and reporting.

Assessment requirements/evidence requirements

This unit must be assessed in line with Skills for Care and Development's Assessment Principles. Learning outcomes 5, 7 and 8 must be assessed in the workplace.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the legislative framework for the use of medication in social care settings	1.1 identify legislation that governs the use of medication in social care settings 1.2 outline the legal classification system for medication 1.3 explain how and why policies and procedures or agreed ways of working must reflect and incorporate legislative requirements			
2 Know about common types of medication and their use	2.1 identify common types of medication 2.2 list conditions for which each type of medication may be prescribed 2.3 describe changes to an individual's physical or mental wellbeing that may indicate an adverse reaction to a medication			
3 Understand roles and responsibilities in the use of medication in social care settings	3.1 describe the roles and responsibilities of those involved in prescribing, dispensing and supporting use of medication 3.2 explain where responsibilities lie in relation to use of 'over the counter' remedies and supplements			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand techniques for administering medication	4.1 describe the routes by which medication can be administered 4.2 describe different forms in which medication may be presented 4.3 describe materials and equipment that can assist in administering medication			
5 Be able to receive, store and dispose of medication supplies safely	5.1 demonstrate how to receive supplies of medication in line with agreed ways of working 5.2 demonstrate how to store medication safely 5.3 demonstrate how to dispose of un-used or unwanted medication safely			
6 Know how to promote the rights of the individual when managing medication	6.1 explain the importance of the following principles in the use of medication <ul style="list-style-type: none"> - consent - self-medication or active participation - dignity and privacy - confidentiality 6.2 explain how risk assessment can be used to promote an individual's independence in managing medication 6.3 describe how ethical issues that may arise over the use of medication can be addressed			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Be able to support use of medication	7.1 demonstrate how to access information about an individual's medication 7.2 demonstrate how to support an individual to use medication in ways that promote hygiene, safety, dignity and active participation 7.3 demonstrate strategies to ensure that medication is used or administered correctly 7.4 demonstrate how to address any practical difficulties that may arise when medication is used 7.5 demonstrate how and when to access further information or support about the use of medication			
8 Be able to record and report on use of medication	8.1 demonstrate how to record use of medication and any changes in an individual associated with it 8.2 demonstrate how to report on use of medication and problems associated with medication, in line with agreed ways of working			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 55: Work with Parents to Meet Their Children's Needs

Unit code:	LLUK 301
Unit reference number:	Y/502/4680
Level:	3
Credit value:	3
Guided learning hours:	20

Unit summary

The unit aims to provide the knowledge and skills to support parents to understand the changes necessary as their children develop and as they themselves develop as parents.

Assessment requirements/evidence requirements

This unit should be assessed in line with Skills for Care and Development's Assessment Principles.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the nature of the parent and child relationship	1.1 explain the evolving and interdependent nature of the relationship between parents and their children 1.2 explain key factors which affect the relationship between parents and children through all developmental stages 1.3 explain key types of transitions that a child or young person may experience 1.4 explain changes which parenthood makes to the lives of parents 1.5 explain key factors in the process and function of bonding and attachment 1.6 explain key factors in the process of children's development of a sense of self			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to work with parents to understand the nature of the parent and child relationship	2.1 explain and demonstrate strategies to support parents in understanding that both parents and children develop and change over time and have unique temperaments 2.2 explain and demonstrate strategies to support parents in understanding the role of reciprocal responses and interaction in parenting 2.3 explain and demonstrate strategies to support parents in understanding that the process of parenting is one of progressive separation of child and parent 2.4 explain ways of challenging parents assertively and when it is appropriate to do so.			
3 Understand how to work with parents to provide age appropriate support for a specified age group of children	3.1 identify key features of expected patterns of child development. 3.2 explain the development and maturational tasks of a specified age group of children 3.3 explain and demonstrate strategies for supporting parents to meet the needs of a specified age group of children 3.4 explain and demonstrate strategies for meeting the support needs of parents of a specified age group of children			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to reflect on own practice in working with parents to meet their children's needs	4.1 reflect on own practice in working with parents to meet their children's needs, identifying strengths and areas for development			

Learner name: _____

Date: _____

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Assessor signature: _____

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Date: _____

(if sampled)

Unit 56: **Enable Parents to Develop Ways of Handling Relationships and Behaviour that Contribute to Everyday Life with Children**

Unit code:	LLUK 302
Unit reference number:	H/502/4682
Level:	3
Credit value:	3
Guided learning hours:	20

Unit summary

This unit aims to help parents to better understand the range of needs of their children and to help them identify ways of meeting these needs.

