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Pearson Edexcel Level 3 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland)

Specification

Competence qualification

For first registration September 2010

Issue 3

Pearson

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 3. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Edexcel Level 3 Diploma for Children's Care, Learning and Development (QCF)

The QN remains the same.

References to third party material made in this specification are made in good faith. We do not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

ISBN 978 1 446 94745 6

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Summary of Specification Issue 3 changes

Summary of changes made between previous issue 2 and this current 3 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	21-339

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

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Qualification titles covered by this specification

This specification gives you the information you need to offer the Pearson Edexcel Level 3 Diploma for the Children's Care, Learning and Development (Wales and Northern Ireland):

Qualification title	Qualification Number (QN)	Accreditation start date	Accreditation end date
Edexcel Level 3 Diploma for Children's Care, Learning and Development(Wales and Northern Ireland):	501/2249/6	01/08/10	31/07/13

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 Pearson Edexcel Level 3 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland)

This qualification:

- is a recognised qualification for those wishing to enter Children's Care, Learning and Development in Wales and Northern Ireland
- is based on the Skills for Care and Development National Occupational Standards (NOS). The NOS, assessment requirements/strategy and qualification structure(s) are owned by Skills for Care and Development
- has a minimum credit value of 65 credits
- covers the age range from birth to 19 years
- requires the learner to spend a minimum of 700 hours in a real work environment
- is suitable for different types of learners, including those in full-time formal learning, those in part-time formal learning and those in full-time employment.

The Pearson Edexcel Level 3 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland) has been approved as a component required for the Children's Care, Learning and Development Apprenticeship framework in Wales and Northern Ireland.

In Wales the Minister for Education, Lifelong Learning and Skills has stipulated that learners undertaking Level 3 Children's Learning and Development [CCLD] qualifications in Wales ie The Pearson Edexcel Level 3 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland) will be required to undertake a minimum period of work/work placement. For Level 3 this has been set at 100 days/700 hours. Learners are required to provided evidence of the work/work placement hours via diaries, log sheets, etc.

What is the purpose of this qualification?

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

Who is this qualification for?

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

Pearson's policy is that the qualifications should:

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

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

The Pearson Edexcel Level 3 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland) will meet the qualification requirements stated in the Early Years Foundation Stage Statutory Framework. 'In registered settings other than childminding settings, all supervisors and managers must hold a full and relevant Level 3 qualification (as defined by the Children's Workforce Development Council (CWDC)).

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

Care worker

Childminder

Crèche Practitioner

Cylch Meithrin Leader

Early Years Practitioner

Nursery Practitioner/Manager

Out of School Childcare Practitioner / Manager

Playgroup Leader

Toy Librarian

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

Learners who achieve the Pearson Edexcel Level 3 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland) may progress to the:

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

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

Level 5 Diploma in Leadership for Health and Social Care Services (Children and Young People's Management) Wales

Level 5 Diploma in Leadership for Health and Social Care Services (Children and Young People's Residential

Level 5 Diploma in Leadership for Health and Social Care Services (Children and Young People's Advanced Practice) Wales and Northern Ireland

Level 5 Diploma in Leadership for Health and Social Care Services (Adults' Management) Wales and Northern Ireland

Level 5 Diploma in Leadership for Health and Social Care Services (Adults' Residential Management) Wales and Northern Ireland

Level 5 Diploma in Leadership for Health and Social Care Services (Adults' Advanced Practice) Wales and Northern Ireland

What is the qualification structure for the Pearson Edexcel Level 3 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland)?

Summary of the qualification structure for the Pearson Edexcel Level 3 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland)

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

Key Information

1. Total Qualification Time: 650
2. Guided Learning Hours: 450
3. Credit value: minimum of 65 credits

Learners must achieve 49 credits from the mandatory units and a minimum of 16 credits from the optional competence units.

Qualification structure for the Pearson Edexcel Level 3 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland)

Core mandatory units

The 16 units listed in the table below are mandatory for all learners undertaking this qualification. The learner must complete all of the following units in order to achieve the Pearson Edexcel Level 3 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland):

Pearson Edexcel Level 3 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland)						
SSC unit reference	**Unit reference**	**Pearson unit reference**	**Core mandatory unit title**	**Credit**	**Level**	**GLH**
CYP 3.1	L/601/1693	1	Understand Child and Young Person Development	4	3	30
CYP 3.2	R/601/1694	2	Promote Child and Young Person Development	3	3	25
CYP 3.3	Y/601/1695	3	Understand How to Safeguard the Wellbeing of Children and Young People	3	3	25
CYP 3.4	D/601/1696	4	Support Children and Young People's Health and Safety	2	3	15
CYP 3.5	H/601/1697	5	Develop Positive Relationships with Children, Young People and Others Involved in Their Care	1	3	8
CYP 3.6	K/601/1698	6	Working Together for the Benefit of Children and Young People	2	3	15
CYP 3.7	M/601/1699	7	Understand How to Support Positive Outcomes for Children and Young People	3	3	25
SHC 31	J/601/1434	8	Promote Communication in Health, Social Care or Children's and Young People's Settings	3	3	10

Pearson Edexcel Level 3 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland)						
SHC 32	A/601/1429	9	Engage in Personal Development in Health, Social Care or Children's and Young People's Settings	3	3	10
SHC 33	Y/601/1437	10	Promote Equality and Inclusion in Health, Social Care or Children's and Young People's Settings	2	3	8
SHC 34	R/601/1436	11	Principles for Implementing Duty of Care in Health, Social Care or Children's and Young People's Settings	1	3	5
EYMP 1	J/600/9781	12	Context and Principles for Early Years Provision	4	3	24
EYMP 2	L/600/9782	13	Promote Learning and Development in the Early Years	5	3	40
EYMP 3	Y/600/9784	14	Promote Children's Welfare and Wellbeing in the Early Years	6	3	45
EYMP 4	H/600/9786	15	Professional Practice in Early Years Settings	3	3	20
EYMP 5	T/600/9789	16	Support Children's Speech, Language and Communication	4	3	30

Qualification structure for the Pearson Edexcel Level 3 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland)

Optional units

The learner must choose optional units that will enable the achievement of 16 credits to make a combined total of 65 credits for this qualification.

