

Pearson Edexcel Level 5 Diploma in Leadership for Children's Care, Learning and Development (Advanced Practice)

Pearson Edexcel Level 5 Diploma in Leadership for Children's Care, Learning and Development (Management)

Specification

Competence-based qualification

For first registration January 2011

Issue 2

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. 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

The qualifications were previously known as:

Level 5 Diploma in Leadership for Children's Care, Learning and Development (Advanced Practice) (QCF)

Level 5 Diploma in Leadership for Children's Care, Learning and Development (Management) (QCF)

The QNs remain the same.

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Summary of Pearson Edexcel Level 5 Diploma in Leadership for Children's Care, Learning and Development (Advanced Practice)/(Management) Issue 2 changes

Summary of changes made between previous issue 1 and this current 2 issue	Page Number
All references to QCF have been removed throughout the specification with the exception of documents from other organisations eg Assessment Guidance in an Annexe	Throughout
Definition of TQT added	2
Definition of sizes of qualifications aligned to TQT	2
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	27-221

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 5 Diplomas in Leadership for Children's Care, Learning and Development (Advanced Practice)/(Management):

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 5 Diploma in Leadership for Children's Care, Learning and Development (Advanced practice)	501/2250/2	01/01/2011
Pearson Edexcel Level 5 Diploma in Leadership for Children's Care, Learning and Development (Management)	501/2251/4	01/01/2011

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.

Total Qualification Time (TQT)

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require 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, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

TQT is assigned after consultation with employers and training providers delivering the qualifications.

NVQ/Competence qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less
 - Certificate – a qualification with a TQT value in the range of 121–369
 - Diploma – a qualification with a TQT value of 370 or more
-

Key features of the Edexcel Level 5 Diploma in Leadership for Children's Care, Learning and Development (Advanced Practice and Management)

These qualifications:

- are nationally recognised
- are based on the Children's Care, Learning and Development National Occupational Standards (NOS). The NOS, assessment requirements/strategy and qualification structure(s) are owned by Skills for Care and Development.

What is the purpose of these qualifications?

These qualifications aim to guide and assess development of knowledge, understanding and skills in Advanced Practice and Management within Children's Care, Learning and Development. These qualifications confirm competence in these areas and serve as the required qualifications for registration and regulatory requirements in the sector where appropriate in Wales and Northern Ireland

Who are these qualifications for?

These qualifications are for all learners aged 19 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 qualification(s).

What are the potential job roles for those working towards these qualifications?

- Day Care Manager
- NCMA Network Coordinator
- Nursery Manager
- Nursery Practitioner

What progression opportunities are available to learners who achieve these qualifications?

These qualifications will be the accepted qualification for registration and regulation where appropriate and can demonstrate continuing professional development.

What is the qualification structure for the Level 5 Diploma in Leadership for Children's Care, Learning and Development (Advanced Practice) and (Management)?

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

Key Information:

Pearson Edexcel Level 5 Diploma in Leadership for Children's Care, Learning and Development (Advanced Practice)

1. Total Qualification Time: 800
2. Guided Learning Hours: 477
3. Credit value: minimum of 80 credits

Learners must achieve 52 credits from the mandatory units and a minimum of 28 credits from the optional competence units.

Pearson Edexcel Level 5 Diploma in Leadership for Children's Care, Learning and Development (Management)

1. Total Qualification Time: 900
2. Guided Learning Hours: 583
3. Credit value: minimum of 90 credits

All units must be assessed in accordance with Skills for Care and Development's Assessment Principles and the regulatory arrangements.

Qualification structure for the Edexcel Level 5 Diploma in Leadership for Children's Care, Learning and Development (Advanced Practice)

Overview: qualification structure for the Edexcel Level 5 Diploma in Leadership for Children's Care, Learning and Development

Mandatory units:

Learners complete the 10 mandatory units

Total credit for mandatory units: 52

Optional units:

There is no set number of units to be completed from the optional unit Group B. Learners must complete a maximum of 6 Credits from Group C. Learners must then choose optional units from group B that provide the minimum number of credits for these groups.

Total minimum credit for optional units: 28

Core mandatory units

The 10 units listed in the table below are mandatory for all learners undertaking this qualification. Learners must complete all of the following units:

Edexcel Level 5 Diploma in Leadership for Children's Care, Learning and Development (Advanced Practice)						
SSC unit reference	Unit reference no	Edexcel unit reference	Mandatory unit title	Credit	Level	GLH
CCLD MU 5.1	K/602/3463	1	Support Children's Care, Learning and Development in the Early Years	8	6	57
CCLD MU 5.2	F/601/9449	2	Understand Children and Young People's Development	6	5	30
CCLD MU 5.3	J/601/9369	3	Lead Practice that Supports Positive Outcomes for child and Young Person Development	6	5	36
CCLD MU 5.4	A/601/9370	4	Develop and Implement Policies and Procedures to Support the Safeguarding of Children and Young People	6	5	26
CCLD MU 5.6	R/602/3456	5	Professional Practice in Children's Care, Learning and Development	6	5	42
M1	K/602/3172	6	Develop Health and Safety and Risk Management Policies, Procedures and Practices in Health and Social Care of Children and Young People's Settings	5	5	33
M2C	A/602/3189	7	Work in Partnership in Health and Social Care or Children and Young People's Settings	4	4	26
SHC 51	F/602/2335	8	Use and Develop Systems that Promote Communication	3	5	24
SHC 52	L/602/2578	9	Promote Professional Development	4	4	33
SHC 53	Y/602/3183	10	Champion Equality, Diversity and Inclusion	4	5	34

Optional units

The learner must choose optional units from Groups B and C that will enable the achievement of a minimum of 12 credits.

There is no set number of units to be completed from the optional unit Group B. A maximum of 6 credits from Group C can be counted towards the qualification.

Group B

There is no set number of units to be completed from the optional unit Group B.

Edexcel Level 5 Diploma for Children's Care, Learning and Development (Advanced Practice)						
SSC unit reference	Unit reference no	Edexcel unit reference	Optional unit title	Credit	Level	GLH
LM1c	H/602/3171	11	Lead and Manage a Team within a Health and Social Care or Children and Young People's Setting	7	6	46
LM2c	M/602/3187	12	Develop Professional Supervision Practice in Health and Social Care or Children and Young People's Work Settings	5	5	39
CCLD OP 5.11	J/602/3065	13	Leading Provision for Babies and Young Children	6	5	32
CCLD OP 5.12	K/602/3074	14	Develop Provision for Family Support	5	5	33

Edexcel Level 5 Diploma for Children's Care, Learning and Development (Advanced Practice)						
SSC unit reference	Unit reference no	Edexcel unit reference	Optional unit title	Credit	Level	GLH
CCLD OP 5.13	M/602/2380	15	Lead Support for Disabled Children and Young People and their Carers	8	6	57
CCLD OP 5.15	F/602/2383	16	Support Others to Promote Children's Communication in an Early Years Setting	8	6	54
CCLD OP 5.16	A/602/2138	17	Support Others to Promote Children's Mathematical Development and Problem Solving Skills in an Early Years Setting	7	5	46
CCLD OP 5.17	A/602/2141	18	Support Others to Promote Children's Knowledge and Understanding of the World in an Early Years Setting	7	5	46
CCLD OP 5.18	L/602/2435	19	Support Others to Promote Children's Physical Development in an Early Years Setting	7	5	46
CCLD OP 5.21	A/602/2415	20	Develop the Environment for Children and Young People	4	4	28
CCLD OP 5.25	J/602/3499	21	Undertake a Research Project within Services for Health and Social Care or Children and Young People	10	5	80
CYPOP 7	A/601/0135	22	Promote Creativity and Creative Learning in Young Children	5	4	35
SS 5.3	H/601/5250	23	Support the Use of Assistive Technology	4	5	31
SS 5.4	K/601/5251	24	Explore Models of Disability	5	5	32

Edexcel Level 5 Diploma for Children's Care, Learning and Development (Advanced Practice)						
SSC unit reference	Unit reference no	Edexcel unit reference	Optional unit title	Credit	Level	GLH
B1	Y/600/9588	25	Develop and Evaluate Operational Plans for Own Area of Responsibility	6	5	25
E8	K/600/9711	26	Manage Physical Resources	3	4	25
O1	J/602/2336	27	Develop Procedures and Practice to Respond to Concerns and Complaints	6	5	40
O16	R/602/2338	28	Recruitment and Selection within Health and Social Care of Children and Young People's Settings	3	4	26
O20c	Y/602/2339	29	Facilitate the Development of effective Group Practice in Health and Social Care or Children and Young People's Settings	6	5	42
O30c	L/602/2547	30	Facilitate Coaching and Mentoring in Health and Social Care or Children and Young People's Settings	6	5	43
O35	T/602/2574	31	Manage Induction in Health and Social Care or Children and Young People's Settings	3	4	21
O40	F/602/2612	32	Facilitate Change in Health and Social Care or Children and Young People's Setting	6	5	42
O41	L/602/2743	33	Manage an Inter-professional Team in a Health and Social Care or Children and Young People's Setting	7	6	48

Edexcel Level 5 Diploma for Children's Care, Learning and Development (Advanced Practice)						
SSC unit reference	Unit reference no	Edexcel unit reference	Optional unit title	Credit	Level	GLH
O42	T/602/2753	34	Manage Finance within own Area of Responsibility in Health and Social Care or Children and Young People's Settings	4	4	31
O43	R/602/2758	35	Manage Quality in Health and Social Care or Children and Young People's Settings	5	5	36

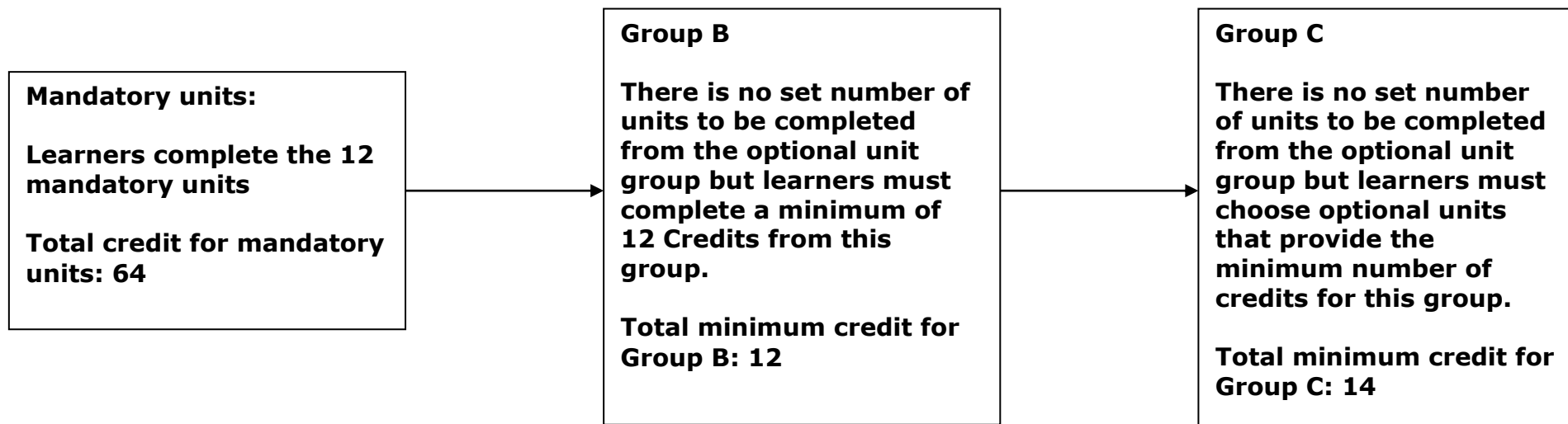
Group C

Learners must complete a maximum of 6 Credits from Group C.

Edexcel Level 5 Diploma for Children's Care, Learning and Development (Advanced Practice)						
SSC unit reference	Unit reference no	Edexcel unit reference	Optional unit title	Credit	Level	GLH
CYPOP 15	L/601/2861	36	Support Positive Practice with Children and Young People with Speech, Language and Communication Needs	4	3	28
CYPOP 21	Y/601/2877	37	Work with Parents, Families and Carers to Support their Children's Speech, Language and Communication Development	3	3	23
CYPOP 22	M/601/2884	38	Understand the Speech, Language and Communication Needs of Children and Young People with Behavioural, Social and Emotional Difficulties	3	3	25
CYPOP 46	K/601/3225	39	Promote Children in Early Years Settings Acquiring a New Language through Immersion	4	3	29

Qualification structure for the Edexcel Level 5 Diploma in Leadership for Children's Care, Learning and Development (Management)

Overview qualification structure for the Pearson Edexcel Level 5 Diploma in Leadership for Children's Care, Learning and Development (Management)



Qualification structure for the Edexcel Level 5 Diploma in Leadership for Children’s Care, Learning and Development (Management)

Core mandatory units

The 12 units listed in the table below are mandatory for all learners undertaking this qualification. Learners must complete all of the following units:

Edexcel Level 5 Diploma in Leadership for Children’s Care, Learning and Development (Management)						
SSC unit reference	Unit reference no	Edexcel unit reference	Mandatory unit title	Credit	Level	GLH
CCLD MU 5.1	K/602/3463	1	Support Children’s Care, Learning and Development in the Early Years	8	6	57
CCLD MU 5.2	F/601/9449	2	Understand Children and Young People’s Development	6	5	30
CCLD MU 5.3	J/601/9369	3	Lead Practice that Support Positive Outcomes for Child and Young Person Development	6	5	36
CCLD MU 5.4	A/601/9370	4	Develop and Implement Policies and Procedures to Support the Safeguarding of Children and Young People	6	5	26
CCLD MU 5.6	R/602/3456	5	Professional practice in Children’s Care, Learning and Development	6	5	42

Edexcel Level 5 Diploma in Leadership for Children's Care, Learning and Development (Management)						
SSC unit reference	Unit reference no	Edexcel unit reference	Mandatory unit title	Credit	Level	GLH
M1	K/602/3172	6	Develop Health and Safety and Risk Management Policies, Procedures and Practices in Health and Social Care of Children and Young People's Settings	5	5	33
M2C	A/602/3189	7	Work in Partnership in Health and Social Care or Children and Young People's Settings	4	4	26
SHC 51	F/602/2335	8	Use and Develop Systems that Promote Communication	3	5	24
SHC 52	L/602/2578	9	Promote Professional Development	4	4	33
SHC 53	Y/602/3183	10	Champion Equality, Diversity and Inclusion	4	5	34
LM1c	H/602/3171	11	Lead and Manage a Team within a Health and Social Care or Children and Young People's Setting	7	6	46
LM2c	M/602/3187	12	Develop Professional Supervision Practice in Health and Social Care or Children and Young People's Work Settings	5	5	39

Optional units

Group B

Learners must choose optional units from Group B that will enable the achievement of a minimum of 12 credits:

Edexcel Level 5 Diploma in Leadership for Children's Care, Learning and Development (Management)						
SSC unit reference	Unit reference no	Edexcel unit reference	Optional unit title	Credit	Level	GLH
B1	Y/600/9588	25	Develop and Evaluate Operational Plans for Own Area of Responsibility	6	5	25
E8	K/600/9711	26	Manage Physical Resources	3	4	25
O1	J/602/2336	27	Develop Procedures and Practice to Respond to Concerns and Complaints	6	5	40
O16	R/602/2338	28	Recruitment and Selection within Health and Social Care of Children and Young People's Settings	3	4	26
O20c	Y/602/2339	29	Facilitate the Development of effective Group Practice in Health and Social Care or Children and Young People's Settings	6	5	42
O30c	L/602/2547	30	Facilitate Coaching and Mentoring in Health and Social Care or Children and Young People's Settings	6	5	43
O35	T/602/2574	31	Manage Induction in Health, Social Care and Children and young People's Work Settings	3	4	21

Edexcel Level 5 Diploma in Leadership for Children's Care, Learning and Development (Management)						
SSC unit reference	Unit reference no	Edexcel unit reference	Mandatory unit title	Credit	Level	GLH
O40	F/602/2612	32	Facilitate Change in Health and Social Care or Children and Young People's Setting	6	5	42
O41	L/602/2743	33	Manage an Inter-professional Team in a Health and Social Care or Children and Young People's Setting	7	6	48
O42	T/602/2753	34	Manage Finance within own Area of Responsibility in Health and Social Care or Children and Young People's Settings	4	4	31
O43	R/602/2758	35	Manage Quality in Health and Social Care or Children and Young People's Settings	5	5	36

Group C

Learners must choose optional units from Group C that will enable the achievement of a minimum of 14 credits:

Edexcel Level 5 Diploma in Leadership for Children's Care, Learning and Development (Management)						
SSC unit reference	Unit reference no	Edexcel unit reference	Optional unit title	Credit	Level	GLH
CCLD OP 5.11	J/602/3065	13	Leading Provision for Babies and Young Children	6	5	32
CCLD OP 5.12	K/602/3074	14	Develop Provision for Family Support	5	5	33
CCLD OP 5.13	M/602/2380	15	Lead Support for Disabled Children and Young People and their Carers	8	6	57
CCLD OP 5.15	F/602/2383	16	Support Others to Promote Children's Communication in an Early Years Setting	8	6	54
CCLD OP 5.16	A/602/2138	17	Support Others to Promote Children's Mathematical Development and Problem Solving Skills in an Early Years Setting	7	5	46
CCLD OP 5.17	A/602/2141	18	Support Others to Promote Children's Knowledge and Understanding of the World in an Early Years Setting	7	5	46
CCLD OP 5.18	L/602/2435	19	Support Others to Promote Children's Physical Development in an Early Years Setting	7	5	46
CCLD OP 5.21	A/602/2415	20	Develop the Environment for Children and Young People	4	4	28

Edexcel Level 5 Diploma in Leadership for Children's Care, Learning and Development (Management)						
SSC unit reference	Unit reference no	Edexcel unit reference	Mandatory unit title	Credit	Level	GLH
CCLD OP 5.25	J/602/3499	21	Undertake a Research Project within Services for Health and Social Care or Children and Young People	10	5	80
CYPOP 7	A/601/0135	22	Promote Creativity and Creative Learning in Young Children	5	4	35
SS 5.3	H/601/5250	23	Support the Use of Assistive Technology	4	5	31
SS 5.4	K/601/5251	24	Explore Models of Disability	5	5	32

How are the qualifications graded and assessed?