Assessment requirements/evidence requirements

This unit should be assessed in line with Skills for Care and Development's Assessment Principles.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to enable parents to understand and respond to children's feelings and behaviours	1.1 explain the importance of modelling behaviour for children and parents 1.2 explain the effects of harsh parenting on children 1.3 explain the importance of boundaries 1.4 explain parental strategies for holding boundaries 1.5 explain ways of promoting children's progression towards self discipline 1.6 explain and demonstrate how to enable parents to understand their children's feelings and behaviour 1.7 explain and demonstrate how to enable parents to assist children to recognise their feelings 1.8 explain how to enable parents to identify strategies for them and their children to manage conflict 1.9 explain when particular/specialist help is needed, and how to refer parents to appropriate services			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to support parents to interact with their children in positive ways	2.1 explain why parents must balance parental authority and the developing autonomy of their children, and how they can be supported in this. 2.2 explain and demonstrate how to support parents to develop clear and developmentally appropriate ways of communication with their children 2.3 explain and demonstrate how parents can be supported to help their children understand the effect of their actions on others			
3 Understand how to develop parents' knowledge of how to support children's play, learning and creativity	3.1 explain the role of play in children's development 3.2 explain ways in which parents can support children's play in developmentally appropriate ways 3.3 explain how children can be encouraged to take the lead and develop their own ideas 3.4 describe sources of information and advice for parents on meeting children's play and learning needs			
4 Understand how to work with parents to find positive ways to meet children's physical needs	4.1 explain how to raise parents' awareness of common hazards and risks to children's safety inside and outside the home 4.2 explain how to enable parents to find strategies for addressing eating and sleeping issues 4.3 describe sources of information and advice on meeting children's physical needs.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand how to reflect on own practice in enabling parents to develop ways of handling relationships and behaviour that contribute to everyday life with children	5.1 reflect on own practice in enabling parents to develop ways of handling relationships and behaviour that contribute to everyday life with children, identifying strengths and areas for development			

Learner name: _____

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(if sampled)

Unit 57: **Engage Young Parents in Supporting Their Children’s Development**

Unit code:	LLUK 312
Unit reference number:	J/502/4660
Level:	3
Credit value:	3
Guided learning hours:	20

Unit summary

To enable the learner to gain the understanding and ability to work with young parents to support them to engage in their children’s development.

Assessment requirements/evidence requirements

This unit should be assessed in line with Skills for Care and Development’s Assessment Principles.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the context of pregnancy and parenthood for young people	1.1 explain the implications of the current strategy and guidance relating to pregnancy and parenthood for young people 1.2 explain the impact on own practice of the current strategy and guidance relating to pregnancy and parenthood for young people 1.3 demonstrate how the strategy and guidance applies to own work with young parents			
2 Understand transition issues for young people and their potential impact on parenthood	2.1 reflect on own transitional experiences as a young person 2.2 describe issues facing young parents in their transition from child to young adult.			
3 Understand the impact of stress on a young parent's relationship with their child/children	3.1 explain how stress experienced by young parents may affect their relationships with their children 3.2 explain how a practitioner can support young parents to overcome the negative impact of stress on their parenting			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to engage young parents with services	4.1 explain factors which impact on a young parent's engagement with services 4.2 reflect on the potential effectiveness of the range of services that can be offered to young parents 4.3 demonstrate how young parents engage with services/settings in own practice			
5 Understand the specific needs of young fathers in engaging with their child's needs and development	5.1 explain the specific needs of young fathers 5.2 explain factors that may lead to young fathers engaging with the needs of their children 5.3 explain how services/settings can support young fathers to engage with their child's needs and development			

Learner name: _____

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Internal verifier signature: _____

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(if sampled)

Unit 58: Engage Fathers in Their Children's Early Learning

Unit code:	LLUK 313
Unit reference number:	Y/502/4663
Level:	3
Credit value:	3
Guided learning hours:	20

Unit summary

To enable the learner to gain the understanding and ability to work with fathers to engage them in their children's early learning.

Assessment requirements/evidence requirements

This unit should be assessed in line with Skills for Care and Development's Assessment Principles.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the policy context and research that underpins the involvement of fathers in their children's early learning</p>	<p>1.1 explain key research studies that show the importance of fathers' involvement in their children's early learning</p> <p>1.2 summarise the role of a father in family life, structure and functioning in diverse communities</p> <p>1.3 explain the concept of positive home learning environments and ways of promoting and supporting them</p> <p>1.4 explain why it is important to work in partnership with fathers</p> <p>1.5 explain the importance of clear principles and policies to support the engagement of fathers in their child's early learning</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to work in partnership with fathers to support their children's early learning	2.1 explain and demonstrate a range of strategies that can be used to build confidence in fathers from diverse communities to contribute to their child's early learning 2.2 explain and demonstrate the use of key relationship building strategies and/or skills involved in working in partnership with fathers from diverse communities 2.3 explain and demonstrate the use of key communication strategies and/or skills involved in working in partnership with fathers from diverse communities			
3 Understand the barriers to fathers being involved in their children's early learning	3.1 explain personal, social and cultural barriers to fathers being involved in their children's early learning 3.2 explain and demonstrate a range of strategies to help overcome barriers to fathers' involvement in their child's early learning 3.3 explain how attitudes can be barriers to engaging fathers in their children's early learning			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to use reflection to challenge and develop existing practice in working with fathers to support their children's early learning	4.1 reflect on ways of working with resident and non resident fathers to help them provide support for their children's early learning 4.2 identify and explain support and changes needed to improve own skills and knowledge and build on their own practice 4.3 explain culturally sensitive ways of working with fathers to help them provide support for their children's early learning			

Learner name: _____

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Assessor signature: _____

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(if sampled)

Unit 59: Support Young People Who Are Looked After or Are Leaving Care

Unit code:	YP0006-03
Unit reference number:	A/502/5224
Level:	3
Credit value:	3
Guided learning hours:	23

Unit summary

This unit aims to enable learners to understand and support young people who are looked after or leaving care and to know about the relevant statutory and legal frameworks.