Apprentices should undertake units MP11 002 and PEFA P001 (Paediatric Units 46 and 48) from the optional unit bank to meet the employer requirements.

Pearson Edexcel Level 3 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland)						
SSC unit reference	**Unit reference**	**Pearson unit reference**	**Optional unit title**	**Credit**	**Level**	**GLH**
CYPOP 1	A/601/0121	17	Work with Babies and Young Children to Promote Their Development and Learning	6	3	45
CYPOP 14	R/601/1369	18	Support Children and Young People to Have Positive Relationships	3	3	20
CYPOP 16	T/600/9775	19	Coordinate Special Educational Needs Provision	5	4	35
CYPOP 17	F/600/9777	20	Understand the Needs of Children and Young People Who Are Vulnerable and Experiencing Poverty and Disadvantage	5	4	40
CYPOP 2	D/601/0130	21	Care for the Physical and Nutritional Needs of Babies and Young Children	6	3	45
CYPOP 3	H/601/0131	22	Lead and Manage a Community-based Early Years Setting	6	4	45
CYPOP 4	M/601/0133	23	Promote Young Children's Physical Activity and Movement Skills	3	3	22
CYPOP 5	Y/600/9770	24	Understand How to Set Up a Home-based Childcare Service	4	3	29

Pearson Edexcel Level 3 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland)						
CYPOP 6	T/601/0134	25	Support Disabled Children and Young People and Those with Specific Requirements	6	4	45
CYPOP 7	A/601/0135	26	Promote Creativity and Creative Learning in Young Children	5	4	35
CYPOP 15	L/601/2861	27	Support Positive Practice with Children and Young People with Speech, Language and Communication Needs	4	3	28
CYPOP 21	Y/601/2877	28	Work with Parents, Families and Carers to Support Their Children's Speech, Language and Communication Development	3	3	23
CYPOP 22	M/601/2884	29	Understand the Speech, Language and Communication Needs of Children and Young People with Behavioural, Social and Emotional Difficulties	3	3	25
CYPOP 27	H/502/4682	30	Enable Parents to Develop Ways of Handling Relationships and Behaviour that Contribute to Everyday Life with Children	3	3	20
CYPOP 28	Y/502/4680	31	Work with Parents to Meet their Children's Needs	3	3	20
CYPOP 37	K/601/0132	32	Support Children or Young People in Their Own Home	4	3	30
CYPOP 38	J/502/4660	33	Engage Young Parents in Supporting their Children's Development	3	3	20
CYPOP 39	Y/502/4663	34	Engage Fathers in their Children's Early Learning	3	3	20
CYPOP 40	M/502/3812	35	Engage Parents in their Children's Early Learning	3	3	20
CYPOP 46	K/601/3225	36	Promote Children in Early Year's Settings Acquiring a New Language through Immersion	4	3	29
HSC 3047	F/601/4056	37	Support use of Medication in Social Care Settings	5	3	40

Pearson Edexcel Level 3 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland)						
CCLD FP OP 3.1	T/602/1876	38	Promote Children's Experiential Learning	6	3	44
CCLD FP OP 3.2	A/602/1880	39	Support Children and Young People with Physical Disabilities	6	4	44
CCLD FP OP 3.3	F/602/1881	40	Support Children and Young People with Learning Disabilities	6	4	44
CCLD FP OP 3.4	J/602/1882	41	Support Children and Young People with Autistic Spectrum Conditions	6	4	44
CCLD FP OP 3.5	L/602/1883	42	Support the Learning and Development of Children and Young People with Health Needs	6	4	44
CCLD FP OP 3.6	R/602/1884	43	Support Children and Young People with Sensory Loss	6	4	44
HSC 2028	J/601/8027	44	Move and Position Individuals in Accordance with their Plan of Care	4	2	26
HSC 2029	T/601/9450	45	Meet Food and Safety Requirements when Providing Food and Drink for Individuals	2	2	15
MP11 002	J/600/2037	46	Managing Paediatric Illness and Injury	1	2	10
PD OP 3.5	D/601/5750	47	Support Families who have a Child with a Disability	3	3	23
PEFA P001	F/600/2036	48	Paediatric Emergency First Aid	1	2	10
SS OP 3.1	F/601/3473	49	Understand Models of Disability	3	3	26

How is the qualification graded and assessed?

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

To pass a unit, the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.
- The qualifications are designed to be assessed:
- in the workplace, or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or
- as part of a training programme.

Assessment requirements/strategy

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

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

Evidence of competence may come from:

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

It is important that the evidence is:

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

Types of evidence

To successfully achieve a unit, the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the 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)
- learner explanation/personal statement (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 abbreviation may be used to 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.

Age range covered by this qualification

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

Confidentiality requirements

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

Work experience time

Learners will require sufficient time to be able to carry out and demonstrate the competence elements of this qualification, showing that they understand how knowledge components are applied in practice. Since the amount of time required to evidence achievement of all assessment criteria will vary between learners, Pearson is only able to make recommendations regarding work experience time required for learners. Pearson recommends, as a guide, that learners working towards the Pearson Edexcel Level 3 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland) would require approximately 700 hours working in real work environments.

Work Experience time – Wales

Welsh learners undertaking this qualification will be required to undertake a minimum period of work/work placement. This has been set to 100days or 700 hours.

Recommendations for assessment methods, assessment planning and tracking progress

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

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

Steps in carrying out an initial assessment include:

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

– transferring credit from units that also appear in the rules of combination of other qualifications

– recognising the equivalency of any units already achieved

– claiming exemptions for achievements outside of the

– using the RPL process to claim credit for what the learner already knows and can do for immediate assessment

– identifying what learner need to learn.