The overall grade for each 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 Principles

The assessment principles for these qualifications have/has 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:

- assessment requirements for knowledge-based and competence-based units
- 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	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	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 be read in conjunction with the assessment strategy)

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 examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

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.

Centre recognition and approval

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. Edexcel 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?

Each 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 principles*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

Unit content

As this is a competency based qualification unit content is not a requirement. However unit content has been included for the mandatory units and where unit content has been previously developed for other specifications it has been included in this specification.

Unit format

Each unit in this specification contains the following sections.

Unit title:					This is the formal title of the unit that will appear on the learner's certificate.
Unit code:					This is the unit owner's reference number for the specified unit.
Unit reference number:					This code is a unique reference number for the unit.
Level:					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:					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:					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 provides a summary of the purpose of the unit.
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.
Assessment methodology:					This provides a summary of the assessment methodology to be used for the unit.
Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	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: **Support Children’s Care, Learning and Development in the Early Years**

Unit code: K/602/3463

Unit reference number: CCLD MU 5.1

Level: 6

Credit value: 8

Guided learning hours: 57

Unit summary

The purpose of this unit is to assess the learner’s knowledge, understanding and skills required to lead provision that promotes and supports the care, learning and development of children in the early years.

Content

1 Understand the impact of early years curriculum models on the application of theoretical perspectives of children's care, learning and development

Early Years Curriculum Models: understand the links between theory and curriculum models and their application eg historical influences: Froebel, Isaacs, McMillan, Morrison, Steiner. Psychological influences eg High Scope (USA), Gardner (1993). Skills based influences eg Curtis (1986), Reggio Emilia. Self-directed approaches eg Montessori. Holistic approaches e.g. Birth to Three Matters review of literature (DfES 2003), which underpins the curriculum in England.

UK Overview: understand the differences in the home countries provision and development of early years curricula e.g. the holistic approach developed in Wales by the Department for Children, Education, Lifelong Learning & Skills (DELLS); the **"Framework for Children's Learning for 3-7 year olds in Wales"** based on the Seven Core Aims for Children & Young People distilled from the United Nations Convention on the Rights of the Child (UNCROC) and adopted by the Welsh Assembly Government (WAG) to underpin all activities of DELLS. Understand how the curriculum in Northern Ireland differs, with a school starting age of 4 years and the Foundation stage covering Years 1 and 2, in addition to the similarities with England and Wales eg attainment targets, planning, assessment and observation. Know the differences in entitlement and variations in early years provision across the UK eg that children's services in Northern Ireland are part of joint Health and Social Services provision. Understand the importance of additional curricula that support national culture, language and identity eg Curriculum Cymreig (Wales) and the availability of curriculum materials in the Irish medium through CCEA

2 Be able to lead the implementation of the early years curriculum

Develop procedures and practices to implement the curriculum: eg use a working knowledge of national and local frameworks (statutory and non-statutory) to develop policies and integrate practice that supports inclusion, safe working and safeguarding (including bullying), accidents and first aid, safety and risk assessment, promotion of health (eg medicine policy, immunisation requirements, infection control), promotion of equality and antidiscrimination, personal care and hygiene. Know how to meet the regulatory requirements for staffing ratios, qualifications and conduct

Organise resources: eg to ensure that sufficient and appropriate equipment is available to support the curriculum requirements, that it is safe, accessible and able to meet the developmental needs of all the children within the setting; ensure there are staff, policies and procedures to manage financial arrangements (eg income and outgoings, wages, tax, National Insurance and PAYE) and maintain an audit trail. Ensure that responsibilities for food and kitchen management are appropriately delegated; ensure that the environment is safe, secure and maintained

Support practitioners to implement the curriculum: eg through the use of observations and assessments, the planning of activities and routines, through delegating specific responsibilities (eg outings). Provide guidance and support on adapting activities and provision to meet children's individual needs, including for additional support, and where necessary provide one-to-one support for staff, such as mentoring to demonstrate specific practice eg how to achieve a balance between child-initiated play and adult-led activities and why this is important developmentally or the importance of providing regular, enhanced and focused activities that stimulate the child's interest, motivating them to explore

Evaluate process and outcomes; eg carrying out regular curriculum reviews with staff, to ensure the outcomes for children are evident, obtaining regular feedback from parents and carers, ascertaining what the children enjoy and making adaptations to the curriculum to ensure best practice

3 Be able to promote provision that facilitates communication which supports children's learning and development

Analyse the role of responsive communication: eg how communication needs to be adapted to be effective when communicating with children, young people, colleagues, other professionals, parents and the ways in which this can be achieved. Assess the importance of active listening, the extent to which it is used in your setting and how to promote and develop communication skills in self and others

Support practitioners with communication: eg how to assist staff to evaluate and improve their communication skills through reflective practice; the importance of listening skills and the manner in which interaction takes place to the development of trustful, respectful and supportive relationships with children; how to manage difficult conversations eg with parents or when children disclose; how to manage communication with children who may have developmental issues eg reactive attachment disorder, learning disability or developmental delay; the importance of communication in supporting learning and development and key issues to consider eg the importance of using accurate terminology and avoiding slang and jargon. How to support children when learning their home language and the resources available to assist this

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the impact of early years curriculum models on the application of theoretical perspectives of children's care, learning and development	1.1 Outline early years curriculum models supporting children's care, learning and development 1.2 Evaluate the relationship between theoretical perspectives and early years curriculum models			
2	Be able to lead the implementation of the early years curriculum	2.1 Support the development of procedures and practices used to implement the early years curriculum 2.2 Support practitioners to assess children's capabilities and readiness to learn 2.3 Support practitioners to use assessments to plan the environment, activities and routines to meet children's individual needs 2.4 Organise resources to enable all children to take part in activities according to their capabilities and readiness 2.5 Support practitioners to be able to adapt provision to meet individual children's needs 2.6 Facilitate the provision of any identified additional support requirements 2.7 Explain how to achieve the balance of child-initiated play and adult-led activities			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.8 Facilitate the use of continuous, enhanced and focused activities in an environment that interests and motivates children's learning and development			
		2.9 Evaluate the procedures and practices used to implement the curriculum for children's learning and development			
3	Be able to promote provision that facilitates communication which supports children's learning and development	3.1 Analyse the role of responsive communication in promoting children's care, learning and development			
		3.2 Support practitioners to develop respectful and supportive relationships with children			
		3.3 Support workers to communicate with children in ways that promote learning and development in the early years			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 2: Understand Children and Young Person's Development

Unit code: CCLD MU 5.2

Unit reference number: F/601/9449

Level: 5

Credit value: 6

Guided learning hours: 30

Unit summary

This unit provides knowledge and understanding of how children and young people from birth to 19 years develop. The unit also explores actions which should be taken when differences in development are identified and the potential effects of transitions on children and young people's development.

Assessment requirements

This unit needs to be assessed in line with Skills for care and development QCF 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.

Content

1 Understand the pattern of development that would normally be expected for children and young people from birth–19 yrs

The sequence and rate of each aspect of development that would normally be expected in children and young people from birth–19 years: definition of development; physical development (gross motor skills, fine motor skills, sensory development); speech and language (receptive, expressive, articulation); intellectual/cognitive development eg concept, understanding, reasoning, imagination, creativity, perception; social development eg bonding and attachment, developing positive relationships; emotional/behavioural eg feeling valued, self-identity; emotional boundaries, feelings, sexual development; confidence; moral development eg concept of right and wrong, values, respect

The difference between sequence of development and rate of development and why the distinction is important: development follows a sequence from simple to complex and from head to toe; inner to outer, general to specific; interrelationship between aspects of development; links between development of the brain and emotional wellbeing (Goleman); variations in the way children pass through sequences of development; normal ranges; strengths and weaknesses of a biological approach to development (Gesell's theory of maturation); optimum periods for development; differences in rate/speed of development; growth spurts; puberty; identifying developmental delay; the need for a holistic approach

The reasons why children and young people's development may not follow the pattern normally expected: genetic and biological influences eg disability, health, gender; needs eg physical, social, learning; socio-economic factors eg family circumstances, community, education, culture, employment/income, education, access to health and care services; environmental eg pollution, housing, access to leisure facilities; communication difficulties eg speech and language delay, English as an additional language; emotional reasons

2 Understand the factors that impact on children and young people's development

How children and young people's development is influenced by a range of personal factors: health status eg chronic illness, mental illness; disability (congenital, developmental, illness or accident); children with complex needs; sensory impairment (sight and/or hearing); specific learning difficulties eg literacy, numeracy; giftedness; emotional difficulties; genetic factors; predisposition; effects of personal or common transition; attachment; effects of using illegal substances

How children and young people's development is influenced by a range of external factors: the effects of poverty and deprivation; abuse (sexual, physical, emotional, neglect); family environment and background eg family structure, parenting styles; culture, housing, community; pre conceptual care; antenatal care; social exclusion; behaviour of mother during pregnancy eg smoking, nutrition, drugs or alcohol intake, diet; personal choices eg diet, exercise, rest and sleep, leisure activities, media, safe sex; looked after/care status eg foster care, residential care; children as carers; effects of crime; lack of stimulation; educational opportunities; compensatory education

How theories of development and frameworks to support development influence current practice: cognitive development theories; learning dispositions; behaviourist approach (Pavlov, Skinner, Watson); constructivist approach (Piaget, Vygotsky, Bruner); information processing; psychoanalytic (Freud, Erikson); humanist theory (Maslow, Rogers); social learning theory (Bandura); attachment theories (Winnicott, Bowlby, Rutter); constructivist approach (Donaldson, Athey); language development theories (Chomsky, Trevarthen); ecological systems theory (Bronfenbrenner); curriculum approaches (Te Whāriki); Kohlberg's levels of moral development; social pedagogy; Early Years Foundation Stage (EYFS)

Influence on practice: child-centred approach; behaviour strategies; curriculum approaches eg Reggio Emilia, High Scope; teaching and learning strategies; personalised learning programmes; inclusive practice; use of observation; role of key workers

3 Understand the benefits of early intervention to support the development of children and young people

Importance of early identification of development delay: identification eg neo-natal tests, health checks, growth charts, screening programmes (hearing, sight), observation; improving outcomes in all areas of development; prevention of harm; timely coordination of services; providing support for families or communities; removal of barriers; provision of targeted and/or specialist services; improving quality of life; reducing the likelihood of behaviour problems

The potential risks of late recognition of development delay: delay in identifying services and putting interventions into place; children and young people not meeting their full potential; outcomes not being met; effecting/causing delay in other areas of development; affects on self-esteem; reducing potential for independent living

How multi-agency teams work together to support all aspects of development in children and young people: Every Child Matters, 2005; Childcare Act 2006; multi-agency working eg multi-agency panels, multi-agency teams, integrated services; commissioning of services; role of lead professionals; child-centred approaches; common assessment framework, coordinated planning, delivery and review, Aiming High for Disabled Children – National Service Framework; sharing information; shared resources; parents as partners

How play and leisure activities can be used to support all aspects of development of children and young people: role of play (Bruce, Moyles); value of play (Froebel, Steiner, Isaacs, Montessori); value of freely chosen play; types of play and leisure activities eg physical, creative, fantasy, role play, games with rules, sport (team and individual), music; specialist play activities eg therapeutic play, multi-sensory play; importance of challenge; mastery of skills; promotion of health and fitness; cognitive development eg problem solving, creativity, language; physical development (gross and fine motor skills); emotional and social development eg confidence, self-awareness, interpersonal skills, resilience

4 Understand the potential effects of transition on children and young people's development

How different types of transitions can affect children and young people's development: common transition eg transferring to primary or secondary school; physiological eg stages of growth and development; puberty; long-term or medical conditions; particular or personal transition eg ill health, disability, family breakdown, reconstituted family, change of carer, physical move to new home/locality, from one activity to another, between carers; effects (positive and negative); effects on social and emotional development eg ability to form relationships, anxiety, phobias, depression, self-esteem; effects on cognitive development eg new experiences and development of concepts, academic achievement; emotional transitions affected by personal experience eg bereavement, entering or leaving care; physical transitions eg moving from pre-school to primary

The importance of children and young people having positive relationships through periods of transition: support networks eg family, friends, mentors, health and educational professionals, play workers; role of key worker; buddy system; listening to worries and concerns; reassuring; promoting resilience; supporting individuality; identifying needs, preferences and interests; understanding culture and religious needs

The effectiveness of positive relationships on children and young people's development: the application of coping strategies; the level of resilience of child or young person; positive attitudes; application of self-help skills; level of independence; development of 'can do' attitudes; meeting developmental norms; meeting full potential; self-esteem; feeling valued; development of own interests and pursuits

5 Understand how assessing, monitoring and recording the development of children and young people informs the use of interventions

Different methods of assessing, recording and monitoring children and young people's development: routine screening; common assessment framework (CAF); observation eg narrative, time sampling, event sampling, checklist, longitudinal study, diagrammatic (graphs, charts, sociogram), video recording; photographs; assessment for learning; standard measurements; centile charts; information from others (parents, carers, children and young people, professionals, colleagues); Leuven Involvement Scale

Different methods for assessing, recording and monitoring children and young people's development in the work setting: assessment on entry to setting; individual profile eg health needs, learning needs, preferences; regular and ongoing assessments to record progress; records of discussions with children and young people, parents, colleagues and professionals; reviews of progress; assessment in response to concerns; methods of recording eg formal, informal, diary, reports, electronic

How different types of interventions can promote positive outcomes for children and young people where development is not following the pattern normally expected: intervention provided by specialist services eg social workers, psychologists, psychiatrists, physiotherapists, nurse specialists, health visitors, speech and language therapists; youth offending teams; residential social workers; foster carers; respite care; palliative care; assistive technology eg voice input or output devices, communication boards, hearing aids; mobility aids

Evaluate the importance of accurate documentation regarding the development of children and young people: registration and inspection frameworks; legal requirements (principles of the Data Protection Act 1998); policy and procedures of setting; importance of accuracy and objectivity; ethical guidelines; bias; confidentiality

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the pattern of development that would normally be expected for children and young people from birth-19 yrs	1.1 Explain the sequence and rate of each aspect of development that would normally be expected in children and young people from birth-19 years 1.2 Analyse the difference between sequence of development and rate of development and why the distinction is important 1.3 Analyse the reasons why children and young people's development may not follow the pattern normally expected			
2	Understand the factors that impact on children and young people's development	2.1 Analyse how children and young people's development is influenced by a range of personal factors 2.2 Analyse 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 the benefits of early intervention to support the development of children and young people	3.1 Analyse the importance of early identification of development delay 3.2 Explain the potential risks of late recognition of development delay 3.3 Evaluate how multi-agency teams work together to support all aspects of development in children and young people 3.4 Explain how play and leisure activities can be used to support all aspects of development of children and young people			
4	Understand the potential effects of transition on children and young people's development	4.1 Explain how different types of transitions can affect children and young people's development 4.2 Explain the importance of children and young people having positive relationships through periods of transition 4.3 Evaluate the effectiveness of positive relationships on children and young people's development			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Understand how assessing, monitoring and recording the development of children and young people informs the use of interventions	5.1 Explain different methods of assessing, recording and monitoring children and young people's development			
		5.2 Explain how and in what circumstances different methods are used for assessing, recording and monitoring children and young people's development in the work setting			
		5.3 Explain how different types of interventions can promote positive outcomes for children and young people where development is not following the pattern normally expected			
		5.4 Evaluate the importance of accurate documentation regarding the development of children and young people			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 3: **Lead Practice that Supports Positive Outcomes for Child and Young Person's Development**

Unit code: CCLD MU 5.3

Unit reference number: J/601/9369

Level: 5

Credit value: 6

Guided learning hours: 36

Unit summary

The purpose of this unit is to provide learners with the knowledge, understanding and skills to lead practice that supports positive outcomes for child and young person development.

Assessment requirements

This unit need to be assessed in line with Skills for Care and Development's QCF 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.