Assessment requirements/evidence requirements

Assessment of learners' performance for this unit must take place in a work-based situation. It is accepted that the assessment of some knowledge and understanding may take place in a different environment, for example in a training and development centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 Understand the issues affecting young people who are looked after or leaving care

Looked-after young people: following a care order; with the agreement of the parents; care plan

Care: temporary or permanent, foster care, respite, residential care, adoption, inter-agency planning for care

Issues that might arise: eg separation/loss, anger, social exclusion, despair, depression, helplessness, fear, low self-esteem, poor self concept, family breakdown, behavioural problems, abuse (neglect, physical, emotional and sexual), offending behaviour, substance abuse, mental health issues, suicide, self-harm, rejection, risk of sexual exploitation, health issues, poor educational attainment and qualifications below average, low expectations and aspirations, poor relationships with teachers/professionals, poor attendance at school/college, SEN not identified, developmental delays, bullying, poor concentration, difficulty developing relationships

Key factors that might be relevant to the needs of young people who are looked after or leaving care: eg employment prospects, education status and aspirations, health and wellbeing, existing care plans, potential risks to self and others, transition to independent living

2 Understand how to support young people who are looked after or leaving care

Sources of information and support: eg social worker, support workers, foster parent, teaching staff including SEN, nurses, doctors, Connexions service, key worker, counsellors, education welfare officer, Youth Offending team, residential care staff, Department for Education; National Health Service, children's services, Children's Trust, extended schools, Leaving care team, local authority housing services, preventative and family support services, NSPCC, Children in Need

Enable young people to explore and understand potential consequences of their choices: adopt person-centred approach; active support in helping, listening, empowering; giving choices as appropriate to age and abilities of young person; maintaining respect, dignity and privacy; promoting individual rights, advocacy; encouraging ownership and accountability; confidentiality; protect young person from danger; care given in a way to meet their needs; provide relevant, accurate information so that young people can make informed decisions; preparing for transition; promote independence; encourage young person to be involved and contribute views to the assessment of needs, contribute to setting short- and long-term goals; value their contribution

Encourage young people to maintain positive relationships and contact with family, carers and/or significant others: encourage young people eg build trusting relationships, working with parents and families, provide information, preparing for transition, support throughout transition; others eg social worker, support workers, foster parent, teaching staff including SEN, nurses, doctors, Connexions advisers, key worker, counsellors, education welfare officer, YOT worker, residential care staff

3 Know about the statutory and legal frameworks in relation to young people who are looked after or leaving care

Statutory and legal framework: relevant to own home county eg Children Act 1989; Children Act 2004, Every Child Matters 2003; Care Matters 2006; Working Together to Safeguard Children 1999; A Better Education for Children in Care 2003 (Social Exclusion unit); Leaving Care Act 2000; Adoption and Children Act 2002; The United Nations Convention on the Rights of the Child 1989; Human Rights Act 1998; Data Protection Act 1998; Framework for the Assessment of Children in Need and their Parents 2000, residency orders, duty of aftercare, care orders

Giving support: assessment, planning, implementation and review (APIR); Common Assessment Framework (CAF); personal education plan (PEP), multi-disciplinary teams; person-centred approach; sharing information between professionals and working in integrated manner; requirements for recording information

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the issues affecting young people who are looked after or leaving care	1.1 explain the social, emotional and personal issues that might arise for young people who are looked after or are leaving care 1.2 explain the key factors that may be relevant to the needs of these young people, for example, employment and/or education status, their health and wellbeing, existing care plans, potential risks for themselves or others			
2 Understand how to support young people who are looked after or leaving care	2.1 describe the sources of information and support services which are available to support young people who are looked after or leaving care 2.2 enable young people to explore their views, choices and perceptions of their care situation or change of situation and to understand the potential consequences of their choices 2.3 encourage young people to maintain positive relationships and contact with family, carers and/or significant others			
3 Know about the statutory and legal frameworks in relation to young people who are looked after or leaving care	3.1 describe the statutory and legal frameworks for protecting young people who are looked after or leaving care 3.2 explain how to give support in a way that balances the interests of the young person, inherent risks and legal duties of care			

Learner name: _____

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Learner signature: _____

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(if sampled)

Unit 60: **Support Young People Who Are Socially Excluded or Excluded From School**

Unit code:	YP007-03
Unit reference number:	R/502/5231
Level:	3
Credit value:	2
Guided learning hours:	10

Unit summary

This unit aims to enable learners to understand the issues affecting young people who are socially excluded or excluded from school and provide support to them.