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

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

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

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

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

Where workplace assessment is required, assessors should:

- familiarise themselves with the learner and their workplace
- find out when the learner is available for assessment, eg what hours/days they work
- take account of the learner's job role and circumstances, eg what managers, teachers, classes, groups or individuals they work with, their timetable or work pattern, their commitments outside of work
- identify different opportunities for demonstrating competence, eg a task may be carried out in different ways depending on the group or individual with whom the learner is working
- draw upon the skills and resources of a mentor, if available, to facilitate assessment opportunities (but keeping them separate from the assessment process)
- ensure assessment planning takes account of the learner's learning needs and agreed plans for addressing these.

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

Reviews should take account of:

- actions agreed at the last review meeting
- progress made in relation to any agreed learning plan, where such a plan exists
- assessments undertaken
- any problems or obstacles encountered and how these will be addressed
- any changes in learner's circumstances or work circumstances, eg changed work role
- future learning needs and how they will be addressed
- any implications for the assessment plan and revising this as appropriate.
- Progress reviews should also be used to check that the learner and the line manager:
- understand and are comfortable with the assessment process

- know what progress the learner has made towards achievement of the qualification
- understand the centre's appeals process.

Unit content

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

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

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

Relationship between content and assessment criteria

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

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

Content structure and terminology

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

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

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

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

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

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

Online support

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

What do you need to offer this qualification?

Centre recognition

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

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

Approvals agreement

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

Quality assurance

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

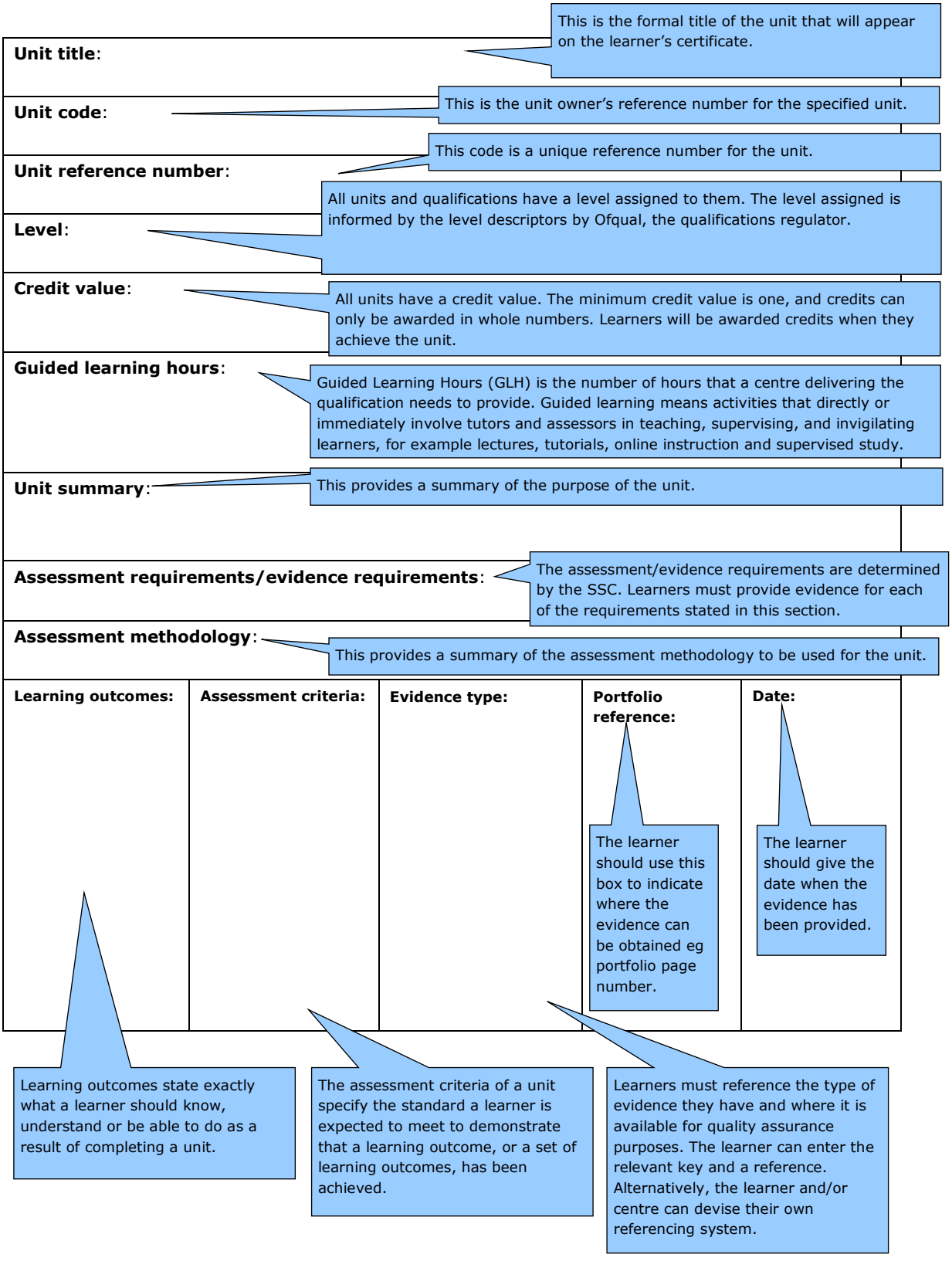
What resources are required?

This qualification is designed to support learners working in the Children's Care, Learning and Development sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard.

Centres must meet any specific resource requirements outlined in *Annexe C: Assessment requirements/ strategy,* including access to an appropriate setting where required. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.