Content

1 Understand theoretical approaches to child and young person development

Theories and frameworks of child and young person development: cognitive development theory (Piaget, Vygotsky, Bruner); psychoanalytic (Freud, Erikson); humanist theory (Maslow, Rogers); social learning theory (Bandura); behaviourist approaches (Pavlov, Skinner, Watson); information-processing approach; attachment theories (Winnicott, Bowlby, Rutter); Kohlberg's levels of moral development; social pedagogy; constructivist approach (Donaldson, Athey); language development theories (Brofenbrenner); personalised learning programmes; curriculum approaches (Te Whāriki)

The potential impact on service provision of different theories and approaches: child-centred approach; behaviour policies and strategies; curriculum approaches eg Reggio Emilia, High Scope; teaching and learning strategies; use of observation; role of key workers; inclusive practice

The move towards outcomes-based services for children and young people: Every Child Matters Outcomes Framework (2008); The Children's Plan (2007); Outcomes Based Accountability (OBA) approach; focus on results rather than service input; increasing engagement with community, families, children and young people

2 Be able to lead and support developmental assessment of children and young people

Methods of developmental assessment and recording for children and young people: role of lead professional; assessment frameworks; observation eg narrative, time sampling, event sampling, checklist, longitudinal study, diagrammatic (graphs, charts, sociogram), video recording, photographs; assessment for learning; standard measurements; centile charts; information from others (parents, carers, children and young people, professionals, colleagues); Leuven Involvement Scale; neonatal tests eg Apgar Score, Barlow's test; Common Assessment Framework; screening programmes eg sight, hearing tests; health surveillance; health records; developmental reviews

Partnership work with other professionals in assessing development of children and young people: other professionals eg health, children's social care, youth justice; public, private and third sector services; models of multi-agency working (multi-agency panel, multi-agency teams, integrated services); commissioning services; information sharing; shared language, values and systems; early intervention strategies

Strategies to encourage child or young person and carers' participation in developmental assessment: carers eg families, paid carers; building partnerships with families/carers; involving in decision making; listening to children and young people; demonstrating respect; use of advocates; supporting children, young people and parents to make informed choices; parental rights and responsibilities; building trust, building and maintaining relationships; breaking down barriers eg physical access, communication, language; sharing information/observations; home visits; knowledge of culture, language, religion; workshops/parenting programmes; providing coherent/transparent policies and services; SEAL Programme (Social and Emotional Aspects of Learning) promotes whole school approach to encourage learners to develop social and emotional skills

Measuring the effectiveness of strategies: level of involvement, evidence from feedback, willingness to share information; outcomes (wellbeing of child and young person); reaching priority groups eg young unsupported parents, socially isolated, those in poor housing conditions

3 Be able to develop and implement programmes with children or young people requiring developmental support

Assessments to develop programmes of support: holistic assessment; involvement of child, young person and family; importance of identifying strengths and needs; taking into account preferences and family circumstances; advocacy; identifying services to support

Circumstances where referrals to other agencies may be required: developmental delay; failure to thrive; learning difficulties; concerns about harm or abuse or likelihood of harm or abuse; changes in behaviour; antisocial or offending behaviour; concerns raised by parent/carer/colleague; lack of progress following intervention; communication difficulties; health concerns; risk factors eg poverty, attitudes towards education, lack of bonding/attachment

How referrals to other agencies are managed: legislation affecting information sharing (Data Protection Act 1998, Freedom of Information Act 2000); Government guidelines eg information-sharing toolkit; Codes of practice, policy and procedures of setting; Caldicott Principles (1997); shared IT systems; Contact Point (CP); Common Assessment Framework (CAF); explicit informed consent and implied consent; concept of 'capacity to consent'

Early interventions to promote positive outcomes for children and young people's development: Children's National Service Framework; Child Health Promotion Programme including developmental screening and immunisation; family support services eg family centres, Sure Start programme; healthy schools programme; early diagnosis of health conditions; mental health assessments; pre-conception and neonatal care; assistive technology; mobility aids; health promotion eg mental and sexual health; diet and nutrition

The implementation of a personalised programme of support for children or young people: programmes of support eg Individual Education Plans (IEP), behaviour support plans, transition to adult services, child protection plans, Youth Inclusion Programme (YIP), Early Support Programme for children with disabilities and their family; leading on assessment and target setting; being receptive to new ideas and innovative working practice; liaising with others eg children, parents, professionals; monitoring the implementation of programmes; evaluating outcomes; methods of recording implementation

4 Be able to evaluate programmes for children or young people requiring developmental support

Reviewing programmes of developmental support: as a continuous cycle; monitoring and reviewing quality of outcomes; use of specific, measurable, achievable, realistic and timed (SMART) targets; seeking feedback from children, young people and carers; liaising with colleagues and professionals; appropriateness of targets and goals

Strategies for improvement for programmes of development support: collaborative and team approach; drawing on specialist expertise; removing barriers which prevent successful outcomes eg communication, physical, attitudinal; problem-solving strategies; identify training needs

5 Be able to lead and promote support for children experiencing transitions

Evidence-based practice to support children or young people experiencing transition: common transition eg transferring to primary or secondary school; physiological transitions eg stages of growth and development, puberty; particular or personal transition eg ill health, disability, family breakdown, reconstituted family, change of carer, physical move to new home/locality; research evidence eg Ofsted 2004, Barnardo's 2004; systematic observations; reflecting on current policies and procedures; professional knowledge and expertise

Implement evidence-based practice to support children and young people experiencing transition: child-centred practice eg needs and preferences; seeking feedback from children, young people and families; preparing for and supporting during transition; promoting coping strategies; building trusting relationships; promoting a supportive ethos; giving praise and encouragement; finding opportunities to discuss concerns and effects of transition with children; showing respect; use of reflective listening skills

Evaluate the implementation of evidence-based practice to support children and young people experiencing transition: listening to children and young people and families; comparison of outcomes with expectations/objectives; identifying benefits; identifying changes or improvements to be made

6 Be able to lead positive behaviour support

Evidence-based practice with children and young people to encourage positive behaviour: current research evidence eg Irvin et al 2006, Waler, Cheney, Stage and Blum 2005, Oswald, Safran and Johanson 2005; systematic observation; implications for practice; evidence-based policy making; monitoring progress/outcomes; professional expertise/discussion; reflective practice

Approaches to supporting positive behaviour: least restrictive principle; reinforcing positive behaviour; modeling/positive culture; child-centred approach eg understanding reasons for inappropriate behaviour and adapting responses; inclusive approach; implementing individual behaviour plans; phased stages; interventions; de-escalation and diversion strategies; containment; when restraint may be used; setting boundaries and negotiation; involving children to reflect on and manage own behaviour; inductive discipline; anti-bullying strategies including cyber-bullying

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand theoretical approaches to child and young person development	1.1 Explain different theories and frameworks of child and young person development 1.2 Explain the potential impact on service provision of different theories and approaches 1.3 Critically analyse the move towards outcomes-based services for children and young people			
2	Be able to lead and support developmental assessment of children and young people	2.1 Support use of different methods of developmental assessment and recording for children and young people 2.2 Work in partnership with other professionals in assessing development of children and young people 2.3 Develop strategies to encourage child or young person and carers' participation in developmental assessment 2.4 Evaluate the effectiveness of strategies to encourage child or young person and carers' participation in developmental assessment			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to develop and implement programmes with children or young people requiring developmental support	3.1 Support use of assessments to develop programmes of support			
		3.2 Explain circumstances where referrals to other agencies may be required			
		3.3 Explain how referrals to other agencies are managed			
		3.4 Support use of early interventions to promote positive outcomes for children and young people's development			
		3.5 Lead the implementation of a personalised programme of support for children or young people			
4	Be able to evaluate programmes for children or young people requiring developmental support	4.1 Review programmes of developmental support			
		4.2 Implement strategies for improvement for programmes of development support			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to lead and promote support for children experiencing transitions	5.1 Explain how evidence-based practice can be used to support children and young people experiencing transitions			
		5.2 Lead the implementation of evidence-based practice to support children or young people experiencing transition			
		5.3 Evaluate the implementation of evidence-based practice to support children or young people experiencing transitions			
6	Be able to lead positive behaviour support	6.1 Support use of evidence-based practice with children and young people to encourage positive behaviour			
		6.2 Critically evaluate different approaches to supporting positive behaviour			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 4: **Develop and Implement Policies and Procedures to Support the Safeguarding of Children and Young People**

Unit code: CCLD MU 5.4

Unit reference number: A/601/9370

Level: 5

Credit value: 6

Guided learning hours: 26

Unit summary

This unit is designed to prepare learners to develop and implement policies and procedures for safeguarding children and young people.

Assessment requirements

This unit needs to be assessed in line with Skills for Care and Development's QCF 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.

Content

1 **Understand the impact of current legislation that underpins the safeguarding of children and young people**

Legislation underpinning safeguarding: key requirements of legislation relevant to own setting eg Children Act 1989, relevant sections from United Nations Convention on the Rights of the Child (UNCROC) 1989, Education Act 2002, Children Act 2004, Childcare Act 2006, Children and Young Person's Act 2008, Borders, Citizenship and Immigration Act 2009, Local Safeguarding Children Boards (Amendment) Regulations 2010, and the implications of these for work practice and policy

Key legislation in the relevant home country: eg Children (Scotland) Act 1995, Protection of Vulnerable Groups (Scotland) Act 2007; National Assembly for Wales (Legislative Competence) (Social Welfare and Other Fields) Order 2008, Safeguarding Vulnerable Groups (Northern Ireland) Order 2007, The Sexual Offences (Northern Ireland) Order 2008 and the implications for differences in policy and practice between the countries of the UK

Day-to-day work: eg childcare practice, child protection, risk assessment, ensuring voice of child or young person is heard (advocacy service), supporting children and young people and others who may be expressing concerns, working practices that protect practitioners and children/young people

National guidelines: statutory guidance eg Working Together to Safeguard Children 2010 (revised), Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings (DfES 2005), What to do if you think a child is being abused (2006), Safeguarding children and young people who may be affected by gang activity (2010), Vetting and Barring Scheme Guidance (HM Government 2009), Framework for the Assessment of Children in Need and their Parents (2000), Common Assessment Framework (England), Parenting and Family Support: Guidance for Local Authorities in England (2010); non-statutory guidance eg Think Family Toolkit (DCSF 2009), Positively Safe: a guide to developing safeguarding practices (National Council of Voluntary Child Care Organisations 2005), Safeguarding children and safer recruitment in education (2006); how statutory and non-statutory guidance is used to inform policy and practice in different settings and areas of responsibility, Every Child Matters: Change for Children (DCSF 2004)

Local guidelines: Local Authority Children's Plan, Local Safeguarding Children Board safeguarding and referral policy in your area; Data protection and information handling including the Data Protection Act 1998, Freedom of Information Act 2000; how local arrangements for information sharing between agencies and individuals operate in your setting; day-to-day work with children and young people including how the policies, procedures and work practices in your setting comply with safeguarding legislation; national and local statutory and non-statutory guidelines in relation to risk assessment (including risk to staff), advocacy and representation for children and young people, child protection, support for staff and children involved in safeguarding incidents or procedures

2 Support the review of policies and procedures for safeguarding children and young people

Inquiries and serious case reviews: the purpose of reviews of child deaths eg DCSF Research Report: A biennial analysis of serious case reviews 2003–2005 eg the Victoria Climbié enquiry Report, report into death of Baby P; how these can be used to inform policy development and good practice in own area of responsibility.

Policies and procedures for safeguarding children and young people: general policies and procedures eg job/role descriptions indicating safeguarding responsibilities and clear lines of accountability, including reporting mechanisms and procedures; safe recruitment policies, including CRB/Barring and Vetting checks; record-keeping and confidentiality policies indicating the circumstances in which confidential information should be shared; attendance registers and individual records of children's health and developmental progress, including next of kin, GP, multi-agency involvement, family profile and named persons authorised to collect or drop off children; first-aid policy; the purpose of such policies and the contribution they make to safeguarding; safeguarding policies and procedures eg staff training policy, including safeguarding procedures, timelines, assessment, Common Assessment Framework, referral criteria and procedures, inter-agency working; procedures for providing intimate care and for dealing with allegations against staff, procedures for logging referrals/cause for concern to other agencies and documenting follow-up, procedures for documenting and logging parental engagement; safe working practices eg safe and appropriate behaviour when dealing with children and young people's personal care; professional responsibility eg role modelling, whistle blowing, duty of care during off-site visits, safe arrangements for photographic and video representation of children and young people

Monitoring and review: timetable for monitoring policy eg in line with national or local changes to legislation or guidance; mechanisms for evaluating and reviewing policy; liaising with other statutory, voluntary and community organisations supporting children and young people within the local area to inform review of policies, including Local Authority Social Services, Foster Care organisations, NSPCC, health visiting and school/specialist community nursing service, GP, teaching and support services staff in school, psychology services, police and probation services

3 Implement policies and procedures for safeguarding children and young people

Implementing safeguarding policies and procedures: eg ensuring copies of safeguarding policies and procedures are available to staff; the importance of leading by example; training and mentoring staff; raising awareness of possible physical, emotional and social indicators suggesting abuse or neglect; working with parents and other agencies involved with individual children

Supporting other practitioners: arranging and delivering training; observing, coaching and mentoring practitioners; raising awareness of best practice and ensuring policies and procedures are understood and followed; being aware of alternative approaches and the importance of keeping self and others up to date with new and emerging practice

4 Lead practice in supporting children and young people's wellbeing and resilience

Promoting wellbeing and resilience: understanding and showing others how children and young people demonstrate wellbeing and resilience; the actions that can be taken by childcare practitioners to encourage and promote the development of resilience; the importance of taking opportunities to demonstrate to others how resilience and emotional wellbeing are supported through daily interactions with children and young people and why this is important to safeguarding by helping children and young people protect themselves

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the impact of current legislation that underpins the safeguarding of children and young people	1.1 Outline the current legislation that underpins the safeguarding of children and young people within own UK home nation 1.2 Evaluate how national and local guidelines, policies and procedures for safeguarding affect day-to-day work with children and young people 1.3 Explain how the processes used by own work setting comply with legislation that covers data protection, information handling and sharing			
2	Be able to support the review of policies and procedures for safeguarding children and young people	2.1 Investigate why inquiries and serious case reviews are required and how sharing of findings affects practice 2.2 Identify the policies and procedures required in the work setting for safeguarding children and young people 2.3 Develop the process for reviewing the process for safeguarding policies and procedures 2.4 Evaluate the impact of a child/young person-centred approach to safeguarding on policies and procedures 2.5 Liaise with different organisations as part of the development or review process of policies and procedures for safeguarding children and young people			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to implement policies and procedures for safeguarding children and young people	3.1 Support the implementation of policies and procedures for safeguarding children and young people			
		3.2 Mentor and support other practitioners to develop the skills to safeguard children and young people			
4	Be able to lead practice in supporting children and young people's wellbeing and resilience	4.1 Justify how promoting wellbeing and resilience supports the safeguarding of children and young people			
		4.2 Review how children or young people's resilience and wellbeing are supported in own work setting			
		4.3 Support others to understand the importance of wellbeing and resilience in the context of safeguarding			

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(if sampled)

Unit 5: Professional Practice in Children's Care, Learning and Development

Unit code: CCLD MU 5.6

Unit reference number: R/602/3456

Level: 5

Credit value: 6

Guided learning hours: 42

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding and skills required in the development of professional practice in children's care, learning and development.