Assessment requirements/evidence requirements

Assessment of learners' performance must take place in a work-based situation. It is accepted that the assessment of some knowledge and understanding may take place in a different environment, for example in a training and development centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 Understand the issues affecting young people who are socially excluded or excluded from school

Issues that may affect young people who are excluded, including access to services or amenities, crime or anti-social behaviour, isolation or stigmatisation: educational provision; lack of continuity; detachment from social relations, schools, preventing full participation in the normal, normatively prescribed activities of the school; limiting educational attainment, achievement; reduced accessibility to external agencies; limited access to information about the curriculum, information about jobs, extra-curricular events, wider school community events; lack of structure to the day; out of the habit of attendance; criminal activity; lack of boundaries to behaviour, social skills; communication; literacy, numeracy, ICT needs

Explain the potential effects of exclusion on the health, safety and wellbeing of these young people: fixed-term exclusion; permanent exclusion; exclusion appeal; good practice before considering exclusion; school refusal; social exclusion; lack of nutrition; child protection, vulnerable groups; psychological impact, emotional impact eg self-confidence, self-esteem, depression; disengaged from education, society; at risk; emotional, social and behavioural difficulties (BESD); stress; discrimination; bullying; harassment; drug abuse

2 Understand how to support young people who are socially excluded or excluded from school

Enable these young people to reflect on their own beliefs, concerns and priorities to maintain their health, safety and wellbeing: values; prioritise; wellbeing; information about needs; engagement and participation; learner response; one-to-one interviews; communication eg listen, observe, interview; discuss participation and access issues, activities and experiences eg what works, what doesn't work, what could work better; involvement in design, delivery and evaluation of services; assessment of outcomes eg self-assessment; examine own beliefs; acceptable norms; behaviour parameters; create action plans; feedback; review; social interactions; integration; diversity; tolerance; mediation; internal exclusion

Describe the information, support and community services which are available to support excluded young people: intervention; named member of staff responsible for identifying intervention routes and sharing key information; trigger points for schools to access additional support; mentor; protocols to specialist assessment; strategies; pastoral support plans, agreed, regularly reviewed; nurture groups; anger management; classroom environment; alternative provision; alternative set; alternative class; study support; alternative school; home education; out-of-school provision, stepping stone to successful re-integration; personalised curriculum; flexible learning at Key Stage 4; identify support from others eg Local Authority Advisers, Local Authority Exclusion Officer, Connexions, Education Welfare Officer, Special Educational Needs Coordinator, Designated Child Protection Liaison Teacher, teachers, pastoral support workers, parents, peers, teaching assistants, education psychologists, medical supporters; Extended schools and children's centres; Pupil

Referral Units, special schools, academies, and city technology colleges (CTCs); Fair Access Protocol; Common Assessment Framework; Children's Services; Child and Adolescent Mental Health Service; multi-agency teams eg Behaviour and Education Support Teams

Encourage excluded young people to explore options which are achievable and to discuss the implications or consequences of those options for self, family and significant others: needs; circumstances; information and how to obtain it; suitability of options, appropriate; available services; relevant legislation, codes of practice and guidelines; relevant national, local, professional requirements; confidentiality; match, meet need; managed moves; fresh start; alternative provision; partial attendance

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the issues affecting young people who are socially excluded or excluded from school	1.1 explain the issues that may affect young people who are excluded, including access to services or amenities, crime or anti-social behaviour, isolation or stigmatisation 1.2 explain the potential effects of exclusion on the health, safety and wellbeing of these young people			
2 Understand how to support young people who are socially excluded or excluded from school	2.1 enable these young people to reflect on their own beliefs, concerns and priorities to maintain their health, safety and wellbeing 2.2 describe the information, support and community services which are available to support excluded young people 2.3 encourage excluded young people to explore options which are achievable and to discuss the implications or consequences of those options for self, family and significant others			

Learner name: _____

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(if sampled)

Unit 61: Support Young People with Mental Health Problems

Unit code:	YP009-03
Unit reference number:	T/502/5240
Level:	3
Credit value:	3
Guided learning hours:	23

Unit summary

This unit aims to enable learners to understand the issues affecting young people with mental health problems, how to support them and know about the relevant statutory and legal frameworks.

Assessment requirements/evidence requirements

Assessment of learners' performance must take place in a work-based situation. It is accepted that the assessment of some knowledge and understanding may take place in a different environment, for example in a training and development centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the issues affecting young people with mental health problems	1.1 explain the social, emotional and psychological issues that may affect the wellbeing of young people with mental health problems 1.2 explain the factors that may affect the needs of these young people, such as physical, medical and mental health care, social and sexual well-being or harmful behaviours			
2 Understand how to support young people with mental health problems	2.1 describe the sources of information, agencies and support services which are available to help young people with mental health problems 2.2 explain how to help build self-confidence, independence and self-esteem in young people with mental health problems 2.3 enable young people with mental health problems to express their views, anxieties and feelings about their support needs, without fear of pressure or judgement			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know about the statutory and legal frameworks in relation to young people with mental health problems	3.1 describe the statutory and legal frameworks for protecting young people with mental health problems 3.2 explain how to work in partnership with families, parents, carers or significant others in a way that balances the rights and interests of these young people against any limitations required for their protection			

Learner name: _____

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(if sampled)

Unit 62: **Support Young People in Relation to Sexual Health and Risk of Pregnancy**

Unit code: YP010-03

Unit reference number: F/502/5242

Level: 3

Credit value: 2

Guided learning hours: 10

Unit summary

This unit aims to enable learners to understand the issues affecting young people in relation to sexual health and risk of pregnancy and how to provide support to them.