Units

Unit 1: Understand Child and Young Person Development

Unit code: CYP Core 3.1

Unit reference number: L/601/1693

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

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

Assessment requirements/evidence requirements

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

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

Unit content

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

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

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

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

Gross motor physical development: infant reflexes; development of locomotion, balance and coordination; gender differences

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern	3.1 explain how to monitor children and young people's development using different methods 3.2 explain the reasons why children and young people's development may not follow the expected pattern 3.3 explain how disability may affect development 3.4 explain how different types of interventions can promote positive outcomes for children and young people where development is not following the expected pattern			
4 Understand the importance of early intervention to support the speech, language and communication needs of children and young people	4.1 analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition 4.2 explain how multi-agency teams work together to support speech, language and communication 4.3 explain how play and activities are used to support the development of speech, language and communication			
5 Understand the potential effects of transitions on children and young people's development	5.1 explain how different types of transitions can affect children and young people's development 5.2 evaluate the effect on children and young people of having positive relationships during periods of transition			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 2: Promote Child and Young Person Development

Unit code: CYP Core 3.2

Unit reference number: R/601/1694

Level: 3

Credit value: 3

Guided learning hours: 25

Unit summary

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

Assessment requirements/evidence requirements

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

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

Unit content

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

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

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

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

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

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

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

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

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

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

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

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

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

Effect of institutions, agencies and services on children and young people: impact of eg charities, support groups, faith-based groups, community projects, children centre services, Kidscape, NSPCC,

extended schools provision; various effects eg offer empathy, support and guidance to children and young people and families experiencing difficulties, help identify problems in development of children or young people, raise awareness of rights, information, available help, opportunities and ways to progress in development

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

Work with children and young people to encourage positive behaviour: identify and implement strategies used to encourage positive behaviour eg positive reinforcement, rewards, involving child or young person in decision making where appropriate; strategies used for preventing unwanted behaviour eg ensuring a stimulating environment, reinforcing rules and expectations in a clear and consistent manner, use of distraction and diversion, adequate resources made available in order to avoid frustration or boredom on part of child or young person

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

6 Be able to support children and young people experiencing transitions

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to assess the development needs of children or young people and prepare a development plan	1.1 explain the factors that need to be taken into account when assessing development 1.2 assess a child or young person's development in the following areas: a physical b communication c intellectual/cognitive d social, emotional and behavioural e moral 1.3 explain the selection of the assessment methods used 1.4 develop a plan to meet the development needs of a child or young person in the work setting			

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

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

Unit code: CYP Core 3.3

Unit reference number: Y/601/1695

Level: 3

Credit value: 3

Guided learning hours: 25

Unit summary

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

Assessment requirements/evidence requirements

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

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

Unit content

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

Current legislation, guidelines and policies regarding the safeguarding of children and young people

Legislation: Children Act 1989; Children Act 2004; Children Act 2004 (Wales), 2003, Protection of Children and Vulnerable Adults (Northern Ireland), Order 2003; Education Act 2002; UN Convention on the Rights of the Child (1989)

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

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

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

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

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

Process used by own work setting or service to comply with legislation that covers data protection, information handling and sharing: instructions for clear and appropriate action to be taken in the event of a suspected child protection situation; action to be taken in the event of a suspected child protection situation, reporting concerns, lines of reporting, information sharing confidentiality; policies for e-safety, cyber bullying, confidentiality; procedures for reporting and recording, information storing, how information is gathered, stored and shared; confidentiality, methods of reporting concerns; Data Protection Act 1998; Freedom of Information Act 2000

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Emotional: tormenting; exclusion; ridicule; humiliation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the importance of working in partnership with other organisations to safeguard children and young people	2.1 explain the importance of safeguarding children and young people 2.2 explain the importance of a child or young person centred approach 2.3 explain what is meant by partnership working in the context of safeguarding 2.4 describe the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed			
3 Understand the importance of ensuring children and young people's safety and protection in the work setting	3.1 explain why it is important to ensure children and young people are protected from harm within the work setting 3.2 explain policies and procedures that are in place to protect children and young people and adults who work with them 3.3 evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected 3.4 explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits			

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Understand how to work with children and young people to support their safety and wellbeing	6.1	explain how to support children and young people's self-confidence and self-esteem			
		6.2	analyse the importance of supporting resilience in children and young people			
		6.3	explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety			
		6.4	explain ways of empowering children and young people to make positive and informed choices that support their wellbeing and safety			
7	Understand the importance of e-safety for children and young people	7.1	explain the risks and possible consequences for children and young people of being online and of using a mobile phone			
		7.2	describe ways of reducing risk to children and young people from: a social networking b internet use c buying online d using a mobile phone			

Learner name: _____ Date: _____

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(*if sampled*)

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

Unit code: CYP Core 3.4

Unit reference number: D/601/1696

Level: 3

Credit value: 2

Guided learning hours: 15

Unit summary

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

Assessment requirements/evidence requirements

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

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

Unit content

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

Planning healthy and safe indoor and outdoor environments and services: taking into account the individual age and abilities of the children or young people being planned for; identifying specific risks to individual children or young people eg those with sensory impairment; identifying the needs of adults where relevant eg resources, equipment or training; recognising the duty of care; meet regulatory requirements eg EYFS, Estyn Care Social Services Inspectorate for Wales (CSSIW); links to the desired outcomes for children and young people eg Every Child Matters; recognition of the lines of responsibilities and accountability; use guidance eg Start, The Foundation Phase, Estyn Care Social Services Inspectorate for Wales (CSSIW); The Education and Training Inspectorate in Northern Ireland

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

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

Implementing health and safety legislation, policies and procedures: legislation for home country which informs the writing of health and safety policies and procedures; legislation eg Health and Safety at Work Act 1974, Health and Safety (young persons) Regulations 1997, Fire Precautions (workplace) Regulations 1997, Care Standards Act 2000, Control of Substances Hazardous to Health Regulations 1994 (COSHH), Reporting of Injuries, Diseases and Dangerous Occurrences Regulation 1995 (RIDDOR), Health and Safety (First Aid) Regulations 1981, Food Handling regulations 1995, Personal Protective Equipment at Work Regulations 1992, Children Act 1989, Children Act 2004, Safeguarding Vulnerable Adults Group 2006; policies required eg health and safety, risk assessment, child protection; review policies and procedures

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

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

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

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

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

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

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

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

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to plan and provide environments and services that support children and young people's health and safety	1.1	describe the factors to take into account when planning healthy and safe indoor and outdoor environments and services			
		1.2	explain how health and safety is monitored and maintained and how people in the work setting are made aware of risks and hazards and encouraged to work safely			
		1.3	identify sources of current guidance for planning healthy and safe environments and services			
		1.4	explain how current health and safety legislation, policies and procedures are implemented in own work setting or service			
2	Be able to recognise and manage risks to health, safety and security in a work setting or off-site visits	2.1	demonstrate how to identify potential hazards to the health, safety and security of children or young people, families and other visitors and colleagues			
		2.2	demonstrate ability to deal with hazards in the work setting or in off-site visits			
		2.3	undertake a health and safety risk assessment in own work setting or service illustrating how its implementation will reduce risk			
		2.4	explain how health and safety risk assessments are monitored and reviewed			