Content

1 **Understand the values, principles and statutory frameworks that underpin service provision in children's care, learning and development**

Analyse values and principles: eg the links between the values and principles embedded in the National Occupational Standards (NOS) for Children's Care, Learning & Development, including the paramountcy principle; the Seven Core Aims for Children and Young People distilled from the United Nations Convention on the Rights of the Child (UNCROC) and adopted by the Welsh Assembly Government (WAG) to underpin all work with children and young people in Wales; how the UNCROC also applies in Northern Ireland; the relevant 10– year childcare strategies in the home countries of the UK

Statutory Frameworks: eg the relationships between the National Minimum Standards for childcare and the National Service Frameworks for Children and Maternity Services; how childcare is regulated and inspected eg Care and Social Services Inspectorate, Wales (CSSIW), the Early Years Teams within Northern Ireland Health and Social Care Trusts, Ofsted and the relevant legislation that underpins these inspection regimes

2 **Be able to implement values, principles and statutory frameworks that underpin service provision in children's care, learning and development**

Methods of implementation: eg how to develop policies that implement safeguarding arrangements in the different home countries such as the role of the Local Area Safeguarding Boards in England and their equivalent Trusts Gateway Teams in Northern Ireland, how and when they should be contacted and by whom; how to align policies and practice with eg the Standards for Child Protection Services (NI), best practice guidelines eg Children Order Advisory Committee (COAC), the All Wales Child Protection Procedures. Policies relating to inclusion, health and safety, risk assessment, safe recruiting eg Choosing Well – a guide to safe recruitment (Care Council for Wales), Rights in Action: Implementing Children and Young People's Rights in Wales

Curriculum frameworks: eg how to deliver the Early Years Curriculum Framework and country-specific curricula such as the Framework for Children's Learning for 3–7 year olds in Wales; National Curriculum Foundation Stage Northern Ireland

Supporting others: eg how to identify where colleagues and childcare practitioners can improve their practice by implementing values and principles in their everyday work with children, modelling different approaches and sharing best practice during regular staff evaluation and reflective practice sessions or supervision

3 Be able to implement policies and procedures for sharing information

Developing and using policies and procedures: eg how to agree the principles for sharing information and best practice with other organisations, developing joint policies to support integrated and multi-agency working and why this is necessary, knowing how to develop policies that implement key aspects of legislation in line with local area agreements relating to information sharing and childcare provision. Knowing how to use research, reports, case studies and information to develop policies, sharing skills, sources and best practice with colleagues and others; understanding the key features of an effective policy

Evaluating and modifying policies and procedures: eg how to develop and use evaluation criteria for policies and procedures, including a schedule for review and under what circumstances the schedule should be overridden eg unforeseen incidents. How to ensure that procedures for information sharing are followed eg by incorporating review into personal development plans and supervision

4 Be able to engage others in reflective practice

Models of reflective practice: eg the difference between reflection in action and reflection on action (Edgar Schon; Atkins & Murphy 1994), Stage based model (Gibbs 6 stage Framework) and Borton's Framework Guiding Reflective Activities (1970); the similarities between them revealing core activities for reflective practice

Using and supporting reflective practice in the setting: eg how to encourage colleagues to engage with reflective practice eg through co-working and supervision; encouraging descriptive accounts and narrative, considering actions and responses and ways of modifying behaviours to achieve desired outcomes; methods of capturing reflective practice to use as a learning tool eg written accounts/narratives, audio documentation, guided discussions, reflective diaries

5 Be able to evaluate own professional practice in children's care, learning and development

Evaluation tools: how to use standards and objective criteria to assess own performance and practice eg occupational standards, best practice guidelines (Social Care Institute of Excellence SCIE), professional standards and guidelines, professional supervision. How to use the outcomes of reflective practice to inform evaluation; how to develop a plan for evaluation

Influencing outcomes: how use children's records and your own reflective practice log to evaluate the extent to which your professional performance influences the outcomes for children eg making the links between work activities such as planning, observation, interaction with children and parents and children's developmental progress

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the values, principles and statutory frameworks that underpin service provision in children's care, learning and development	1.1 Analyse how values, principles and statutory frameworks underpin service provision in children's care, learning and development in UK home nation			
2	Be able to implement values, principles and statutory frameworks that underpin service provision in children's care, learning and development	2.1 Implement in own setting, values and principles that underpin service provision 2.2 Implement in own setting, statutory frameworks that underpin service provision 2.3 Support others to implement values and principles that underpin service provision			
3	Be able to implement policies and procedures for sharing information	3.1 Explain how policies and procedures for sharing information are developed 3.2 Evaluate the effectiveness of policies and procedures for sharing information 3.3 Make recommendations for changes to policies and procedures for sharing information			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to engage others in reflective practice	4.1 Analyse the use of models of reflective practice in own setting 4.3 Model the use of: – Reflection on practice – Reflection in practice 4.3 Contribute to a culture that nurtures reflective practice 4.4 Support others to engage in reflective practice			
5 Be able to evaluate own professional practice in children's care, learning and development	5.1 Evaluate how own professional practice has influenced outcomes for children			

Learner name: _____

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(if sampled)

Unit 6: **Develop Health and Safety and Risk Management Policies, Procedures and Practices in Health and Social Care or Children and Young People's Settings**

Unit code:	M1
Unit reference number:	K/602/3172
Level:	5
Credit value:	5
Guided learning hours:	33

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding and skills required for Health and Safety and Risk Management, including the development of policies, procedures and practices in health and social care or children and young people's settings.

Assessment requirements

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

Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting.

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.

Content

1 Understand the current legislative framework and organisational health, safety and risk management policies, procedures and practices that are relevant to health and social care or children and young people's settings

The legislative framework for health and safety: understanding the framework; the difference between acts and regulations and the roles and responsibilities of the Health and Safety Executive (HSE); role of service managers and team leaders, employees and service users under the law eg Health and Safety at Work Act 1974 and the Management of Health and Safety Regulations 1999 (amended 2003); RIDDOR 1995; COSHH 1994 (amended 2002); Manual Handling Operations 1992; Food Safety Act 1990 and Food Hygiene Regulations 2006; Regulatory Reform (Fire Safety) Order (FSO) 2005

The contribution of policies, procedures and practices to health and safety: how organisational policies support the implementation of the legislation; how work practices are influenced by the legislation and how the way in which procedures are developed is influenced by legislation in own work setting in relation to health, safety and risk management

2 Be able to implement and monitor compliance with health, safety and risk management requirements in health and social care or children and young people's settings

Supporting compliance: the importance of being a role model for health and safety compliance and what this means for practice

Supporting others: supporting colleagues and practitioners, individuals and their carers/significant others, and visitors to the setting, including inspectors and regulators to comply with health and safety requirements, including policies, practices and procedures through advising, mentoring, coaching, training

Monitoring compliance: how to identify non-compliance and the correct action to take in different circumstances eg what to do when observing a colleague failing to follow food hygiene policy or failing to place hazard notices during cleaning procedures

Completing records: how to develop and implement reporting procedures in line with legislation and the requirements of the organisation

3 Be able to lead the implementation of policies, procedures and practices to manage risk to individuals and others in health and social care or children and young people's settings

Developing and implementing risk assessment and risk management policies: implementing the five steps to planning a risk assessment; understanding how risk assessment is used in the development of policies, procedures and practices in health and social care or childcare services, including the relationship to safeguarding

Working with individuals and others to assess and manage potential risks and hazards: working with a range of other people and organisations to assess potential risks, identify hazards and develop policies to manage risk in your area of responsibility eg individuals accessing care or support, workers/practitioners, carers, significant others, visitors to the work setting, Local Area Safeguarding Boards or equivalent, carers and domiciliary workers, personal assistants

4 Be able to promote a culture where needs and risks are balanced with health and safety practice in health and social care or children and young people's settings

Balancing management of risks with individual rights: understanding how to raise awareness of the importance of risk taking to the development of independence, health and wellbeing of individuals in own setting; understanding how to identify opportunities to promote independence and develop a culture where individuals can take calculated risks while remaining safe

Working with individuals and others: taking action to help others understand the importance of a balance between risks and individual rights, including the concept of calculated risk (risk assessment)

Evaluating own practice: through reflective action; analysing the benefits for improved practice of supporting colleagues and others to assess and manage risk

Supporting others: encouraging others to reflect on their practice in relation to risk management

5 Be able to improve health, safety and risk management policies, procedures and practices in health and social care or children and young people's settings

Obtaining feedback: eg from staff, individuals, carers, significant others, domiciliary workers

Evaluating policies: setting up an evaluation cycle for health and safety policy review

Identifying improvements: keeping up to date with health and safety issues, identifying methods of updating staff

Recommending changes: recommending changes to policies, procedures or practice in the context of new and emerging health, safety and risk management issues eg staff changes

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the current legislative framework and organisational health, safety and risk management policies, procedures and practices that are relevant to health, and social care or children and young people's settings	1.1 Explain the legislative framework for health, safety and risk management in the work setting 1.2 Analyse how policies, procedures and practices in own setting meet health, safety and risk management requirements			
2	Be able to implement and monitor compliance with health, safety and risk management requirements in health and social care or children and young people's settings	2.1 Demonstrate compliance with health, safety and risk management procedures 2.2 Support others to comply with legislative and organisational health, safety and risk management policies, procedures and practices relevant to their work 2.3 Explain the actions to take when health, safety and risk management, procedures and practices are not being complied with 2.4 Complete records and reports on health, safety and risk management issues according to legislative and organisational requirements			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to lead the implementation of policies, procedures and practices to manage risk to individuals and others in health and social care or children and young people's settings	3.1 Contribute to development of policies, procedures and practices to identify, assess and manage risk to individuals and others 3.2 Work with individuals and others to assess potential risks and hazards 3.3 Work with individuals and others to manage potential risks and hazards			
4	Be able to promote a culture where needs and risks are balanced with health and safety practice in health and social care or children and young people's settings	4.1 Work with individuals to balance the management of risk with individual rights and the views of others 4.2 Work with individuals and others to develop a balanced approach to risk management that takes into account the benefits for individuals of risk taking 4.3 Evaluate own practice in promoting a balanced approach to risk management 4.4 Analyse how helping others to understand the balance between risk and rights improves practice			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to improve health, safety and risk management policies, procedures and practices in health and social care or children and young people's settings	5.1 Obtain feedback on health, safety and risk management policies, procedures and practices from individuals and others			
		5.2 Evaluate the health, safety and risk management policies, procedures and practices within the work setting.			
		5.3 Identify areas of policies, procedures and practices that need improvement to ensure safety and protection in the work setting			
		5.4 Recommend changes to policies, procedures and practices that ensure safety and protection in the work setting			

Learner name: _____

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(if sampled)

Unit 7: **Work in Partnership in Health and Social Care or Children and Young People's Settings**

Unit code:	M2C
Unit reference number:	A/602/3189
Level:	4
Credit value:	4
Guided learning hours:	26

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to implement and promote effective partnership working.

Assessment requirements

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

Learning outcomes 2, 3 and 4 must be assessed in the work setting.

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.

Content

1 Understand partnership working

Effective partnership working: placing individuals accessing care or services at the centre; shared purpose and vision; common purpose to improve individuals' lives; other features eg trust, empathy, respect for the skills and contribution of colleagues, communication, realistic expectations, clear objectives, honesty; working to agreed practices; maintenance of balance between task and relationship orientation; effective listening skills; Team Role Theory, (Belbin 1970s), avoidance of groupthink, (Janis, 1960), avoidance of social loafing; supportive approach

Importance of partnership working: importance for improved outcomes for individuals accessing services; maintenance of trust; promotion of the communication cycle; achievement of objectives; maximum utilisation of expertise; reduced duplication of tasks and services; shared responsibilities; meeting common objectives; integrated workforce agenda; shared skills and knowledge; colleagues eg social care support workers, nurses, managers; other types of staff within the setting eg kitchen workers, domestic staff; other professionals eg workers from other agencies or organisations, advocates, independent visitors; others eg individuals, children and young people, families, carers, friends of the individual, advocates

Effects on outcomes: improved quality of support for users of services; dissemination of good practice; a coordinated approach to service delivery; reduced duplication of services; reduced professional isolation; minimisation of barriers to communication; delivery of flexible services centred on individual needs

Overcoming barriers: shared goals and objectives; recognition of shared aims; continuing communication; involving individuals in key decisions; early intervention; sharing of information; understanding of respective roles, responsibilities and expertise; shared use of language/terminology; clear rationale for joint working; commitment to partnership; joint training; agreed joint protocols; informal meetings, networking and team-building activities; recognition of the contribution of others

2 Be able to establish and maintain working relationships with colleagues

Own role when working with colleagues: maintenance of professional approach; upholding sector principles and values; willingness to share concerns; recognition of own limitations; sharing relevant information; completion of own tasks; reporting concerns to colleagues, managers, others; Tuckman's stages

Common objectives: negotiation; compromise; clear communication; setting goals and targets; users of services at the centre of planning; open approach

Evaluation of own working relationship: self-appraisal; acceptance of feedback; measurement against set targets; review of objectives

Dealing with conflict: openness and honesty; identification of issues; establishment of common ground; formulation of points of agreement; equalisation of power; pursuance of common goals; use of third parties to aid negotiation; non-judgemental approach; self-appraisal

3 Be able to establish and maintain working relationships with other professionals

Own role and responsibilities: other professionals eg workers from other agencies or organisations, advocates, independent visitors; upholding sector principles and values; maintenance of a professional approach; providing flexible services centred on individual; sharing of information; respect for the skills, roles and responsibilities of other professionals; recognition of limits of own role; adherence to protocols, procedures and practices; effective recording and storing of information; avoidance of jargon/acronyms; proactive initiation of necessary actions; confidence to challenge where appropriate; stating own judgements assertively; know requirements of own role and responsibilities; sharing relevant information; timely communication

Procedures for effective working relationships: establishment of common objectives, goals and targets; use of established tools, processes and procedures

Agree common objectives: use of SMART, (Specific, Measurable, Achievable, Realistic, Time) objectives; realistic approach; maintain standards; clarify understanding; avoidance of jargon/acronyms; recognition of boundaries of own role and responsibilities; clear communication

Dealing with conflict: identification of issues; establishment of common ground; equalisation of power where appropriate; use of third parties to aid negotiation; appropriate challenge; listening skills, empathy; self-appraisal

4 Be able to work in partnership with others

Importance of working in partnership with others: others, eg individuals, children and young people, families, carers, friends of the individual, advocates; user of services at the centre of the process; use of information from the individual's social circle; person-centred approach to care and support; recognition of individual within their community; promotion of the individual's wellbeing; holistic approaches

Procedures for effective working relationships: establishing a shared understanding; setting boundaries eg confidentiality, involvement in delivery of support and care; promotion of problem solving; mechanisms for managing potential areas of conflict; regular communication; recording and storing of information; individual at the centre of the process

Agree common objectives: use of SMART objectives; individual at the centre of the process; recognition of boundaries of own role and responsibilities; reference to objectives and guidelines for setting objectives; recording of information; agreed agendas

Evaluate procedures: monitor and review process; measured against set outcomes; impact on individuals

Dealing with conflict: identification of issues; establishment of common ground; non-judgemental approach; self-appraisal; equalisation of power where appropriate; formulation of points of agreement; listening skills; empathy; use of third parties for arbitration

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand partnership working	1.1 Identify the features of effective partnership working 1.2 Explain the importance of partnership working with – colleagues – other professionals – others 1.3 Analyse how partnership working delivers better outcomes 1.4 Explain how to overcome barriers to partnership working			
2	Be able to establish and maintain working relationships with colleagues	2.1 Explain own role and responsibilities in working with colleagues 2.2 Develop and agree common objectives when working with colleagues 2.3 Evaluate own working relationships with colleagues 2.4 Deal constructively with any conflict that may arise with colleagues			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to establish and maintain working relationships with other professionals	3.1 Explain own role and responsibilities in working with other professionals			
		3.2 Develop procedures for effective working relationships with other professionals			
		3.3 Agree common objectives when working with other professionals within the boundaries of own role and responsibilities			
		3.4 Evaluate procedures for working with other professionals			
		3.5 Deal constructively with any conflict that may arise with other professionals			
4	Be able to work in partnership with others	4.1 Analyse the importance of working in partnership with others			
		4.2 Develop procedures for effective working relationships with others			
		4.3 Agree common objectives when working with others within the boundaries of own role and responsibilities			
		4.4 Evaluate procedures for working with others			
		4.5 Deal constructively with any conflict that may arise with others			

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(if sampled)

Unit 8: Use and Develop Systems that Promote Communication

Unit code:	SHC 51
Unit reference number:	F/602/2335
Level:	5
Credit value:	3
Guided learning hours:	24

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to develop communication systems for meeting individual outcomes and promoting partnership working. The unit explores the challenges and barriers to communication and the importance of effective management of information.

Assessment requirements

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

Learning outcomes 1, 2, 3 and 4 must be assessed in the work setting.

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.

Content

1 **Be able to address the range of communication requirements in own role**

Groups and individuals: clients; families; advocates; internal staff; liaising with external agencies eg Care Quality Commission, health professionals, social services

Methods of communication: verbal; non-verbal eg signs, pictorial, written, electronic, assisted; personal; organisational; formal; informal; promotional; informative

Support: empowerment; promotion of rights; maintaining confidentiality; personalisation

Barriers and challenges: type of communication eg difficult, complex, sensitive; language needs/preferences; disability; personality; environment; time; self-esteem and self-image of others; anxiety; depression; assumptions; cultural differences; value and belief systems; stereotypes; use and abuse of power; attitude; assertiveness, aggressiveness, submissiveness; responses to behaviour; effects on identity

2 **Be able to improve communication systems and practices that support positive outcomes for individuals**

Communication systems: internal eg records, handovers, client files, staff meetings; external eg multi-agency working, shared records, email, electronic files, fax, face to face

Effectiveness of existing communication systems and practices: maintaining confidentiality; complying with legal requirements eg Essential Standards for Safety and Quality; meeting organisational requirements

Propose improvements to communication systems and practices to address any shortcomings: proposals in meetings through written or oral communication; shortcomings eg in shared access with multi-agency working; who can have access and when this is appropriate; maintaining accurate records eg ensuring all information is documented in full and accurately

Lead the implementation of revised communication systems and practices: communicating with staff on change through team meetings; involving and listening to ideas and problems; finding solutions; being able to compromise; alleviating anxieties of others; designating new roles, responsibilities and practices

3 Be able to improve communication systems to support partnership working

Use communication systems to promote partnership working: shared records eg electronic, written, email, fax, face to face; working effectively together with people eg professionals, agencies and organisations to enhance the wellbeing of people and support positive and improved outcomes

Compare the effectiveness of different communications systems for partnership working: computerised systems; shared records and access; power issue eg who has access and who is excluded; faster response and retrieval of information; increased frequency with which information is collected and shared; standardisation across partnership working

Propose improvements to communication systems for partnership working: proposals in meetings through written or oral communication; liaising with external partners through meetings; involving and listening to ideas and problems; finding solutions; being able to compromise; alleviating anxieties of others

4 Be able to use systems for effective information management

Explain legal and ethical tensions between maintaining confidentiality and sharing information: Data Protection Act 1998; CQC Essential Standards on Safety and Quality; ethical issues when to share information; who to share with; when to maintain confidentiality

Analyse the essential features of information-sharing agreements within and between organisations: who can access records and who is excluded; circumstances for sharing information; boundaries to agreement

Demonstrate use of information management systems that meet legal and ethical requirements: Data Protection Act 1998; CQC Essential Standards on Safety and Quality; maintenance of records; positive promotion of individual rights; advocacy; work practices; putting the patient/service user at the heart of service provision

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to address the range of communication requirements in own role	1.1 Review the range of groups and individuals whose communication needs must be addressed in own job role 1.2 Explain how to support effective communication within own job role 1.3 Analyse the barriers and challenges to communication within own job role 1.4 Implement a strategy to overcome communication barriers 1.5 Use different means of communication to meet different needs			
2	Be able to improve communication systems and practices that support positive outcomes for individuals	2.1 Monitor the effectiveness of communication systems and practices 2.2 Evaluate the effectiveness of existing communication systems and practices 2.3 Propose improvements to communication systems and practices to address any shortcomings 2.4 Lead the implementation of revised communication systems and practices			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to improve communication systems to support partnership working	3.1 Use communication systems to promote partnership working			
		3.2 Compare the effectiveness of different communications systems for partnership working			
		3.3 Propose improvements to communication systems for partnership working			
4	Be able to use systems for effective information management	4.1 Explain legal and ethical tensions between maintaining confidentiality and sharing information			
		4.2 Analyse the essential features of information sharing agreements within and between organisations			
		4.3 Demonstrate use of information management systems that meet legal and ethical requirements			

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(if sampled)

Unit 9: Promote Professional Development

Unit code:	SHC 52
Unit reference number:	L/602/2578
Level:	4
Credit value:	4
Guided learning hours:	33

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to promote the professional duty to maintain the currency of knowledge and skills and the need to continually reflect on and improve practice.