Assessment requirements/evidence requirements

Assessment of learners' performance in this unit must take place in a work-based situation. It is accepted that the assessment of some knowledge and understanding may take place in a different environment, for example in a training and development centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Understand the issues affecting young people in relation to sexual health and risk of pregnancy**

Issues relating to sexual health and risk of pregnancy: peer pressure eg boasting and exaggeration, need to conform, fear of rejection, fear of being bullied; consensual relationships eg definition, legal age of consent, heterosexual or homosexual, equality and balance of power; readiness for sexual activity eg strength of relationship, own motivation, awareness of consequences, self-image, knowledge of safe sex, trust, fidelity; contraception eg barrier methods such as condom, diaphragm, coil (IUD), hormone inhibiting methods such as contraceptive pill, injection or patch, use of spermicidal preparations; sexually transmitted infections eg chlamydia, genital warts, genital herpes, gonorrhoea, HIV, pubic lice; pregnancy options eg testing for pregnancy, antenatal/post-natal support, diet, smoking and alcohol, home/hospital delivery, birth plan, pain relief, risks of miscarriage, termination

Factors affecting attitudes and behaviour in relation to sexual activity, sexual health and pregnancy: age and maturity eg taking sexual risks, promiscuity, low self-esteem, need for love and security, understanding of consequences to health, enjoyment, secure and trusting relationships, family planning; ethnicity, culture and beliefs eg moral values, respect for family traditions, respect for religious beliefs, personal values and attitudes; gender eg motivation for sexual activity, attitude to personal health, understanding of consequences, attitudes to responsibility, respect for partner

Risks associated with early sexual activity or teenage pregnancy: social eg effect on social life, implications for future relationships, financial implications, childcare responsibilities, employment opportunities; health eg increased risk of sexually transmitted infections, premature birth, miscarriage, low self-esteem, poor self-image, abuse, alcohol induced sexual activity; educational eg reduced educational opportunities, risks to exam success, missed opportunities to gain qualifications

2 **Understand how to support young people in relation to sexual health and risk of pregnancy**

*Sources of information, guidance and support :*eg health centres, family centres, counselling services, pastoral support in schools/colleges, access to free contraception, NHS leaflets, TV/media information, internet sites, charities for young people

Health services: eg family planning clinic, sexual health services, GP services, Well Person Clinics, STI clinics, midwifery services

Confidential, non-judgemental and sensitive support for young people: needs eg being accessible, trustworthy, providing opportunities for private discussion, encouraging disclosure, signposting to relevant professionals with consent, listening; priorities eg listing options, presenting and discussing information, researching internet information together, helping manage situation, informing family members, planning ahead

Enable young people to make informed choices: eg make up-to-date information available, consider all options, research advantages and disadvantages, signpost to appropriate professionals for advice

Codes of practice, professional guidance, organisational policies: eg confidentiality, partnership with parents, data protection, safeguarding children and young people

Implications of codes of practice, professional guidance and organisational policies for professional conduct, confidentiality and gaining consent: eg security of records, procedures for sharing information, age of young person, involvement of parents/carers

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the issues affecting young people in relation to sexual health and risk of pregnancy	1.1 explain the issues affecting young people in relation to sexual health and risk of pregnancy, including peer pressure, consensual relationships, readiness for sexual activity, contraception, sexually transmitted infections and pregnancy options 1.2 explain how age, maturity, ethnicity, culture, gender and beliefs can affect attitudes and behaviour in relation to sexual activity, sexual health and pregnancy 1.3 explain the social, health and educational risk factors associated with early sexual activity or teenage pregnancy			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to support young people in relation to sexual health and risk of pregnancy	2.1 describe relevant sources of information, guidance and support and the range of health services available for these young people 2.2 explain how to support young people to identify their needs and priorities in relation to their sexual health and risk of pregnancy, in a way that is confidential, non-judgemental and sensitive to their individual situation 2.3 enable young people to make informed choices in relation to their identified needs and priorities 2.4 describe the codes of practice, relevant professional guidance and/or organisational policies within which they are working and explain their implications for professional conduct, confidentiality and gaining consent			

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(if sampled)

Unit 63: Support Young People Who Are Involved in Anti-Social and/or Criminal Activities

Unit code:	YP016-03
Unit reference number:	L/502/5261
Level:	3
Credit value:	2
Guided learning hours:	10

Unit summary

This unit aims to enable learners to understand the issues contributing to anti-social and/or criminal activity in young people and provide support to them.