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

Learner name: _____ Date: _____

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Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

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

Unit code:	CYP Core 3.5
Unit reference number:	H/601/1697
Level:	3
Credit value:	1
Guided learning hours:	8

Unit summary

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

Assessment requirements/evidence requirements

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

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

Unit content

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

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

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

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

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

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

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

Learning outcomes and assessment criteria

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

Learner name: _____ Date: _____

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(*if sampled*)

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

Unit code: CYP Core 3.6

Unit reference number: K/601/1698

Level: 3

Credit value: 2

Guided learning hours: 15

Unit summary

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

Assessment requirements/evidence requirements

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

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

Unit content

1 Understand integrated and multi-agency working

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

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

Referrals between agencies: as required by legislation or procedures and policies of home country and own setting eg *All Wales Child Protection Procedures 2008, Safeguarding Children :Working Together Under the Children Act 2004* National Service Framework for Children, Young People and Maternity Services, Common Assessment Framework (CAF), Aiming High for Disabled Children, Better Support for Families (2007); using correct referral routes within the setting eg SENCO, Child Protection officer, supervisor or manager; reasons for referral to different agencies eg safeguarding children and young people, early intervention, need for specialist or additional support; policies and procedures for referrals between organisations; role of the lead professional in coordinating services; the use of the Common Assessment Framework (CAF) if used to provide support; role of Early Intervention Teams

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

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

2 **Be able to communicate with others for professional purposes**

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

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

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

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

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

Learning outcomes and assessment criteria

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

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Internal verifier signature: _____ Date: _____
(*if sampled*)

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

Unit code:	CYP Core 3.7
Unit reference number:	M/601/1699
Level:	3
Credit value:	3
Guided learning hours:	25

Unit summary

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

Assessment requirements/evidence requirements

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

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

Unit content

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

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

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

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

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

Positive outcomes for children and young people: National Service Framework for Children, Young People and Maternity Services, Flying Start, Foundation Phase, Extending Entitlement, Children and Young People Rights to Action

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

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

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

3 **Understand the possible impact of disability, special requirements and attitudes on positive outcomes for children and young people**

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

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

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

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

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

Equality, diversity and inclusion in the context of positive outcomes for children and young people: Children and Young People: Rights to Action current legislation eg the Children Act 2004, Disability Discrimination Act 2005, the Equality Act 2010; equal opportunities policy of own setting; support services use the social model of disability and work towards removing barriers which restrict life choices for children and young people; services planned according to the individual child or young person's needs and abilities in order to maximise chances of success; all practitioners should have a child-centred or young person-centred approach; child or young person needs to be involved in decision making as appropriate for their age and abilities

Learning outcomes and assessment criteria

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

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

Learner name: _____ Date: _____

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Internal verifier signature: _____ Date: _____
(*if sampled*)

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

Unit code: SHC31

Unit reference number: J/601/1434

Level: 3

Credit value: 3

Guided learning hours: 10

Unit summary

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

Assessment requirements/evidence requirements

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

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

Unit content

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Learning outcomes and assessment criteria

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

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

Unit code: SHC 32

Unit reference number: A/601/1429

Level: 3

Credit value: 3

Guided learning hours: 10

Unit summary

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

Assessment requirements/evidence requirements

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

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

Unit content

1 **Understand what is required for competence in own work role**

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

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

2 **Be able to reflect on practice**

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

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

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

3 **Be able to evaluate own performance**

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

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

4 **Be able to agree a personal development plan**

Sources of support for planning and reviewing own development: sources of support eg mentor, supervisor, teacher, manager, local authority, training providers, awarding organisations, further and higher education institutions, Learn Direct, Care Council for Wales, Social Northern Ireland Social Care Council

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

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

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

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

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand what is required for competence in own work role	1.1	describe the duties and responsibilities of own work role			
		1.2	explain expectations about own work role as expressed in relevant standards			
2	Be able to reflect on practice	2.1	explain the importance of reflective practice in continuously improving the quality of service provided			
		2.2	demonstrate the ability to reflect on practice			
		2.3	describe how own values, belief systems and experiences may affect working practice			
3	Be able to evaluate own performance	3.1	evaluate own knowledge, performance and understanding against relevant standards			
		3.2	demonstrate use of feedback to evaluate own performance and inform development			
4	Be able to agree a personal development plan	4.1	identify sources of support for planning and reviewing own development			
		4.2	demonstrate how to work with others to review and prioritise own learning needs, professional interests and development opportunities			
		4.3	demonstrate how to work with others to agree own personal development plan			

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

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Internal verifier signature: _____ Date: _____
(*if sampled*)

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

Unit code: SHC 33

Unit reference number: Y/601/1437

Level: 3

Credit value: 2

Guided learning hours: 8

Unit summary

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

Assessment requirements/evidence requirements

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

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

Unit content

1 Understand the importance of diversity, equality and inclusion

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

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

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

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

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

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

2 Be able to work in an inclusive way

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

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

3 **Be able to promote diversity, equality and inclusion**

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

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the importance of diversity, equality and inclusion	1.1	explain what is meant by: a diversity b equality c inclusion			
		1.2	describe the potential effects of discrimination			
		1.3	explain how inclusive practice promotes equality and supports diversity			
2	Be able to work in an inclusive way	2.1	explain how legislation and codes of practice relating to equality, diversity and discrimination apply to own work role			
		2.2	show interaction with individuals that respects their beliefs, culture, values and preferences			
3	Be able to promote diversity, equality and inclusion	3.1	demonstrate actions that model inclusive practice			
		3.2	demonstrate how to support others to promote equality and rights			
		3.3	describe how to challenge discrimination in a way that promotes change			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