Assessment requirements

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

Learning outcomes 2, 3 and 4 must be assessed in the work setting.

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.

Content

1 Understand principles of professional development

Improving professional development: understanding the meaning of professional practice and the need to continually improve; barriers to professional development – personal (intellectual, social, emotional), time pressures (family or other commitments), financial barriers, organisational barriers and work pressures; how these might be managed and overcome

Sources and systems of support: information sources eg books, internet; formal learning opportunities eg mentoring, appraisal and formal supervision; informal learning opportunities eg support from work colleagues; organisational support for personal development that links with business plans/organisational goals; how to recognise the most relevant sources of information and the most supportive approaches including partnership organisations

Factors to consider: how to assess the relevance of sources and systems of support in relation to personal, professional and organisational goals eg relevant journals; methods of evaluating information sources eg peer review, research, (Social Care Institute for Excellence (SCIE), National Institute for Health and Clinical Excellence (NICE), Cochrane library, NHS Information centre)

2 Prioritise goals and targets for professional development

Evaluate own knowledge and practice: how to assess own performance and how to benchmark own current practice using professional standards and operational benchmarks including codes of practice, regulations, minimum/essential standards and National Occupational Standards (NOS) eg by undertaking a personal skills inventory; how to identify personal goals and targets for improvement; how to identify and prioritise targets to meet standards eg gaps in own knowledge, skills practice; personal goals eg career progression and aspirations; personal development eg how to critically review own beliefs and values

3 Produce a personal development plan

Developing a professional development plan: how to select formal and informal learning opportunities to meet identified goals, targets and objectives for personal development eg being mentored or coached, shadowing, secondment, accredited and non-accredited courses; how to identify and consider own preferred learning style and recognise this within the plan; how to evaluate own plan eg developing a timeframe, monitoring and review of plan, collecting evidence of achievement and performance, self-assessment against targets, validating plan with chosen mentor, colleague or manager

4 Improve performance through reflective practice

Models of reflective practice: eg Schon D, Moon, J, Gibbs reflective cycle, Johns model of reflection, Atkins and Murphy's model of reflection; feedback from others, importance of objectivity and how to achieve this; identifying reflection in practice and reflection on practice and when to use these, how reflective practice improves performance

Importance of reflective practice: links between theory and practice; how reflective practice influences future performance; reflective writing eg storyboards, diaries, tape recordings, documenting achievements and mistakes; how you can influence others through learned theories applied to practice

Evaluation: formal and informal evaluation – self-assessment using personal documentation; assessment by others eg supervisors, peer evaluation; ongoing evaluation using own criteria eg milestone assessment, against personal development plan (PDP); feeding results of evaluation into PDP to establish cycle of continuous improvement

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand principles of professional development	1.1 Explain the importance of continually improving knowledge and practice			
		1.2 Analyse potential barriers to professional development			
		1.3 Compare the use of different sources and systems of support for professional development			
		1.4 Explain factors to consider when selecting opportunities and activities for keeping knowledge and practice up to date			
2	Be able to prioritise goals and targets for own professional development	2.1 Evaluate own knowledge and performance against standards and benchmarks			
		2.2 Prioritise development goals and targets to meet expected standards			
3	Be able to prepare a professional development plan	3.1 Select learning opportunities to meet development objectives and reflect personal learning style			
		3.2 Produce a plan for own professional development, using an appropriate source of support			
		3.3 Establish a process to evaluate the effectiveness of the plan			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to improve performance through reflective practice	4.1	Compare models of reflective practice		
		4.2	Explain the importance of reflective practice to improve performance		
		4.3	Use reflective practice and feedback from others to improve performance		
		4.4	Evaluate how practice has been improved through:		
			– reflection on best practice – reflection on failures and mistakes		

Learner name: _____

Date: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 10: Champion Equality, Diversity and Inclusion

Unit code:	SHC 53
Unit reference number:	Y/602/3183
Level:	5
Credit value:	4
Guided learning hours:	34

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding and skills required for a whole systems approach to equality, diversity and inclusion. The unit explores models of practice and requires demonstration of skills and understanding of systems and processes.

Assessment requirements

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

Learning outcomes 2 and 4 must be assessed in the work setting.

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.

Content

1 **Understand diversity, equality and inclusion in own area of responsibility**

Models of practice that underpin equality, diversity and inclusion in own area of responsibility: eg egalitarianism, equity, equality of opportunity, rights, privacy, individuality, independence, dignity, respect, partnerships respecting diversity, empowerment, equality of care, individual rights, individual choice, acceptance, confidentiality, redress, person-centred practice, wishes and needs, supporting privacy and dignity, allocating resources, current codes of practice, partnership working, quality assurance systems, protection from abuse and harm, support and attention for individuals, family, friends, carers, groups and communities, the European Union, local government, unions, meeting national minimum standards, responding to national initiatives, complaint procedures

Potential effects of barriers to equality and inclusion in own area of Responsibility: the law and effects on organisation when barriers exist eg breaking the law and outcomes, self-esteem, self-concept, mental health, physical health, unsafe environment, harm and abuse; critical reflection; the cycle of oppression; learned helplessness; disempowerment, diminished life chance; social exclusion; being marginalised; poor interpersonal interactions and communication; risk assessment and case for action; new organisational structures and systems; lack of group cohesiveness; differing personalities; the media; prejudice; implications of non-compliance eg financial, legal, moral, health

The impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion in own area of responsibility: as relevant eg Every Child Matters, Rights to Action, The Equal Pay Act 1975, The Disability Discrimination Act 1995, Race Relations Act 1976, The Children Act 1989, The Children Act 2004, The NHS and Community Care Act 1990, The Data Protection Act 1984, The Mental Health Act 1983, Sex Discrimination Acts 1975 and 1986, Care Standards Act 2000, Care Homes Regulations 2001, European Convention on Human Rights and Fundamental Freedoms 1950, The Convention on the Rights of the Child 1989, Human Rights Act 1998, The Disability Discrimination Act 2005, codes of practice eg Code of Practice for Social care Workers and Code of Practice for Employers of Social Care Workers, charters, Organisational Policies, The Patient's Charter; changes to practice, development and improvement needs; inter-professional working; how legislation impacts/shapes practice through own policies and codes of practice

2 Be able to champion diversity, equality and inclusion

Promote equality, diversity and inclusion in policy and practice:

articulating own values and beliefs regarding eg embracing diversity, recognising equality, respect and tolerance, non-judgemental attitudes, anti-discriminatory practice, the importance of challenging overt and covert discrimination; use of legislation; codes of practice; charters; staff training and CPD; keeping up to date with new developments; supervision; roles and accountability; quality assurance systems; record keeping; monitoring and evaluating processes; auditing; inspecting the workplace; management structure; meetings; workshops; principles of good practice; record keeping; enforcement and compliance; activities and opportunities for promotion

Challenging discrimination and exclusion in policy and practice –

providing others with information about the effects of discrimination: positive and negative effects; short - and long-term effects eg health problems, unemployment, inequality; policy and practice reforms; roles and responsibilities; reduced productivity; reduced client numbers; redress

The impact of inclusion: eg self-esteem, self concept, health, equality, respect, valued; improvements eg health, recovery rate, future progress, increased productivity, effective team and partnership working, increased client numbers, successful business

The value of diversity: eg increased knowledge of other cultures, religions, age, gender, sexuality; increased opportunities; enterprise

Support others to challenge discrimination and exclusion: eg positive culture, training and CPD opportunities, own and others' contributions, responsibilities for management of practice, a safe environment, monitor and review; dilemmas eg risk-benefit analysis, risk to self and others, resource implications, differing priorities between stakeholders/partners; promoting principles of good practice; reviewing practice; updating of policies and procedures, SWOT analysis

3 Understand how to develop systems and processes that promote diversity, equality and inclusion

How systems and processes can promote equality and inclusion or reinforce discrimination and exclusion: using relevant legislation; anti-discriminatory practice to combat eg racism, ageism, sexism; in-house policies and codes of practice; audit of practice; staff appraisals; client/family questionnaire; actions from questionnaire results; sharing good practice and partnership working

The effectiveness of systems and processes in promoting equality, diversity and inclusion in own area of responsibility: specific improvements to individual client/staff eg health, self-esteem, self-concept, staff happiness and productivity, timescales; effective communication of others' evaluations and use of for reforms in processes and systems

Propose improvements to address gaps or shortfalls in systems and processes: plans; team meeting; roles and responsibilities; timescales; audit; policy reform; allocation of resources

4 Be able to manage the risks presented when balancing individual rights and professional duty of care

Ethical dilemmas that may arise in own area of responsibility when balancing individual rights and duty of care: confidentiality versus disclosure; protection issues relating to individuals and to communities; sharing data between professionals; conflicts between principles of good practice and the values of others; rights and responsibilities of users of the service versus care workers and others; challenging behaviour; conflict; facilitator; advocate; adviser; counsellor; mentor; personal values and beliefs; legal responsibilities of disclosure

The principle of informed choice: eg professional, family, individual, child, the elderly; enabling environment; supporting others to make informed choices about the services they receive; making an informed choice; implementing an informed choice; decision making for both short term and long term; culture; values; views; unbiased information; evidence-based information; options

Issues of individual capacity may affect informed choice: eg physical health, mental health, the law, social class, culture, religion, age, ability, gender, location, family support, carer support, social mobility, communication and interpersonal skills

Propose a strategy to manage risks when balancing individual rights and duty of care in own area of responsibility: risk assessment and appropriate procedures; action plans; team meetings; monitoring and review; relevant legislation; roles and responsibilities; partnership working to include family and friends

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand diversity, equality and inclusion in own area of responsibility	1.1 Explain models of practice that underpin equality, diversity and inclusion in own area of responsibility 1.2 Analyse the potential effects of barriers to equality and inclusion in own area of responsibility 1.3 Analyse the impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion in own area of responsibility			
2	Be able to champion diversity, equality and inclusion	2.1 Promote equality, diversity and inclusion in policy and practice 2.2 Challenge discrimination and exclusion in policy and practice 2.3 Provide others with information about: – the effects of discrimination – the impact of inclusion – the value of diversity 2.4 Support others to challenge discrimination and exclusion			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Understand how to develop systems and processes that promote diversity, equality and inclusion	3.1 Analyse how systems and processes can promote equality and inclusion or reinforce discrimination and exclusion			
		3.2 Evaluate the effectiveness of systems and processes in promoting equality, diversity and inclusion in own area of responsibility			
		3.3 Propose improvements to address gaps or shortfalls in systems and processes			
4	Be able to manage the risks presented when balancing individual rights and professional duty of care	4.1 Describe ethical dilemmas that may arise in own area of responsibility when balancing individual rights and duty of care			
		4.2 Explain the principle of informed choice			
		4.3 Explain how issues of individual capacity may affect informed choice			
		4.4 Propose a strategy to manage risks when balancing individual rights and duty of care in own area of responsibility			

Learner name: _____

Date: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 11: Lead and Manage a Team within a Health and Social Care or Children and Young People's Setting

Unit code:	LM1c
Unit reference number:	H/602/3171
Level:	6
Credit value:	7
Guided learning hours:	46

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to lead and manage a team in a health and social care or children and young people's setting.

Forbidden combination

This unit must not be taken with Unit 31: Understand how to Manage a Team (LM1a, D/602/3170).

Assessment requirements

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

Learning outcomes 2, 3, 4, 5 and 6 must be assessed in the work setting.

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.

Content

1 **Understand the features of effective team performance within a health and social care or children and young people's setting**

Team performance: Syer and Connolly Cycle of developing team working skills; Tuckman's team dynamics; induction; retention of staff; allocation of workloads; Belbin's team roles

Challenges: challenges experienced by developing teams – new members, induction, recruitment and appointment, establishing team objectives/goals, establishing team roles; challenges experienced by established teams – resistance to change, practice becomes routine; methods of overcoming challenges – listening to team members, shared responsibilities, delegating roles and responsibilities, changing workload

Management styles: Mintzberg; situational leadership; leading by example; leading by direction; democratic; laissez-faire; autocratic; consultative

Maintaining trust and accountability: use of supervision, team meetings, shared goals, delegation and allocation of roles and responsibilities; analysing methods used eg comparing outcomes to objectives/goals

Conflict: causes of conflict eg workload, lack of communication, perceived lack of appreciation, personal grievances; addressing conflict eg gathering and sharing information, listening to team members, agreeing problems, reaching consensus, building trust

2 **Be able to support a positive culture within the team for a health and social care or children and young people's setting**

Positive culture: shared methods of working; communication; values and beliefs; closer working methods between organisations; valuing contribution from others; inclusiveness and openness

Own practice: sharing information; communicating; listening to others; making sure team works to common goal/objectives

Systems and processes: shared records; team meetings; supervisions and appraisals; induction and staff training

Creative and innovative methods of working: strengths and weaknesses eg problems with inter-agency working; potential issues eg communication problems, time, shared notes; advantages eg dynamic approach, person-centred care, integrated workforce agenda, urgency and priorities, co-working arrangements, rota systems, challenging routine practices

3 Be able to support a shared vision within the team for a health and social care or children and young people's setting

Vision and strategic direction: transformational leadership; shared values; empowerment; developing other people; openness; honesty; strategic planning

Communication: through meetings; supervision and appraisals; open channels of communication; verbal; written; relationship with others

Working with others: others eg carers, significant others, other professionals, people who use services; effective communication eg listening to others, allowing input into team decisions, establishing agreed goals/objectives; motivating staff eg praise, encouragement, recognition of achievement, providing clear goals, providing learning and development opportunities

Evaluation methods: audits; reports; self-assessment of teams; team performance; feedback from individuals, families, other professionals,

4 Be able to develop a plan with team members to meet agreed objectives for a health and social care or children and young people's setting

Team objectives: shared goals; agreed plans; access to information for all team

Skills, interests, knowledge and expertise: Honey and Mumford; use of supervision; staff development opportunities; utilisation of staff in work allocation

Planning process: involvement of individual; family; team; external agencies; agreeing plan; implementation; obtaining feedback

Sharing skills and knowledge: through mentoring; shadowing; supervision and appraisals; team meetings; effective and open communication

Agreeing roles and responsibilities: based on individual strengths; expertise; knowledge; needs of the team; needs of the service user; through meetings; supervision and appraisals

5 Be able to support individual team members to work towards agreed objectives in a health and social care or children and young people's setting

Set personal objectives: based upon learning needs and staff development, through supervision and appraisals; comparing skills and requirements; setting SMART objectives (specific, measurable, achievable, realistic, time); realistic number of objectives

Opportunities for development and growth: personal and professional development; Continuing Professional Development; advancement of career; development of roles within the team; growth and expansion of the team

Advice and support: mentoring; shadowing; supervision and appraisal; personal development plans

Solution-focused approach: effective communication; methods to overcome challenges eg communication, participation, involvement, training, extra resources, agreement, reviewing, allocation of responsibilities, revising plans, reassessing priorities; effective use of resources, effective use of time, effective use of personnel

6 Be able to manage team performance in a health and social care or children and young people's setting

Monitor and evaluate processes: through observation of practices; outcomes compared against objectives; feedback from service users, families, external agencies, team members

Feedback to individual: eg one-to-one meetings, supervision and appraisals, using positive and negative critique, self-assessment, reflection

Feedback to teams: types eg verbal, written, informal and formal, meetings, use of reports and audits, positive and negative critique, ensuring shared responsibility

Recognition of achievements: positive reinforcement, recognition, praise, encouragement

Performance not meeting requirements: use of constructive criticism; identifying limitation or gaps in performance; use of mentoring; supervision; identifying personal training needs; staff development; encouraging self-reflection and self-critiquing; engaging in continuous professional development

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the features of effective team performance within a health and social care or children and young people's setting	1.1 Explain the features of effective team performance 1.2 Identify the challenges experienced by developing teams 1.3 Identify the challenges experienced by established teams 1.4 Explain how challenges to effective team performance can be overcome 1.5 Analyse how different management styles may influence outcomes of team performance 1.6 Analyse methods of developing and maintaining: – trust – accountability 1.7 Compare methods of addressing conflict within a team			
2	Be able to support a positive culture within the team for a health and social care or children and young people's setting	2.1 Identify the components of a positive culture within own team 2.2 Demonstrate how own practice supports a positive culture in the team 2.3 Use systems and processes to support a positive culture in the team 2.4 Encourage creative and innovative ways of working within the team			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to support a shared vision within the team for a health and social care or children and young people's setting	3.1 Identify the factors that influence the vision and strategic direction of the team 3.2 Communicate the vision and strategic direction to team members 3.3 Work with others to promote a shared vision within the team 3.4 Evaluate how the vision and strategic direction of the team influences team practice			
4	Be able to develop a plan with team members to meet agreed objectives for a health and social care or children and young people's setting	4.1 Identify team objectives 4.2 Analyse how the skills, interests, knowledge and expertise within the team can meet agreed objectives 4.3 Facilitate team members to actively participate in the planning process 4.4 Encourage sharing of skills and knowledge between team members 4.5 Agree roles and responsibilities with team members			
5	Be able to support individual team members to work towards agreed objectives in a health and social care or children and young people's setting	5.1 Set personal work objectives with team members based on agreed objectives 5.2 Work with team members to identify opportunities for development and growth 5.3 Provide advice and support to team members to make the most of identified development opportunities. 5.4 Use a solution-focused approach to support team members to address identified challenges			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Be able to manage team performance in a health and social care or children and young people's setting	6.1 Monitor and evaluate progress towards agreed objectives 6.2 Provide feedback on performance to: – the individual – the team 6.3 Provide recognition when individual and team objectives have been achieved 6.4 Explain how team members are managed when performance does not meet requirements			

Learner name: _____

Date: _____

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Assessor signature: _____

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(if sampled)

Unit 12: Develop Professional Supervision Practice in Health and Social Care or Children and Young People's Work Settings

Unit code:	LM2c
Unit reference number:	M/602/3187
Level:	5
Credit value:	5
Guided learning hours:	39

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to undertake professional supervision of others.