Assessment requirements/evidence requirements

Assessment of learners' performance must take place in a work-based situation. It is accepted that the assessment of some knowledge and understanding may take place in a different environment, for example in a training and development centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the underlying issues contributing to the anti-social and/or criminal activity of young people</p>	<p>1.1 explain the causes and circumstances that may contribute to the anti-social and/or criminal activity of young people including personal, physical, psychological and social factors</p> <p>1.2 explain the factors and tensions that may affect the ability of young people and significant others involved with them to address their anti-social and/or criminal behaviour</p>			
<p>2 Understand how to support young people who are involved in anti-social and/or criminal activities</p>	<p>2.1 explain how to enable young people to express their views and understanding of their own behaviour and the effects of their behaviour on significant others</p> <p>2.2 explain how to draw up and record a support plan which will benefit the young person and which secures a commitment from those who will be working with the young person</p> <p>2.3 describe the types of support and support agencies that may be available for these young people and explain the nature of the relationship between own and other agencies</p>			

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(if sampled)

Unit 64: **Understand the Context of Supporting Children and Young People Through Foster Care**

Unit code:	FC1
Unit reference number:	T/503/5878
Level:	3
Credit value:	5
Guided learning hours:	45

Unit summary

This unit aims to provide the learner with knowledge and understanding of why children and young people may need to access foster care, the importance of relationships to these individuals and how foster care can make a positive difference to their lives. It also covers how legislation, policies and procedures influence the foster care process.

Assessment requirements

This unit must be assessed in accordance with the Skills for Care and Development Assessment Principles.

Assessment Methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the circumstances that can lead to children and young people accessing foster care	1.1 explain the circumstances that can lead to children and young people accessing foster care 1.2 explain the changes that a child or young person accessing foster care may experience 1.3 explain the effects that changes may have on the child or young person and others			
2 Know the information that should be provided to foster carers prior to placements being arranged	2.1 explain what information should be provided to assist in the provision of a safe and secure environment for children and young people accessing foster care 2.2 explain steps that should be taken if sufficient information has not been received for a child or young person accessing foster care			
3 Understand how legislation, policies and procedures relate to foster care	3.1 evaluate how current legislative frameworks in own home nation and organisational policies and procedures underpin the way that children and young people are looked after in foster care 3.2 explain the importance of foster carers adhering to service policies and procedures 3.3 explain how delegated responsibility impacts upon the role of foster carers			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how foster care can make a positive difference to the lives of children and young people in care	4.1 explain the importance of stability in the care offered to children and young people accessing foster care 4.2 evaluate the role of foster carers in providing children and young people with a safe, secure and stable environment			
5 Understand the importance of relationships for children and young people accessing foster care	5.1 explain the importance for children and young people accessing foster care, of maintaining relationships with their wider family and informal networks 5.2 explain how the maintenance of relationships with wider family and informal networks can have a positive or negative impact on their self image or identity 5.3 explain circumstances where children and young people are not able to maintain relationships with wider family members and informal networks 5.4 analyse the impact of separation and loss on children and young people accessing foster care 5.5 explain how children and young people can be supported to explore feelings in relation to contact and relationships with wider family members 5.6 explain why it is important for foster carers to have positive regard for a child or young people's background			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand the roles and responsibilities of a foster carer when working with birth families, carers and professionals	6.1 describe the roles and responsibilities of the foster carer as part of the fostering service 6.2 explain the importance of foster carers developing and maintaining good relationships with birth families, carers and professionals 6.3 summarise circumstances that may impact on foster carers developing and maintaining relationships with birth families, carers and professionals			

Learner name: _____

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(if sampled)

Unit 65: Practise as a Foster Carer

Unit code:	FC2
Unit reference number:	A/503/5879
Level:	3
Credit value:	5
Guided learning hours:	46

Unit summary

This unit aims to provide the learner with the skills to work effectively as a team member alongside key people in providing children and young people with a safe environment in the family home.

Assessment requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to prepare to accommodate children or young people in their own home</p>	<p>1.1 assess the information provided about the needs, background and experiences of a child or young person for whom a home is to be provided</p> <p>1.2 evaluate how the needs, background and experience of the child or young person can be accommodated within own home</p> <p>1.3 demonstrate how to seek additional support where the needs, background and experience of the child or young person may present challenges</p>			
<p>2 Be able to support children and young people to settle into the family home</p>	<p>2.1 take steps to make a child or young person feel welcomed into the home</p> <p>2.2 personalise the home for the child or young person</p> <p>2.3 support the child or young person to understand any house rules for living in the home according to their age and stage of development</p> <p>2.4 support the child or young person to express needs, wishes and feelings</p>			
<p>3 Be able to provide a safe home environment for children and young people accessing foster care</p>	<p>3.1 identify a range of risks that may be considered when providing accommodation for a child or young person</p> <p>3.2 evaluate hazards and risks within the home environment</p> <p>3.3 implement actions to minimise risks within the home for a child or young person, balancing rights and choices with safety</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to support family and other key people to adjust to family life with children and young people accessing foster care	4.1 explain the impact that emotional, social and physical demands may have on family and other key people 4.2 consider techniques that can be used to support family and other key people to integrate a child or young person as a family member 4.3 support family and other key people to balance their own needs with those of the child or young person 4.4 take steps to address conflicts and disagreements as they arise 4.5 develop strategies to protect the child or young person, family and key people when the behaviour of the child or young person presents a risk to themselves or others			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to work effectively as a member of a professional team and wider community to meet the needs of children and young people in foster care	5.1 implement elements of the care plan that relate to own role as part of the foster care team 5.2 work with the fostering team and others to support children or young people's health and well being 5.3 demonstrate the use of organisational skills in foster carer role			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 66: Support positive attachments for children and young people

Unit code:	FC3
Unit reference number:	M/503/5877
Level:	3
Credit value:	7
Guided learning hours:	55

Unit summary

This unit aims to provide learners with the skills required to promote positive attachment for children and young people and an understanding of how resilience can reduce their vulnerability to separation and loss.