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

Unit code: SHC 34

Unit reference number: R/601/1436

Level: 3

Credit value: 1

Guided learning hours: 5

Unit summary

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

Assessment requirements/evidence requirements

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

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

Unit content

1 **Understand how duty of care contributes to safe practice**

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

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

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

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

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

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

3 **Know how to respond to complaints**

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

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

Learning outcomes and assessment criteria

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

Learner name: _____ Date: _____

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(*if sampled*)

Unit 12: Context and Principles for Early Years Provision

Unit code: EYMP 1

Unit reference number: J/600/9781

Level: 3

Credit value: 4

Guided learning hours: 24

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

Unit content

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

Legal status and principles of the relevant early years framework: to the early years framework/s relevant to own home nation eg The Foundation Phase, Flying Start; each framework sets aims to provide quality and consistency in approach providing for young children's care, learning and wellbeing

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

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

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

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

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

Effectiveness of the area in extending children's learning and development: considering whether area prepared in accordance with key features of development of child including physical, intellectual,

language, gender, emotional, social; age appropriate; stage appropriate; requiring specialist support with learning difficulties and/or disabilities/sensory impairment; evaluating progress made by individual children as a result of participation in the prepared area

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

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

3 Understand how to work in partnership with carers

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

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

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

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the purposes and principles of early years frameworks	1.1	explain the legal status and principles of the relevant early years framework/s, and how national and local guidance materials are used in settings			
		1.2	explain how different approaches to work with children in the early years has influenced current provision in the UK			
		1.3	explain why early years frameworks emphasise a personal and individual approach to learning and development			
2	Be able to provide environments within the work setting that support and extend children's development and learning in their early years	2.1	prepare an area/s within the work setting, explaining how the area supports and extends children's learning and development			
		2.2	monitor how children use the prepared area/s and evaluate how effective it has been in:			
			a extending children's learning and development			
			b encouraging high expectations of their achievement			
		2.3	explain how the environment meets the needs of individual children			

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 13: Promote Learning and Development in the Early Years

Unit code: EYMP 2

Unit reference number: L/600/9782

Level: 3

Credit value: 5

Guided learning hours: 40

Unit summary

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

Assessment requirements/evidence requirements

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

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

Unit content

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

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

Documented outcomes for children that form part of the relevant early years framework: desired outcomes for children and young people as in the required framework for early years provision within the relevant UK home nation eg Flying Start, The Foundation Phase

Assessment and recording of documented outcomes: methods eg through recorded learning journeys, observations, planning, The Foundation Phase profiles

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

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

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

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

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

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

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

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

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

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

social and emotional development through collaboration and cooperation between child and others in the setting as child works together with others to develop idea or skill

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

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

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

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

Learning outcomes and assessment criteria

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

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

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

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

Unit content

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6 **Be able to provide physical care for children**

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

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

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

Learning outcomes and assessment criteria

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

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

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

Learner name: _____ Date: _____

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Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 15: Professional Practice in Early Years Settings

Unit code: EYMP 4

Unit reference number: H/600/9786

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

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

Assessment requirements/evidence requirements

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

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

Unit content

1 Understand the scope and purposes of the early years sector

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

2 Understand current policies and influences on the early years sector

Current policies, frameworks and influences and their impact on early years practice: as appropriate to the relevant UK home nation eg The Children Act 1989, The Children Act (2004), Children and Families (Wales), Measure (2010), Flying Start, The Foundation Phase, National Curriculum, local authority initiatives, Welsh Assembly Government initiatives, Northern Ireland Assembly initiatives, central government initiatives; other influences eg the United Nations Convention on the Rights of the Child (UNCRC), current equalities legislation, current research; social and economic influences eg family work patterns, financial constraints; range of current policies, frameworks and influences has significant impact on the early years sector; aims to maintain high standards of practice and to provide the best possible care for children; emphasises multi-agency working and child-centred approach to early years practice

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

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

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

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

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

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

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

4 **Be able to review own practice in promoting diversity, inclusion and participation in early years settings**

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

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

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

Learning outcomes and assessment criteria

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

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

Learner name: _____ Date: _____

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Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

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

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

Unit summary

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

Assessment requirements/evidence requirements

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

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

Unit content

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

Speech, language and communication needs of children:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Evaluate the effectiveness of speech, language and communication support for children in own setting: records, contribute to record-keeping systems; observation; checklists; engagement; discussion; assessments; team meetings, staff meetings, parent/carer liaison, multi-agency groups within boundaries of own role; development norms; cultural factors; individual needs; attitudes; behaviours; Common Core of Skills and Knowledge for Children's Care, Learning and Development, Flying Start, The Foundation Phase, National Curriculum, Extending Entitlement, 14-19 Learning Pathways; benchmark; review; reflect

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

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

Review evidence about the key factors that provide a supportive speech, language and communication environment: physical environment; roles and responsibilities; training, development needs; appropriate involvement of others; records; development norms; cultural factors; individual needs; attitudes; behaviours; importance of play; specialist support; parent involvement; government reports and legislation eg Childcare Act 2006, Common Core of Skills and Knowledge for Children and Young People's Workforce in Wales, The Foundation Phase areas of Learning, National Curriculum, Extending Entitlement, 14-19 Learning Pathways

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the importance of speech, language and communication for children's overall development	1.1 explain each of the terms: a speech b language c communication d speech, language and communication needs 1.2 explain how speech, language and communication skills support each of the following areas in children's development: a learning b emotional c behaviour d social 1.3 describe the potential impact of speech, language and communication difficulties on the overall development of a child, both currently and in the longer term			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to provide support for the speech, language and communication development of the children in own setting	3.1 demonstrate methods of providing support taking into account the: a age b specific needs c abilities d home language where this is different to that of setting e interests of the children in own setting 3.2 demonstrate how day-to-day activities within the setting can be used to encourage speech, language and communication development in young children 3.3 demonstrate in own practice how to work with children to develop speech, language and communication in: a 1:1 basis b groups 3.4 evaluate the effectiveness of speech, language and communication support for children in own setting			

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

Learner name: _____ Date: _____

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Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 17: Work with Babies and Young Children to Promote Their Development and Learning