Forbidden combination

This unit must not be taken with Unit 32: Understanding Professional Supervision Practice (LM2a, H/602/3185).

Assessment requirements

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

Learning outcomes 3, 4, 5 and 6 must be assessed in the work setting.

Additional information

Agreed ways of working will include policies and procedures where these exist.

An **Individual** is someone accessing care or support.

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 purpose of professional supervision in health and social care or children and young people's work settings	1.1 Analyse the principles, scope and purpose of professional supervision 1.2 Outline theories and models of professional supervision 1.3 Explain how the requirements of legislation, codes of practice and agreed ways of working influence professional supervision 1.4 Explain how findings from research, critical reviews and inquiries can be used within professional supervision 1.5 Explain how professional supervision can protect the: – individual – supervisor – supervisee			
2	Understand how the principles of professional supervision can be used to inform performance management in health and social care or children and young people's work settings	2.1 Explain the performance management cycle 2.2 Analyse how professional supervision supports performance 2.3 Analyse how performance indicators can be used to measure practice			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to undertake the preparation for professional supervision with supervisees in health and social care or children and young people's work settings	3.1 Explain factors which result in a power imbalance in professional supervision 3.2 Explain how to address power imbalance in own supervision practice 3.3 Agree with supervisee confidentiality, boundaries, roles and accountability within the professional supervision process 3.4 Agree with supervisee the frequency and location of professional supervision 3.5 Agree with supervisee sources of evidence that can be used to inform professional supervision 3.6 Agree with supervisee actions to be taken in preparation for professional supervision			
4	Be able to provide professional supervision in health and social care or children and young people's work settings	4.1 Support supervisees to reflect on their practice 4.2 Provide positive feedback about the achievements of the supervisee 4.3 Provide constructive feedback that can be used to improve performance 4.4 Support supervisees to identify their own development needs 4.5 Review and revise professional supervision targets to meet the identified objectives of the work setting 4.6 Support supervisees to explore different methods of addressing challenging situations 4.7 Record agreed supervision decisions			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to manage conflict situations during professional supervision in health and social care or children and young people's work settings	5.1 Give examples from own practice of managing conflict situations within professional supervision 5.2 Reflect on own practice in managing conflict situations experienced during professional supervision process			
6	Be able to evaluate own practice when conducting professional supervision in health and social care or children and young people's work settings	6.1 Gather feedback from supervisee/s on own approach to supervision process 6.2 Adapt approaches to own professional supervision in light of feedback from supervisees and others			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 13: Leading Provision for Babies and Young Children

Unit code: CCLD OP 5.11

Unit reference number: J/602/3065

Level: 5

Credit value: 6

Guided learning hours: 32

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding and skills to be able to lead the provision for babies and young children.

Assessment requirements/evidence requirements

This unit needs to be assessed in accordance with Skills for Care and Development QCF Assessment Principles.

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the legal requirements governing the provision for babies and young children in UK home nation	1.1 Outline the current legal requirements governing the provision for babies and young children in UK home nation 1.2 Analyse the impact of current legal requirements on the range of provision for babies and young children			
2	Be able to lead provision for babies and young children	2.1 Facilitate the involvement of carers, babies and young children in the planning of provision according to their age, needs and abilities 2.2 Provide detailed, factual and accessible information to carers about the provision 2.3 Ensure that diversity is valued and respected and is reflected in the provision 2.4 Ensure that information that will be shared with others is clarified with carers 2.5 Provide balanced and flexible provision to meet babies and young children's individual developmental needs 2.6 Review the provision with carers and others in meeting the individual needs of babies and young children 2.7 Make recommendations for changes to the provision to meet the needs of babies, young children and carers			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to manage all aspects of physical care for babies and young children	3.1 Promote the use of policies and procedures that govern the practice and provision of all aspects of physical care of babies and young children			
		3.2 Monitor workers' practice in the provision of all aspects of physical care for babies and young children			
		3.3 Provide constructive feedback to workers on the provision of physical care to babies and young children			
		3.4 Involve workers in the review of policies, procedures and practice in the light of current and emerging thinking			
4	Be able to identify how attachment needs of babies and young children inform provision	4.1 Explain the theoretical basis for meeting the attachment needs of babies and young children			
		4.2 Evaluate the ways in which provision meets the attachment needs of babies and young children			
		4.3 Use the evaluation of provision to inform future practice			

Learner name: _____

Date: _____

Learner signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 14: Develop Provision for Family Support

Unit code: CCLD OP 5.12

Unit reference number: K/602/3074

Level: 5

Credit value: 5

Guided learning hours: 33

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to develop provision for family support.

Assessment requirements

This unit needs to be assessed in accordance with Skills for Care and Development QCF Assessment Principles.

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

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 key policies and legislative frameworks that govern the provision of family support in UK home nation	1.1 Outline the current key policies and legislative frameworks that govern the provision for family support 1.2 Analyse the impact of key policies and legislative frameworks on the range of provision for family support			
2	Be able to develop provision for family support	2.1 Develop the aims and purpose of the provision to meet identified needs 2.2 Plan how the aims and purpose of the provision will be achieved 2.3 Provide detailed, factual and accessible information to others about the provision			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to implement provision for family support	3.1	Work with families and others to identify the specific provision required to meet their needs		
		3.2	Support workers to identify a range of interventions, tools and resources available to meet the needs of families		
		3.3	Monitor workers practice in the provision of family support		
		3.4	Provide constructive feedback to workers on practice in provision of family support		
		3.5	Work with families and others to evaluate how their needs have been met by provision		
		3.6	Ensure that information that will be shared with others is clarified with families		
4	Be able to support others to establish positive relationships with families	4.1	Explain the principles of establishing positive relationships with families		
		4.2	Support workers to use a solution focussed approach to address difficulties in establishing relationships with families		
		4.3	Support workers to share best practice in relation to establishing positive relationships with families		

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

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(if sampled)

Unit 15: **Lead Support for Disabled Children and Young People and their Carers**

Unit code: CCLD OP 5.13

Unit reference number: M/602/2380

Level: 6

Credit value: 8

Guided learning hours: 57

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding and skills that are required to support others to lead service provision that supports disabled children and young people and their carers.

Assessment requirements

Assessment of this unit must comply with Skills for Care and Development QCF assessment principles.

Learning outcomes 2 and 3 must be assessed in the work setting.

Additional information

Others may include:

- workers/practitioners
- colleagues
- carers
- volunteers
- students
- other professionals
- advocates.

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 how legislation and policy influences provision for disabled children and young people and their carers	1.1 Evaluate how emergent thinking and research have influenced legislation and policy over time 1.2 Evaluate how the development of legislation and policies has influenced current provision			
2	Understand the potential impact of disability on children and young people and their carers	2.1 Research the prevalence and cause of disabilities in children and young people 2.2 Explain how disabilities may impact on children and young people 2.3 Explain how disabilities experienced by children and young people may impact on carers 2.4 Explain how early intervention is linked to positive outcomes for disabled children and young people and their carers			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to lead child and young person-centred provision	3.1	Explain the features of child- and young person-centred provision		
		3.2	Promote an ethos that focuses on the child or young person rather than the disability		
		3.3	Lead work with children and young people to develop accessible information about service provision		
		3.4	Lead child- and young-person-centred assessments that focus on strengths and abilities to identify the support required		
		3.5	Work with others to plan provision that meets the identified needs of children and young people		
		3.6	Implement provision that meets the identified needs of children and young people		
		3.7	Evaluate with children and young people and their carers how well the service provision meets their needs		
4	Be able to work in partnership with others to promote services for children and young people and their carers	4.1	Analyse how specialist agencies and other professionals impact on wider opportunities for children and young people and their carers		
		4.2	Share information with others to promote the wellbeing and positive outcomes for children, young people and their carers		
		4.3	Work in partnership with others to obtain additional support for children, young people and their carers		

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 16: Support Others to Promote Children's Communication in an Early Years Setting

Unit code: CCLD OP 5.15

Unit reference number: F/602/2383

Level: 6

Credit value: 8

Guided learning hours: 54

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding and skills that are required to support others to promote children's communication in an early years setting.

Assessment requirements/evidence requirements

Assessment of this unit must comply with Skills for Care and Development QCF Assessment Principles.

Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the impact of research on the development of children's communication skills in early years settings	1.1 Analyse how research has impacted on: – provision for children's communication, language and literacy development – workplace procedures and practices – own professional practice			
2	Be able to facilitate the assessment of children's communication, language and literacy in early years settings	2.1 Identify the relevant curriculum and assessment frameworks against which children's communication, language and literacy development will be measured 2.2 Facilitate the assessment of children's communication, language and literacy skills 2.3 Involve others in the development and implementation of assessment processes 2.4 Support others to recognise and celebrate children's achievement 2.5 Support practitioners to recognise and refer issues and areas of concern			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to manage an environment in early years settings that promotes children's communication, language and literacy	3.1 Evaluate the suitability of the environment and resources of early years settings to promote children's communication, language and literacy development			
		3.2 Make recommendations for improvements to the environment and resources of the early years setting to promote children's communication, language and literacy development			
		3.3 Support others to develop a stimulating learning environment to promote children's communication, language and literacy development			
4	Be able to lead others in engagement with children that promotes communication, language and literacy development	4.1 Assess the quality of interactions with children			
		4.2 Support others to make improvements to practice			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to manage programmes to support children's communication, language and literacy development in early years settings	5.1	Ensure the planning and development of programmes maximises opportunities for children's communication, language and literacy development		
		5.2	Support others to implement programmes that develop children's communication, language and literacy		
		5.3	Support others to evaluate the effectiveness of programmes that develop children's communication, language and literacy		
		5.4	Support practitioners to involve children and their carers in evaluating programmes that develop children's communication, language and literacy		
		5.5	Make recommendations for changes to programmes to develop children's communication, language and literacy		

Learner name: _____

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Learner signature: _____

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Date: _____

(if sampled)

Unit 17:

Support Others to Promote Children's Mathematical Development and Problem Solving Skills in an Early Years Setting

Unit code:	A/602/2138
Unit reference number:	CCLD OP 5.16
Level:	5
Credit value:	7
Guided learning hours:	46

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding and skills that are required to support others to promote children's mathematical development and problem solving skills in an early years setting.

Assessment requirements/evidence requirements

Assessment of this unit must comply with Skills for Care and Development QCF assessment principles.

Learning outcomes 2, 3, 4 must be assessed in the work setting.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the impact of research on the development of children's mathematical and problem-solving skills in early years settings	1.1 Analyse how research has impacted on: – Provision for children's mathematical and problem-solving skills – workplace procedures and practices – own professional practice			
2	Be able to facilitate the assessment process of children's mathematical and problem-solving skills in early years settings	2.1 Identify the relevant curriculum and assessment frameworks against which children's mathematical and problem-solving skills development will be measured 2.2 Facilitate the assessment of children's mathematical and problem-solving skills development 2.3 Involve others in the development and implementation of assessment processes 2.4 Support others to recognise and celebrate children's achievement 2.5 Support practitioners to recognise and refer appropriately issues and areas of concern			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to manage an environment in early years settings that promotes children's mathematical and problem-solving skills	3.1 Evaluate the suitability of the environment and resources of early years setting to promote children's mathematical and problem-solving skills			
		3.2 Make recommendations for improvements to the environment and resources of the early years setting to promote children's mathematical and problem-solving skills development			
		3.3 Support others to develop a stimulating learning environment to promote children's mathematical and problem-solving skills			
4	Be able to manage programmes to support children's mathematical and problem-solving skills development in early years settings	4.1 Ensure the planning and development of programmes maximises opportunities for children's mathematical and problem-solving skills development			
		4.2 Support others to implement programmes that develop children's mathematical and problem-solving skills			
		4.3 Support practitioners to involve children and their carers in evaluating programmes that develop children's mathematical and problem-solving skills			
		4.4 Support others to evaluate the effectiveness of programmes that develop children's mathematical and problem-solving skills			
		4.5 Make recommendations for changes to programmes to develop mathematical and problem-solving skills			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 18: Support Others to Promote Children's Knowledge and Understanding of the World in an Early Years Setting

Unit code: CCLD OP 5.17

Unit reference number: A/602/2141

Level: 5

Credit value: 7

Guided learning hours: 46

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding and skills that are required to support others to promote children's knowledge and understanding of the world in an early years setting.

Assessment requirements/evidence requirements

Assessment of this unit must comply with Skills for Care and Development QCF assessment principles.

Learning outcomes 2, 3, 4 must be assessed in the work setting.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the impact of research on the development of children's knowledge and understanding of the world in early year settings	1.1 Analyse how research has impacted on: – provision for children's knowledge and understanding of the world – use of outdoor spaces within local environment – workplace procedures and practices – own professional practice			
2	Be able to facilitate the assessment process of children's knowledge and understanding of the world in early years settings	2.1 Identify the relevant curriculum and assessment frameworks against which children's development of knowledge and understanding of the world will be measured 2.2 Facilitate the assessment of children's knowledge and understanding of the world 2.3 Involve others in the development and implementation of assessment processes 2.4 Support others to recognise and celebrate children's achievement 2.5 Support practitioners to recognise and refer issues and areas of concern in relation to children's knowledge and understanding of the world			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to manage indoor and outdoor environments in early years settings that promotes children's knowledge and understanding of the world	3.1 Evaluate the suitability and safety of the indoor environment and resources of early years setting to promote children's knowledge and understanding of the world			
		3.2 Evaluate the suitability and safety of the outdoor environment and resources of early years setting to promote children's knowledge and understanding of the world			
		3.3 Support others to develop a stimulating learning environment to promote children's knowledge and understanding of the world			
		3.4 Support others to utilise outdoor spaces, different local landscapes and the natural environment in promoting children's knowledge and understanding of the world			
		3.5 Make recommendations for improvements to the environment and resources of the early years setting to promote children's knowledge and understanding of the world			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to manage programmes to support children's knowledge and understanding of the world in early years settings	4.1	Ensure the planning and development of programmes maximises opportunities for children's development of knowledge and understanding of the world		
		4.2	Support others to implement programmes that develop children's knowledge and understanding of the world		
		4.3	Support practitioners to involve children and their carers in evaluating programmes that develop children's knowledge and understanding of the world		
		4.4	Support others to evaluate the effectiveness of programmes that develop children's knowledge and understanding of the world		
		4.5	Make recommendations for changes to programmes to develop children's knowledge and understanding of the world		

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 19: Support Others to Promote Children's Physical Development in an Early Years Settings

Unit code: CCLD OP 5.18

Unit reference number: L/602/2435

Level: 5

Credit value: 7

Guided learning hours: 46

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding and skills that are required to support others to promote children's physical development in an early years setting.

Assessment requirements/evidence requirements

Assessment of this unit must comply with Skills for Care and Development QCF assessment principles.