Assessment requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Assessment methodology

Learning Outcomes 3 and 4 must be assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the importance of positive attachment for the well being of children and young people	1.1 summarise theories of attachment 1.2 explain why positive attachment is important for children and young people 1.3 evaluate the potential impact on the well being of children and young people of not forming positive attachments 1.4 explain the role of carers in supporting children and young people to form positive attachments			
2 Understand how resilience can reduce vulnerability of children and young people to separation and loss	2.1 describe what is meant by the term resilience 2.2 explain how the development of resilience can help children and young people cope with separation and loss 2.3 explain ways carers can help develop resilience in children and young people			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to promote positive attachments for children or young people	3.1 engage a child or young person in routines and activities that promote positive relationships and well being 3.2 use active listening with a child or young person to promote the development of positive relationships and well being 3.3 seek advice and support from others when concerned about the attachment behaviour of a child or young person 3.4 implement agreed strategies with a child or young person to promote positive relationships and well being			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to develop own practice in supporting positive attachments for children or young people	4.1 describe how a child or young person has been supported by own practice to develop positive attachments 4.2 evaluate why approaches in supporting positive attachments have been successful or unsuccessful for a child or young person 4.3 reflect on how own practice can be adapted to support a child or young person in the future			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications

- Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications (Joint Council for Qualifications (JCQ))
- Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units (Pearson)
- General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures (JCQ)
- Equality Policy (Pearson)
- Recognition of Prior Learning Policy and Process (Pearson)
- UK Information Manual (Pearson)
- Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance (Pearson)

All of these publications are available on our website: qualifications.pearson.com

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website..

How to obtain National Occupational Standards

Skills for Care and Development
2nd Floor
City Exchange
11 Albion Street
Leeds LS1 5ES

Tel: 0113 390 7666

Fax: 0113 2468066

Email: sscinfo@skillsforcareanddevelopment.org.uk

Professional development and training

Pearson supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (qualifications.pearson.com). You can request customised training through the website or by contacting one of our advisers in the Training from Pearson team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

Contact us

We have a dedicated Account Support team, across the UK, to give you more personalised support and advice.

To contact your Account Specialist:

Email: wblcustomerservices@pearson.com

Telephone: 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us by:

Email: wbl@pearson.com

Telephone: 0844 576 0045

Annexe A: Quality assurance

Key principles of quality assurance

- A centre delivering Pearson qualifications must be a Pearson recognised centre and must have approval for qualifications that it is offering.
- The centre agrees as part of gaining recognition to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery.
- Pearson makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes; and for dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance process where practicable. Therefore, the specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres and works to support centres in providing robust quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Pearson operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Pearson.

The Pearson quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications
- annual visits to centres by Pearson for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by a Pearson quality development reviewer
- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Annexe B: Centre certification and registration

Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Pearson Edexcel NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Pearson will exercise the right to:

- direct centres to take actions
- limit or suspend certification
- suspend registration.

The approach of Pearson in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* for further details. qualifications.pearson.com

Annexe C: Assessment requirements/strategy

The qualification is internally assessed and verified and externally verified according to Pearson's quality control processes and in line with Skills for Care and Development's QCF Assessment principles, as set out in the Skills for Care and Development QCF Assessment Principles Statement below.

Those qualified to make Quality Assurance Decisions

Skills for Care and Development has specified that awarding organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

Those conducting the internal quality assurance decisions (internal verifiers) must

- hold or be working towards a suitable internal verifier qualification to confirm they understand how to internally verify assessments. By default, this is currently the Internal Verifier unit V1 (and by implication legacy D34 unit). In future, the suitable internal verifier qualification will be the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF) or the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF) but an appropriate equivalent may apply
- have sufficient and relevant technical/occupational familiarity in the unit(s) being verified
- be fully conversant with the standards and assessment criteria in the units to be assessed
- understand the awarding organisation's quality assurance systems and requirements for this qualification.

If a Centre wishes to make an application to include other qualifications that they feel qualifies an individual to make assessment decisions, they should contact the Pearson Business Manager in writing, giving full details of the qualification. The Centre's application will be considered in consultation with other awarding organisations and CWDC Skills for Care and Development to ensure a consistency of approach. Pearson will maintain an up-to-date list of suitable qualifications on our website, qualifications.pearson.com

Skills for Care and Development QCF Assessment Principles Statement

1 Introduction

- 1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via an alliance of six organisations: Care Council for Wales, Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.

- 1.2 This document sets out those principles and approaches to QCF unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements
- 1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.
- 1.4 Where Skills for Care and Development qualifications are joint with Skills for Health, Skill for Health will also use these assessment principles.