Unit code: CYPOP 1

Unit reference number: A/601/0121

Level: 3

Credit value: 6

Guided learning hours: 45

Unit summary

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

Assessment requirements/evidence requirements

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

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

Unit content

1 Understand the development and learning of babies and young children

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

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

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

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

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

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

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

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

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

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

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

3 **Understand the attachment needs of babies**

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

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

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

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

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

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

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

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

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

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

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the development and learning of babies and young children	1.1 explain the pattern of development in the first three years of life and the skills typically acquired at each stage 1.2 explain: a how development and learning are interconnected b how and why variations occur in rate and sequence of development and learning c that learning may take place in different ways d the importance of play 1.3 explain the potential effects on development, of pre-conceptual, pre-birth and birth experiences 1.4 explain the impact of current research into the development and learning of babies and young children			

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 18: Support Children and Young People to Have Positive Relationships

Unit code: CYPOP 14

Unit reference number: R/601/1369

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

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

Assessment requirements/evidence requirements

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

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

Unit content

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Learning outcomes and assessment criteria

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 19: Coordinate Special Educational Needs Provision

Unit code: CYPOP 16

Unit reference number: T/600/9775

Level: 4

Credit value: 5

Guided learning hours: 35

Unit summary

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

Assessment requirements/evidence requirements

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

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

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

Unit content

1 **Understand the role of the special educational needs coordinator**

The legislative context for the role of the special educational needs coordinator relevant to codes of practice relevant to the UK Home Nation: eg Children Act 1989, Education Act 1993, Special Educational Needs and Disability Act (SENDA) 2001, Children Act 2004; Children and Young People – Rights to Action, The Foundation Phase

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Sources of support and professional development: line manager colleagues; local networks and support forums; outside agencies and professionals; third sector organisations eg The British Dyslexia Association, National Blind Children's Society; local education authorities; Department for Education; Department for Chidlren, Education, Lifelong Learning and Skills (DCELLS) within the Welsh Assesmbley Government; Department for Education Northern Ireland; Teacher Development Agency; Care Council for Wales; Northern Ireland Social Care Council; Teachernet

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

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

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

Learning outcomes and assessment criteria

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

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 20: Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage

Unit code: CYPOP 17

Unit reference number: F/600/9777

Level: 4

Credit value: 5

Guided learning hours: 40

Unit summary

This unit aims to provide learners with an in-depth understanding of the effects of poverty and disadvantage on children and young people.

Assessment requirements/evidence requirements

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the factors that may impact on the outcomes and life chances of children and young people	1.1 identify the factors that impact on outcomes and life chances for children and young people 1.2 explain the critical importance of poverty in affecting outcomes and life chances 1.3 analyse a strategic national or local policy that has positive impact on outcomes and life chances for children and young people 1.4 explain why strategic direction from national and local policy is required to address factors impacting on outcomes and life chances for children and young people			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how poverty and disadvantage affect children and young people's development	2.1	disadvantage may affect children and young people's: a Physical development b Social and emotional development c Communication development d Intellectual development e Learning			
3	Understand the importance of early intervention for children and young people who are disadvantaged and vulnerable.	3.1	explain what is meant by both disadvantage and vulnerability			
		3.2	explain the importance of early intervention for disadvantaged and/or vulnerable children and young people			
		3.3	evaluate the impact of early intervention			
4	Understand the importance of support and partnership in improving outcomes for children and young people who are experiencing poverty and disadvantage	4.1	research the policy and guidance impacting on support services at national level, and evaluate how this operates at local level			
		4.2	explain how carers can be engaged in the strategic planning of services			
		4.3	analyse how practitioners can encourage carers to support children and young people's learning and development			
		4.4	explain how the interface with adult services is structured so that the needs of children and young people whose carers are users of services are taken into account			

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 21: Care for the Physical and Nutritional Needs of Babies and Young Children

Unit code: CYPOP 2

Unit reference number: D/601/0130

Level: 3

Credit value: 6

Guided learning hours: 45

Unit summary

The unit is designed to assess competence in caring for the physical and nutritional needs of babies and young children. This would normally cover children from birth to their third birthday.

Assessment requirements/evidence requirements

This unit should be assessed in line with Skills for Care and Development's Assessment Principles. With the exception of assessment criterion 5.2, all learning outcomes for this unit must be assessed in a real work environment.

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

Unit content

1 Be able to provide respectful physical care for babies and young children

Appropriate care for babies and young children: identifying individual care needs; cultural and ethnic considerations; care of teeth, skin, hair and nappy area; child's right to privacy and how this can be met

How to work with parents and carers: taking into account the preferences and wishes of parents and carers in the provision of physical care for their children

Demonstrate positive and respectful interactions with babies and young children: listening to children; speaking appropriately to babies and young children; acting in a caring and sensitive manner; carrying out personalised care routines; meeting individual care needs

Policy and procedures in place to protect children and practitioners when providing personal care: policies and procedures of setting, and regulatory guidance; importance of following policies; awareness of child protection issues; protection of self against false allegations

2 Be able to provide routines for babies and young children that support their health and development

Plan daily and weekly routines for babies and young children: identifying individual care and development needs; working closely with carers to provide a suitable plan

How to treat babies and young children during care routines: speak appropriately to babies and young children; respectful and sensitive interactions; using care routines as an opportunity for one-to-one interaction and learning/development of baby or child

How to carry out toilet training: identify principles of effective toilet training; stages of readiness for training; use of praise, encouragement and rewards; importance of working in partnership with carers; how to incorporate toilet training into everyday routines

3 Be able to provide opportunities for exercise and physical activity

Importance of physical activity for babies and young children: impact on healthy growth and development eg release of stress, aids rest and healthy appetite, strengthens muscles and joints, promotes good posture and increases bone density, develop balance and coordination, babies and young children express ideas and feelings through movement, explore what their bodies can do, cooperate with others, develop fine and gross motor skills

How to support babies or young children's exercise and physical activity: selecting age and stage-appropriate physical activities; role of the practitioner in supporting physical activities; selection of appropriate equipment and resources; health and safety considerations, praise and encouragement; freedom to explore, access to both indoor and outdoor activities; help children to see physical activity as fun