Learning outcomes 2, 3, 4 must be assessed in the work setting.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the impact of research on the physical development of children in early years settings	1.1 Analyse how research has impacted on: – provision for children’s physical development – use of outdoor spaces within local environments – workplace procedures and practices – own professional practice			
2	Be able to facilitate the assessment process of children’s physical development in early years settings	2.1 Identify the relevant curriculum and assessment frameworks against which children’s physical development will be measured 2.2 Facilitate the assessment of children's physical development 2.3 Involve others in the development and implementation of assessment processes 2.4 Support others to recognise and celebrate children’s achievement 2.5 Support practitioners to recognise and refer issues and areas of concern in relation to children’s physical development			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to manage indoor and outdoor environments that promote children's physical development in early years settings	3.1 Evaluate the suitability and safety of the indoor environment and resources of the early years setting to promote children's physical development			
		3.2 Evaluate the suitability and safety of the outdoor environment and resources of the early years setting to promote children's physical development			
		3.3 Make recommendations for improvements to the environment and resources of the early years setting to promote children's physical development			
		3.4 Support others to develop a stimulating learning environment to promote children's physical development			
		3.5 Support others to understand the importance of outdoor spaces and the natural environment in promoting physical development			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to manage programmes to support children's physical development in early years settings	4.1	Ensure the planning and development of programmes maximises opportunities for children's physical development		
		4.2	Support others to implement programmes that support children's physical development		
		4.3	Support practitioners to involve children and their carers in evaluating programmes that support children's physical development		
		4.4	Support others to evaluate the effectiveness of programmes that support children's physical development		
		4.5	Make recommendations for changes to programmes to develop children's physical development		

Learner name: _____

Date: _____

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Date: _____

(if sampled)

Unit 20: Develop the Environment for Children and Young People

Unit code: CCLD OP 5.21

Unit reference number: A/602/2415

Level: 4

Credit value: 4

Guided learning hours: 28

Unit summary

The purpose of this unit is to assess the learners' knowledge, understanding and skills required to develop the environment for children and young people.

Assessment requirements

Assessment of this unit must comply with Skills for Care and Development QCF assessment principles

Learning outcome 2 must be assessed in the work setting.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the legislation and regulatory requirements underpinning the environment for children and young people within own work setting	1.1 Explain the legislation and regulatory requirements underpinning the environment for children and young people within own work setting			
2	Be able to manage an environment which supports the needs of children and young people	2.1 Explain the features of an effective environment for children and young people 2.2 Lead the process of planning the environment for children or young people 2.3 Facilitate participation of children or young people and carers in the planning of the environment 2.4 Support others to prepare the environment 2.5 Organise resources to meet regulatory and organisational requirements 2.6 Facilitate the development of an environment that promotes positive expectations of children or young people 2.7 Evaluate the features of own setting against current regulatory requirements and guidance for a safe, secure and inclusive environment			

Learner name: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 21: Undertake a Research Project within Services for Health and Social Care or Children and Young People

Unit code: CCLD OP 5.25

Unit reference number: J/602/3499

Level: 5

Credit value: 10

Guided learning hours: 80

Unit summary

The purpose of this unit is to assess the learners' knowledge, understanding and skills required to undertake a research project within services for health and social care or children and young people.

Assessment requirements

Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles.

Additional information

Aims and objectives – the reasons, understanding and methods for conducting the research project

Ethical considerations – confidentiality, sensitivity of data, seeking agreements with participants

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	Be able to justify a topic for research within services for health and social care or children and young people	1.1 Identify the area for the research project 1.2 Develop the aims and objectives of the research project 1.3 Explain ethical considerations that apply to the area of the research project 1.4 Complete a literature review of chosen area of research			
2	Understand how the components of research are used	2.1 Critically compare different types of research 2.2 Evaluate a range of methods that can be used to collect data 2.3 Identify a range of tools that can be used to analyse data 2.4 Explain the importance of validity and reliability of data used within research			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to conduct a research project within services for health and social care or children and young people	3.1	Identify sources of support whilst conducting a research project		
		3.2	Formulate a detailed plan for a research project		
		3.3	Select research methods for the project		
		3.4	Develop research questions to be used within project		
		3.5	Conduct the research using identified research methods		
		3.6	Record and collate data		
4	Be able to analyse research findings	4.1	Use data analysis methods to analyse the data		
		4.2	Draw conclusions from findings		
		4.3	Reflect how own research findings substantiate initial literature review		
		4.4	Make recommendations related to area of research		
		4.5	Identify potential uses for the research findings within practice		

Learner name: _____

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(if sampled)

Unit 22: 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 QCF Assessment Principles.

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

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: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

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(if sampled)

Unit 23: Support the Use of Assistive Technology

Unit code:	SS 5.3
Unit reference number:	H/601/5250
Level:	5
Credit value:	4
Guided learning hours:	31

Unit summary

This unit aims to support the learner to understand, plan, provide and review assistive technologies in order to best support the individual.

Assessment requirements

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

Additional information

Assistive technology (AT) is defined as "any product or service designed to enable independence for disabled and older people" (Source: Kings Fund consultation, 2001). For example, this could include a range of human/animal/low or high tech devices to support the individual's daily living such as:

- human aids
- assistance dogs
- electrical/electronic devices
- low vision aids
- environmental aids.

Others could include:

- other professionals
- carers/family members
- advocates
- colleagues.

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 contribution that assistive technology can make to the lives of individuals	1.1 Investigate and report on the range and availability of assistive technology 1.2 Research how the use of assistive technology can result in positive outcomes for individuals			
2	Be able to facilitate the use of assistive technology	2.1 Research assistive technology solutions that meet identified needs 2.2 Explain how a range of assistive technology solutions can be adapted according to need and context 2.3 Assess the risks associated with the range of assistive technology solutions 2.4 Describe a range of assessment and referral processes which are used to secure assistive technology 2.5 Support the individual to secure the provision of appropriate assistive technology 2.6 Support the individual to use assistive technology			
3	Be able to develop others to facilitate the use of assistive technology	3.1 Provide information to others about assistive technology 3.2 Provide guidance to others to facilitate the use of assistive technology			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to review the provision of assistive technology	4.1 Review the assessment and referral processes used to secure assistive technology			
		4.2 Review the outcomes of assistive technology support to individuals against identified needs			

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 24: Explore Models of Disability

Unit code:	SS 5.4
Unit reference number:	K/601/5251
Level:	5
Credit value:	5
Guided learning hours:	32

Unit summary

This unit provides the knowledge and skills needed to understand models of disability, develop others' understanding and review how they impact on individuals and organisations.

Assessment requirements

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

Additional information

Others could include:

- other professionals
- carers/family members
- advocates
- colleagues.

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 complexities of models of disability	1.1 Explain different theoretical models of disability 1.2 Analyse how individuals experience different theoretical models of disability 1.3 Analyse how different theoretical models of disability shape organisational structures and outcomes			
2	Be able to review how models of disability underpin organisational practice	2.1 Analyse how agreed ways of working can promote particular models of disability 2.2 Make recommendations for agreed ways of working that actively promote empowerment and participation 2.3 Implement agreed actions in the context of own role			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Develop others' awareness of models of disability	3.1			
		Develop activities that increase others' understanding of:			
		– models of disability			
		– how they are experienced by individuals			
		– how they shape organisational structure and agreed ways of working			
		3.2			
		Implement planned activities			
		3.3			
		Review the outcomes of planned activities			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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(if sampled)

Unit 25: Develop and Evaluate Operational Plans for Own Area of Responsibility

Unit code:	B1
Unit reference number:	Y/600/9588
Level:	5
Credit value:	6
Guided learning hours:	25

Unit summary

This unit helps learners to develop, implement, monitor and review operational plans for own area of responsibility.

Assessment requirements

No assessment requirements have been supplied for this unit.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling 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	Be able to align objectives of own area of responsibility with those of own organisation	1.1 Identify operational objectives within own area of responsibility 1.2 Analyse objectives of own area of responsibility in relation to those of own organisation			
2	Be able to implement operational plans in own area of responsibility	2.1 Assess risks associated with operational plans and include contingency arrangements 2.2 Identify support from relevant stakeholders 2.3 Implement operational plan within own area of responsibility			
3	Be able to monitor and evaluate operational plans in own area of responsibility	3.1 Monitor procedures within the operational plan 3.2 Evaluate operational plans and implement any necessary actions			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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(if sampled)

Unit 26: Manage Physical Resources

Unit code:	E8
Unit reference number:	K/600/9711
Level:	4
Credit value:	3
Guided learning hours:	25

Unit summary

This unit will ensure that learners are able to identify, obtain, manage and review the use of physical resources. The unit also ensures learners are able to take the environmental impact of resource use into consideration.

Assessment requirements

No assessment requirements have been supplied for this unit.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling 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	Be able to identify resource requirements for own area of responsibility	1.1 Consult with colleagues to identify their planned activities and corresponding resource needs 1.2 Evaluate past resource use to inform expected future demand 1.3 Identify resource requirements for own area of responsibility			
2	Be able to obtain required resources for own area of responsibility	2.1 Submit a business case to procure required resources 2.2 Review and agree required resources with relevant individuals 2.3 Explain an organisation's processes for procuring agreed resources 2.4 Explain how to order and acquire resources in own area of responsibility			
3	Understand the importance of sustainability when using physical resources	3.1 Explain the importance of using sustainable resources 3.2 Explain the potential impact of resource use on the environment 3.3 Describe actions one can take to minimise any adverse environmental impact of using physical resources			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to monitor and review the quality and usage of resources in own area of responsibility	4.1 Monitor the quality of resources against required specifications			
		4.2 Analyse the effectiveness and efficiency of resource use in own area of responsibility			
		4.3 Make recommendations to improve the effectiveness and efficiency of resource use			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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(if sampled)

Unit code:	01
Unit reference number:	J/602/2336
Level:	5
Credit value:	6
Guided learning hours:	40

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to develop, implement and review procedures and practices to address concerns and complaints. It covers the relevant regulatory requirements, codes of practice and relevant guidance, and analyses the impact of these on service provision.

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

Learning outcomes 2, 3 and 4 must be assessed in the work setting.

Others may include:

- workers/practitioners
- carers
- significant others
- other professionals
- people who use services.

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 regulatory requirements, codes of practice and relevant guidance for managing concerns and complaints	1.1 Identify the regulatory requirements, codes of practice and relevant guidance for managing concerns and complaints in own area of work 1.2 Analyse how regulatory requirements, codes of practice and relevant guidance for managing concerns and complaints affect service provision within own area of work			
2	Be able to develop procedures to address concerns and complaints	2.1 Explain why individuals might be reluctant to raise concerns and make complaints 2.2 Outline steps that can be taken to encourage individuals to raise concerns or complaints 2.3 Work with others in the development of procedures to address concerns and complaints 2.4 Ensure information on how to raise concerns and make complaints is available in accessible formats 2.5 Review the procedures that have been developed against regulatory requirements, codes of practice and relevant guidance			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to lead the implementation of procedures and practice for addressing concerns and complaints	3.1 Promote a person-centred approach to addressing concerns and complaints 3.2 Ensure that others are informed about the procedure for raising concerns or making complaints 3.3 Use supervision to support workers to recognise and address concerns and complaints 3.4 Implement systems and procedures which address concerns and complaints and fully inform the complainant of the outcome within agreed timeframes			
4	Be able to review the procedures and practices for addressing concerns and complaints	4.1 Monitor the use of systems for addressing concerns and complaints 4.2 Evaluate the effectiveness of systems for addressing concerns and complaints 4.3 Involve others in the review of procedures and practices for addressing concerns and complaints 4.4 Show how own management practice has provided a culture where the organisation can learn from concerns and complaints 4.5 Demonstrate how recommendations from concern and complaint investigations have been used to improve the quality of service			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 28: Recruitment and Selection Within Health and Social Care or Children and Young People's Settings

Unit code:	016
Unit reference number:	R/602/2338
Level:	4
Credit value:	3
Guided learning hours:	26

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to recruit and select in health and social care or children and young people's settings.

Assessment requirements

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

Learning outcomes 2, 3, and 4 must be assessed in the work setting.

Additional information

Agreed ways of working will include policies and procedures where these exist.

Others may include:

- human resource personnel
- workers/practitioners
- carers
- significant others.

Individual is someone accessing care or support.

Recruitment process can include consultation or practical involvement in the process.

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 recruitment and selection processes in health and social care or children and young people's settings	1.1 Explain the impact on selection and recruitment processes, in own setting, of: – legislative requirements – regulatory requirements – professional codes – agreed ways of working 1.2 Explain circumstances when it is necessary to seek specialist expertise in relation to recruitment and selection 1.3 Analyse how serious case reviews and inquiries have contributed to the establishment of policies and procedures within recruitment which safeguard vulnerable adults, children and young people			
2	Be able to contribute to the recruitment process in health and social care or children's and young people's settings	2.1 Review job descriptions and person specifications to meet work setting objectives 2.2 Work with others to establish the criteria that will be used in the recruitment and selection process 2.3 Work with others to establish the methods that will be used in the recruitment and selection process 2.4 Involve individuals in the recruitment process			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to participate in the selection process in health and social care or children's and young people's settings	3.1 Use agreed methods to assess candidates 3.2 Use agreed criteria to select candidates 3.3 Communicate the outcome of the selection process according to the policies and procedures of own setting			
4	Be able to evaluate the recruitment and selection processes in health and social care or children's and young people's settings	4.1 Evaluate the recruitment and selection methods and criteria used in own setting 4.2 Recommend changes for improvement to recruitment and selection processes in own setting			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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(if sampled)

Unit 29: Facilitate the Development of Effective Group Practice in Health and Social Care or Children and Young People's Settings

Unit code:	O20c
Unit reference number:	Y/602/2339
Level:	5
Credit value:	6
Guided learning hours:	42

Unit summary

This purpose of this unit is assess the learner's knowledge, understanding and skills required to facilitate groups, support individuals' rights within the group process and enable groups to deal with conflicts.

Assessment requirements

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

Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting.

Additional information

Conflict may include:

- negative comments
- disagreements
- discrimination
- power imbalance
- threats
- body language
- non compliance.

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 how groups develop and function in health and social care or children and young people's work settings	1.1 Analyse the impact of theories and models on group work practice 1.2 Explain how to form and maintain a cohesive and effective group 1.3 Explain how different facilitation styles may influence: – group dynamics – lifecycle of the group – group outcomes – development of roles within the group 1.4 Explain why it is important to be clear about the purpose and desired outcomes for the group 1.5 Analyse the importance of participant engagement in achieving group outcomes			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Be able to create a climate that facilitates effective groups in health and social care or children and young people's work settings	2.1 Evaluate methods that may be utilised in facilitating groups 2.2 Prepare an environment that is conducive to the functioning of the group 2.3 Work with a group/s to agree acceptable group and individual behaviour 2.4 Work with a group to negotiate and agree tasks, desired outcomes and ways of working			
3	Be able to facilitate a group in health and social care or children and young people's work settings	3.1 Use a range of methods to accommodate different learning styles within the group 3.2 Provide a group experience where participants are engaged and stimulated 3.3 Intervene effectively in a group session to improve the learning process			
4	Be able to enhance learning through the constructive use of power, authority and influence in group work in health and social care or children and young people's work settings	4.1 Demonstrate inclusive practice when facilitating groups 4.2 Support consensus and manage conflict within a group 4.3 Explain how to challenge excluding or discriminatory behaviour 4.4 Demonstrate how to manage diverse group behaviours 4.5 Explain when to refer issues and areas of concern			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to monitor and review the work of a group in health and social care or children and young people's work settings	5.1 Work with a group to agree monitoring and review processes			
		5.2 Implement systems and processes to monitor and review the progress of a group			
		5.3 Assess the effectiveness of a group in relation to identified outcomes			
		5.4 Reflect on strengths and areas for development in own practice of facilitating groups			

Learner name: _____

Date: _____

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(if sampled)

Unit 30: Facilitate Coaching and Mentoring in Health and Social Care or Children and Young People's Settings

Unit code:	O30c
Unit reference number:	L/602/2547
Level:	5
Credit value:	6
Guided learning hours:	43

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding and skills to support coaching and mentoring of practitioners in health and social care or children and young people's settings. It includes the ability to understand the benefits of coaching and mentoring and to plan, implement and evaluate the impact of coaching and mentoring in the work setting.

Assessment requirements

This unit must be assessed in accordance with the Skills for Care and Development QCF assessment principles.

Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting.

Additional information

Different information sources may include:

- strategic/business plans
- new legislation/regulation
- supervision agreements/professional development plans
- availability and expertise of coaches and mentors in the work setting
- service users who have different needs.