2 Assessment Principles

- 2.1 Assessment decisions for competence based learning outcomes (eg those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.
- 2.2 Assessment decisions for competence based Learning outcomes must be made by an assessor qualified to make assessment decisions.
- 2.3 Competence based assessment must include direct observation as the main source of evidence
- 2.4 Simulation may only be utilised as an assessment method for competence based Lo where this is specified in the assessment requirements of the unit'.
- 2.5 Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.
- 2.6 Assessment of knowledge based Learning outcomes (eg those beginning with 'know' or 'understand') may take place in or outside of a real work environment.
- 2.7 Assessment decisions for knowledge based Learning outcomes must be made by an occupationally knowledgeable assessor.
- 2.8 Assessment decisions for knowledge based Learning outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

3 Internal Quality Assurance

- 3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

4 Definitions

- 4.1 Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

- 4.2 Occupationally knowledgeable:

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

- 4.3 Qualified to make assessment decisions:

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty, the SSC's will be consulted.

- 4.4 Qualified to make quality assurance decisions:

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

- 4.5 Expert witness:

An expert witness must:

- have a working knowledge of the QCF units on which their expertise is based
- be occupationally competent in their area of expertise
- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

Annexe D: Skills for Care and Development List of Qualifications for Assessors

Skills for Care and Development (SfCD) has specified that each assessor for this qualification must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. In conjunction with other awarding organisations, SfCD has prepared a provisional and indicative list of qualifications to include any of the following (*this list is current as of October 2010. Centres are advised to check the Pearson website for updated lists*):

- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation
- Level 3 Award in Assessing Competence in the Work Environment (*for competence / skills Learning outcomes only*)
- Level 3 Award in Assessing Vocationally Related Achievement (*for knowledge Learning outcomes only*)
- Level 3 Certificate in Assessing Vocational Achievement
- Qualified Teacher Status
- Certificate in Education in Post-Compulsory Education (PCE)
- The Practice Teacher Award
- Mentorship and Assessment in Health and Social Care Settings
- Preparing to Teach in the Lifeline Learning Sector (PTLLS)
- Certificate in Teaching in the Lifelong Learning Sector (CTLTS)

Annexe E: Training and Development Agency for Schools QCF Assessment Strategy

Certain units in this qualification (*as indicated in the Assessment requirements/evidence requirements section of the unit*) should be assessed in line with the Training and Development Agency for Schools QCF Assessment principles, as set out in the Training and Development Agency for Schools QCF Assessment Principles Statement below.

Training and Development Agency for Schools QCF Assessment Principles Statement:

1 Introduction

- 1.1 The Training and Development Agency for Schools (TDA) is the sector body for the school workforce in England. The TDA's vision for qualifications for school support staff was set out in its Sector Qualification Strategy for school support staff which was published in January 2009 after widespread consultation with the sector.
- 1.2 These Assessment Principles set out the approaches to QCF unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework issued by OFQUAL. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements.
- 1.3 These principles are derived from those developed by Skills for Care and Development (SfCD). A large number of units covered by the SfCD assessment principles are included in qualifications for the children's workforce in schools to support integrated ways of working and workforce mobility. Consistency of approach in assessment across units developed by different sectors will support awarding organisations to develop clear and fit for purpose assessment methodologies.
- 1.4 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the QCF arrangements.
- 1.5 These principles apply to those units developed by the TDA. Units included in qualifications for school based staff that have been developed by other Sector Skills Councils or Sector Bodies will need to be assessed in accordance with any assessment principles and requirements set by those organisations.

2 Assessment Principles

- 2.1 Assessment decisions for criteria that must be assessed in the workplace, as identified in unit assessment requirements, must be made in a real work environment by an occupationally competent assessor.

- 2.2 Assessment decisions for criteria that must be assessed in the workplace (competence based assessment criteria) must be made by an assessor with the expertise to make assessment decisions.
- 2.3 Competence based assessment must include direct observation as the main source of evidence.
- 2.4 Simulation may only be utilised as an assessment method for competence based assessment criteria where this is specified in the assessment requirements of the unit.
- 2.5 Expert witnesses can be used for direct observation where:
- they have occupational expertise for specialist areas, or
 - the observation is of a particularly sensitive nature.
- The use of expert witnesses should be determined and agreed by the assessor.
- 2.6 Assessment of criteria not identified in the unit assessment requirements as requiring assessment in the workplace may take place in or outside of a real work environment.
- 2.7 Assessment decisions for knowledge based assessment criteria must be made by an occupationally knowledgeable assessor.
- 2.8 Assessment decisions for knowledge based assessment criteria must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

3 Internal Quality Assurance

- 3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions as determined by the Awarding Organisation.

4 Definitions

- 4.1 Occupationally competent:
- This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.
- 4.2 Occupationally knowledgeable:
- This means that each assessor should have relevant knowledge and understanding, and be able to assess this in units:
- designed to test specific knowledge and understanding, or
 - where knowledge and understanding are components of competency.

This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

4.3 Qualified to make assessment decisions: Awarding Organisations must ensure that those making assessment decisions have the necessary expertise to do so, which may include having, or be working towards, appropriate qualifications.

4.4 Qualified to make quality assurance decisions: Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

4.5 Expert witness:

An expert witness must:

- have a working knowledge of the QCF units for which they are providing witness testimony
- be occupationally competent in their area of expertise
- have EITHER any qualification that includes assessment of workplace
- performance AND/OR a professional work role which involves evaluating the everyday practice of staff

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