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 benefits of coaching and mentoring practitioners in health and social care or children and young people's settings	1.1	Analyse the differences between coaching and mentoring		
		1.2	Explain circumstances when coaching would be an appropriate method of supporting learning at work		
		1.3	Explain circumstances when mentoring would be an appropriate method of supporting learning at work		
		1.4	Explain how coaching and mentoring complement other methods of supporting learning		
		1.5	Analyse how coaching and mentoring at work can promote the business objectives of the work setting		
		1.6	Evaluate the management implications of supporting coaching and mentoring in the work setting		
		1.7	Explain how coaching and mentoring in the work setting can contribute to a learning culture		
		1.8	Explain the importance of meeting the learning needs of coaches and mentors		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Be able to promote coaching and mentoring of practitioners in health and social care or children and young people's settings	2.1 Promote the benefits of coaching and mentoring in the work setting 2.2 Support practitioners to identify learning needs where it would be appropriate to use coaching 2.3 Support practitioners to identify learning needs where it would be appropriate to use mentoring 2.4 Explain the different types of information, advice and guidance that can support learning in the work setting 2.5 Demonstrate a solution-focused approach to promoting coaching and mentoring in the work setting			
3	Be able to identify the coaching and mentoring needs of practitioners in health and social care or children and young people's settings	3.1 Use different information sources to determine the coaching and mentoring needs of practitioners in the work setting 3.2 Plan coaching and mentoring activities			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to implement coaching and mentoring activities in health and social care or children and young people's settings	4.1	Support the implementation of coaching and mentoring activities		
		4.2	Select the most appropriate person to act as coach or mentor		
		4.3	Explain the support needs of those who are working with peers as coaches or mentors		
		4.4	Provide coaching in a work setting according to the agreed plan		
		4.5	Provide mentoring in a work setting according to the agreed plan		
5	Be able to review the outcomes of coaching and mentoring in health and social care or children and young people's settings	5.1	Review how the use of coaching and mentoring in the work setting has supported business objectives		
		5.2	Evaluate the impact of coaching and mentoring on practice		
		5.3	Develop plans to support the future development of coaching and mentoring in the work setting		

Learner name: _____

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(if sampled)

Unit 31: Manage Induction in Health and Social Care or Children and Young People's Settings

Unit code:	O35
Unit reference number:	T/602/2574
Level:	4
Credit value:	3
Guided learning hours:	21

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding and skills for managing induction in health and social care or children and young people's settings.

Assessment requirements

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

Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting.

Additional information

Practitioners could include:

- new recruits
- existing employees who have taken on additional responsibilities
- existing employees who have taken on a new role
- temporary or agency workers
- workers transferring from another setting
- students on placement
- volunteers.

Individuals are those accessing care or services.

Agreed ways of working will include policies and procedures where these exist.

Factors that influence could include:

- job descriptions
- levels of responsibility
- previous experience
- qualification status
- availability of others
- organisational culture
- organisational requirements
- individual needs.

Others may include:

- workers/practitioners
- carers
- significant others
- individuals who access services
- line managers
- other professionals.

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 purpose of induction for health and social care or children and young people's settings	1.1 Explain why induction is important for practitioners, individuals and organisations 1.2 Identify information and support materials that are available to promote effective induction 1.3 Explain the link between induction processes, qualifications and progression routes in the sector 1.4 Analyse the role of the induction process in supporting others to understand the values, principles and agreed ways of working within a work setting 1.5 Analyse the role of induction in safeguarding individuals and others within a work setting			
2	Be able to manage the induction process in health, social care and children and young people's work settings	2.1 Explain the factors that influence induction processes for practitioners 2.2 Develop an induction programme in agreement with others 2.3 Manage the induction process for practitioners			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to support the implementation of induction processes in health, social care and children and young people's work settings	3.1			
		3.2			
		3.3			
		3.4			
		3.5			
		3.6			
4	Be able to evaluate the induction process in health and social care or children and young people's settings	4.1			
		4.2			
		4.3			
		4.4			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to implement improvements to the induction process in health and social care or children and young people's settings	5.1 Work with others to identify improvements within the induction process 5.2 Work with others to implement changes required to address areas for improvement within the induction process			

Learner name: _____

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(if sampled)

Unit 32: Facilitate Change in Health and Social Care or Children and Young People's Settings

Unit code:	O40
Unit reference number:	F/602/2612
Level:	5
Credit value:	6
Guided learning hours:	42

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding and skills to facilitate organisational change in health and social care or children and young people's settings.

Assessment requirements

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

Learning outcomes 2, 3, 4, 5 and 6, must be assessed in the work setting.

Additional information

Factors may include:

- internal
- external.

Challenges may include:

- anxiety
- stress
- resistance
- fear
- resources
- competence.

Others may include:

- individuals
- practitioners
- families and friends of individuals
- advocates
- colleagues
- other professionals within and beyond the organisation
- others with an interest in the service.

Impact may include:

- risks
- costs
- benefits.

Service provision may include:

- individuals
- team members
- practitioners
- stakeholders
- service delivery.

Change Management plan may include:

- a workforce development plan
- a resources plan
- a support plan for individuals and others affected by the change
- a communication plan
- contingency plans.

The **communication strategy** will reflect the needs and preferences of its audiences and may incorporate:

- using a range of styles and formats
- adjusting the pace of information-giving
- repeating key messages over time
- clarifying and summarising key points
- updating information as necessary.

Individuals are those accessing care or services.

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 principles of change management in health and social care or children and young people's settings	1.1 Analyse factors that drive change 1.2 Describe underpinning theories of change management 1.3 Describe approaches, tools and techniques that support the change process 1.4 Explain the importance of effective change management for service provision			
2	Be able to facilitate a shared understanding of the need for change in health and social care or children and young people's settings	2.1 Promote the benefits of change 2.2 Analyse challenges that may arise during the process of change 2.3 Enable others to express views about proposed change 2.4 Agree with others the changes that need to be made			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to develop an approved change management plan in health and social care or children and young people's settings	3.1 Analyse the impact of a proposed change to the service provision 3.2 Produce a change management plan that takes account of the identified impact 3.3 Establish criteria against which the plan can be evaluated 3.4 Secure any approvals required for the change management plan			
4	Be able to gain support for a proposed change in health and social care or children and young people's settings	4.1 Ensure own actions serve as a positive role model when introducing change 4.2 Identify others who can promote the vision for change 4.3 Use strategies that address resistance to change 4.4 Implement a communication strategy to support others to understand a proposed change			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to implement approved change management plans in health and social care or children and young people's settings	5.1 Agree roles and responsibilities for implementing change management plan			
		5.2 Support others to carry out their agreed roles in a change management plan			
		5.3 Adapt a change management plan to address issues as they arise			
		5.4 Establish strategies for ensuring that the quality of service for individuals is maintained during a period of change			
6	Be able to evaluate the change management process in health and social care or children and young people's settings	6.1 Agree systems to monitor the effectiveness of the change management plan			
		6.2 Work with others to review the change management plan against identified criteria			
		6.3 Evaluate outcomes of the change for individuals			

Learner name: _____

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(if sampled)

Unit 33: Manage an Inter-Professional Team in a Health and Social Care or Children and Young People's Setting

Unit code:	O41
Unit reference number:	L/602/2743
Level:	6
Credit value:	7
Guided learning hours:	48

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding and skills to manage an inter-professional team in health and social care or children and young people's settings.

Assessment requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF assessment principles.

Learning outcomes 2, 3, 4 and 5 must be assessed in the work environment.

Additional information

An **individual** is someone accessing care or support.

Inter-professional: where team membership comprises different professions and occupational groups (with whom they normally work) and people working together as a team to make assessments and decisions.

Supports may include training, team building, team meetings, professional supervisions, case discussions, dissemination of best practice.

Others may include:

- individuals
- team members
- external professionals
- carers.

Dilemmas: issues where there is a divided opinion or ethical concerns about a course of action.

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 principles of inter-professional working within health and social care or children and young people's settings	1.1 Analyse how inter-professional working promotes positive outcomes for individuals 1.2 Analyse the complexities of working in inter-professional teams 1.3 Explain how inter-professional teamwork is influenced by: – legislative frameworks – regulation – government initiatives – professional codes of practice or professional standards – service objectives			
2	Be able to manage service objectives through the inter-professional team in health and social care or children and young people's settings	2.1 Work with others to identify how team objectives contribute to service objectives 2.2 Establish plans to meet service objectives 2.3 Allocate roles and responsibilities to meet service objectives			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to promote inter-professional team working in health and social care or children and young people's settings	3.1 Establish governance arrangements within inter-professional working arrangements to include: – accountability – lines of communication – professional supervision – continuing professional development			
		3.2 Establish protocols within inter-professional working arrangements to include: – confidentiality and information sharing – record keeping – resources – concerns and complaints			
		3.3 Identify supports available to enhance inter-professional working			
		3.4 Support others to understand distinctive roles within the team			
		3.5 Facilitate communication within the inter-professional team			
		3.6 Work with the team to resolve dilemmas that may arise			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to manage processes for inter-professional work with individuals in health and social care or children and young people's settings	4.1	Ensure that plans for individuals are based on a formal assessment		
		4.2	Work with the team to identify the lead practitioners for the implementation of individuals' plans		
		4.3	Agree roles and responsibilities of all those involved in implementing plans		
		4.4	Ensure that information pertinent to the implementation of plans is exchanged between those involved		
		4.5	Develop processes for the review of individuals' plans		
5	Be able to evaluate the effectiveness of inter-professional team work in health and social care or children and young people's settings	5.1	Work with others to monitor the effectiveness of the inter-professional team against service objectives		
		5.2	Work with others to identify: – areas of best practice – areas for improvement		
		5.3	Work with others to develop an action plan to improve inter-professional team work		

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(if sampled)

Unit 34: Manage Finance within own area of Responsibility in Health and Social Care or Children and Young People's Settings

Unit code:	O42
Unit reference number:	T/602/2753
Level:	4
Credit value:	4
Guided learning hours:	31

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to manage finance in own area of responsibility in a health and social care or children and young people's settings.

Assessment requirements

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

Learning outcomes 2, 3 and 4 must be assessed in the work setting.

Additional information

Others may include:

- individuals and those important to them
- team members
- trustees, owners or other senior decision-makers
- regulators or commissioners.

Financial period may include:

- monthly
- quarterly
- half year
- full year.

New developments may include:

- change to service provision
- external economic factors
- government initiatives
- human resource requirements.

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 financial management in own work setting	1.1 Explain the importance of effective financial management systems within own work setting 1.2 Outline sources of funding that are used to construct the budget for own work setting 1.3 Outline the roles, responsibilities and accountability of all those involved in financial management of the budget for own work setting			
2	Be able to plan budget requirement for own area of responsibility	2.1 Work with others to calculate the financial resources required to meet objectives within own area of responsibility 2.2 Communicate budget requirements within remit of role and responsibility to inform overall budget build 2.3 Analyse the impact of an insufficient budget on service delivery 2.4 Work with others to prioritise budget allocation in own area of responsibility			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to manage a budget	3.1 Explain the financial management systems that are available to monitor budget for own area of responsibility			
		3.2 Agree roles and responsibilities of others in recording financial expenditure			
		3.3 Calculate planned expenditure over the financial period			
		3.4 Monitor actual spend against planned expenditure			
		3.5 Analyse variances between planned and actual expenditure			
		3.6 Implement corrective action to address any variances			
		3.7 Make revisions to the budget to take account of variances and new developments			
4	Be able to evaluate financial expenditure within own area of responsibility	4.1 Review actual expenditure against planned expenditure within financial period			
		4.2 Report findings from budget reviews			
		4.3 Make recommendations for adjustments for budget planning and management			

Learner name: _____

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(if sampled)

Unit 35: Manage Quality in Health and Social Care or Children and Young People's Settings

Unit code:	O43
Unit reference number:	R/602/2758
Level:	5
Credit value:	5
Guided learning hours:	36

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to manage quality assurance systems in own work setting.

Assessment requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF assessment principles.

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

Additional information

Individuals are those accessing care or support.

Others may include:

- individuals
- advocates
- family members
- others important to the individual's wellbeing.

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 context of quality assurance in a health and social care or children and young people's setting	1.1 Analyse how legislative and regulatory frameworks inform quality standards that apply to the work setting 1.2 Analyse how quality standards influence positive outcomes for individuals 1.3 Evaluate a range of methods that can be used to measure the achievement of quality standards			
2	Be able to implement quality standards in a health and social care or children and young people's setting	2.1 Work with team members and others to: – agree quality standards for the service – select indicators to measure agreed standards – identify controls to support the achievement of agreed standards 2.2 Develop systems and processes to measure achievement of quality standards 2.3 Support team members to carry out their roles in implementing quality controls 2.4 Explain how quality assurance standards relate to performance management			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to lead the evaluation of quality processes in a health and social care or children and young people's setting	3.1 Support team members to carry out their roles in monitoring quality indicators 3.2 Use selected indicators to evaluate the achievement of quality standards 3.3 Work with others to identify: – areas of best practice – areas for improvement 3.4 Work with others to develop an action plan to improve quality of service			

Learner name: _____

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Unit 36: 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

Learning Outcome 3 must be assessed in relation to a real work situation.

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the concept of positive practice when working with children and young people with Speech, Language and Communication Needs (SLCN)	1.1 Explain how to recognise and build on the strengths of a child or young person by giving different examples of positive strategies 1.2 Compare the differences between strategies based on children and young people's strengths and abilities and those based around children's difficulties 1.3 Provide examples of how current research evidence supports positive practice			
2	Know how to work alongside speech, language and communication specialists to use appropriate strategies and targets to support children and young	2.1 Identify and describe the different strategies and targets that can support children and young people's speech, language and communication needs 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 2.3 Explain own role in the process of how targets are set, monitored and evaluated along with specialist 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			

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 37: **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

Learning outcome 3 and part of learning outcome 4 must be assessed in real work situations.

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the importance of parental support for the development of speech, language and communication	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 1.2 Explain the influences of different parenting styles on speech, language and communication development 1.3 Explain how supporting effective speech, language and communication between parents and children could influence their relationship and overall development at home			
2	Be able to work in partnership with parents to support their child's speech, language and communication development	2.1 Explain issues and challenges for parents which may influence how they support their child's speech, language and communication development 2.2 Support parents to understand their valuable role in supporting their child's speech, language and communication development 2.3 Explain a range of ways to work with parents to support their child's speech, language and communication development 2.4 Demonstrate ways on how to develop and maintain a parent's confidence in supporting their child's speech, language and communication development			

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			
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			

Learner name: _____

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(if sampled)

Unit 38: 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

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

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			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 39: Promote Children in Early Years Settings Acquiring a New Language through Immersion

Unit code:	CYPOP 46
Unit reference number:	K/601/3225
Level:	3
Credit value:	4
Guided learning hours:	29

Unit summary

The purpose of this unit is to enable the learner to acquire the knowledge, understanding and skills to support children in early years settings to acquire a new language through immersion.

Assessment requirements/evidence requirements

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

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		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the needs of children and families within a new language learning environment	1.1 Explain how the immersion method relates to the legal, policy and practice frameworks that are relevant for language acquisition in the country of the setting			
		1.2 Explain the importance of sharing information with carers and involving them in the child's immersion language development			
		1.3 Explain what is meant by recognising and valuing cultures and why it is important to demonstrate to families that you value diversity			
		1.4 Explain why it is important to recognise and value a child's right to use their language of choice			
		1.5 Explain ways in which communication issues with families might be addressed			
2	Be able to implement the immersion method within the child care setting	2.1 Explain the stages of language immersion			
		2.2 Pronounce the immersion language clearly and accurately			
		2.3 Respond appropriately to children according to the stage of their immersion language acquisition			
		2.4 Demonstrate methods for supporting children to acquire the immersion language through play and active learning			
		2.5 Use verbal and non-verbal communication to encourage and reassure children in a new language environment			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to plan the environment to promote children's immersion language acquisition	3.1 Outline the factors that create an environment conducive to immersion language acquisition 3.2 Plan and provide activities where individual children have opportunities to use the immersion language with other children 3.3 Provide individual activities where children are able to experiment with sounds and language			
4	Be able to support the acquisition of language skills that children need to speak a new language	4.1 Explain how verbal interactions between adults in the setting might influence the children's acquisition of the language 4.2 Encourage children to use the immersion language including verbal interaction with practitioners and others 4.3 Demonstrate how literacy skills in the immersion language are supported and developed			
5	Be able to review and evaluate the effectiveness of immersion language development within the setting	5.1 Work with others to define the baseline at which each child operates linguistically 5.2 Observe and record the child's language development during play activities including incidental use of the immersion language 5.3 Work with others to review a child's immersion language development to plan for progression 5.4 Share information of the child's immersion language development with carers following work setting processes			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		5.5 Work with others to review and evaluate the effectiveness of the language environment of the setting in promoting language acquisition through immersion			
6	Be able to evaluate own contribution to children's language development	6.1 Reflect on how own working practice has contributed to children's development within the immersion language 6.2 Adapt own practice to meet the needs of individual children			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Further information

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

To obtain the National Occupational Standards go to www.ukstandards.org.uk.

Professional development and training

Pearson supports customers with training related to our qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs

Training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with colleagues in your region.

Regional support: our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required.

To get in touch with our dedicated support teams please visit our website at: qualifications.pearson.com/en/support/contact-us.html

Online support: find the answers to your questions in Knowledge Base, a searchable database of FAQs and useful videos that we have put together with the help of our subject advisors to support you in your role. Whether you are a teacher, administrator, Assessment Associate (AA) or training provider, you will find answers to your questions. If you are unable to find the information you need please send us your query and our qualification or administrative experts will get back to you.

14 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 relating to 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 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 processes where practicable. The specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality-assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them 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, 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 action
- 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 should be 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 (2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications* for further details. qualifications.pearson.co

Annexe C: Assessment Principles

Please check the Pearson website for the latest version of the Assessment Principles from the Sector Skills Council.

April 2017

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qualifications.pearson.com**

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