4 Be able to provide safe and protective environments for babies and young children

The setting's health and safety policies and procedures: how legislation informs practice; how policies are developed and implemented; how to establish and maintain a safe and protective environment

Safety features within the environment for babies and young children: identify the range of policies in place eg food hygiene, dealing with accidents and emergencies, behaviour management; how policies inform practice; how and when practitioners carry out risk assessments in the setting and when planning activities; the recording of accidents and incidents

Supervise babies or young children, demonstrating a balanced approach to risk management: consideration of age and stage of development and individual ability of baby or young child; role of the practitioner in providing appropriate support and encouragement; provision of appropriate and sufficient amount of activities and equipment

Sleep procedures in the setting: current guidance on minimising sudden infant death syndrome eg sleep position, room temperature; how these procedures are incorporated into everyday routines for babies

5 Be able to provide for the nutritional needs of babies under 18 months

Current government guidance on the nutritional needs of babies until they are fully weaned: baby feeding including breast feeding, bottle feeding and weaning; when and how to carry out weaning; principles of nutrition, provision of a balanced diet and healthy snacks; importance of using information from carers when planning a programme of weaning

Prepare formula feeds hygienically and following current guidance: different methods of sterilising feeding equipment, how to make feeds correctly and safely, importance of hygiene, calculating feed quantities

Benefits of different types of formula that are commonly available: formula milk for different ages and stages of development eg newborn, hungrier baby, toddler milk, night-time milk; specialised milk for babies who have intolerance or allergy to cow's milk formulas eg hydrolysed infant milk formulas, soya milk

6 **Understand how to provide for the nutritional needs of young children from 18–36 months**

Plan meals for young children that meet their nutritional needs based on current government guidance: current principles of nutrition; the balanced nutritional needs of young children; appropriate daily portions; importance of using information from parents and carers to inform planning of meals and healthy snacks; role of adult in modelling and promoting healthy eating; the social and educational role of food; effects of a poor diet on the general health of a young child

Food allergies and intolerances that a young child may experience: the range of possible food intolerances eg nuts, milk and dairy products, eggs, strawberries, tomatoes; recording and reporting of allergies; management of food allergies in the setting; importance of following instructions of parent or carer regarding the needs of their child; recognising signs and symptoms of food allergies or intolerances and dealing with possible reactions to food; supporting children and their families who have special diets

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to provide respectful physical care for babies and young children	1.1 demonstrate culturally and ethnically appropriate care for babies and young children for: a skin b hair c teeth d nappy area 1.2 demonstrate in own practice how to take into account the preferences of carers in the provision of physical care and explain why this is important 1.3 demonstrate in own practice how you engage with babies or young children in a respectful manner and provide personalised physical care tailored to their needs 1.4 explain organisational or regulatory procedures that protect babies, young children and practitioners when providing personal care and why these are necessary			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to provide routines for babies and young children that support their health and development	2.1	plan daily and weekly routines for babies and young children suitably personalised to meet individual needs			
		2.2	demonstrate in own practice how to treat babies or young children with respect and sensitivity during everyday care routines			
		2.3	explain the principles of effective toilet training and how this is incorporated into routines			
3	Be able to provide opportunities for exercise and physical activity	3.1	explain the importance of exercise and physical activity for babies and young children			
		3.2	demonstrate in own practice how to support babies or young children's exercise and physical activity			
4	Be able to provide safe and protective environments for babies and young children	4.1	explain policies and procedures in own setting that cover health, safety and protection of babies and young children			
		4.2	demonstrate and evaluate the safety features within the environment for babies and young children			
		4.3	supervise babies or young children and demonstrate a balanced approach to risk management			
		4.4	explain current advice on minimising sudden infant death syndrome in everyday routines for babies			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to provide for the nutritional needs of babies under 18 months	5.1	identify, using current government guidance, the nutritional needs of babies until they are fully weaned and using information from carers plan a programme of weaning			
		5.2	prepare formula feeds hygienically following current guidance			
		5.3	evaluate the benefits of different types of formula that are commonly available			
6	Understand how to provide for the nutritional needs of young children from 18-36 months	6.1	plan meals for young children that meet their nutritional needs based on current government guidance and information from carers			
		6.2	explain food allergies and intolerances that a young child may experience and the importance of following carers instructions on the needs of their child			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 22: Lead and Manage a Community-based Early Years Setting

Unit code: CYPOP 3

Unit reference number: H/601/0131

Level: 4

Credit value: 6

Guided learning hours: 45

Unit summary

This unit is about providing leadership and management in a community-based setting that promotes the engagement, involvement and participation of parents.

Assessment requirements/evidence requirements

This unit should be assessed in line with Skills for Care and Development's Assessment Principles. Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.

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

Unit content

1 **Understand the purposes, benefits and key features of community-based early years provision**

Purpose and features of community-based settings: range and types of services offered to children and families; support groups; training opportunities; range of professionals; roles of professionals in setting

A community-based early years setting can be an agent of community development: provision of resources; provision of professional support; provision of practical help; funding; parenting support and networking opportunities

Benefits arising from community-based early years provision: benefits for children, parents, carers, the early years setting and the local community eg ongoing support, opportunities for development and informal or formal education, access to information, networking and social cohesion

2 **Be able to lead the team in a community-based early years setting**

Demonstrate leadership skills in own practice: demonstrate good interpersonal and communication skills; knowledge and application of early years principles, procedures and values; good professional practice and the ability to share information and ideas; work closely with parents, carers and others involved in the setting; updating of own knowledge and skills

Implement activities with the setting's staff team to share and promote their understanding of good practice: update staff on new developments and examples of best practice through eg networking opportunities, meetings and workshops, emails, training events; identification and review of training and support needs; facilitate reflective practice; review staff progress and development, celebrate successes and achievements

Maintain a team culture among all of the staff and parents in a community-based early years setting: implement strategies to promote a team approach in the setting eg regular team meetings, sharing of ideas, group training, newsletters, seeking and giving feedback in an inclusive manner, recognising and valuing contributions of all involved in the setting, clear understanding of different roles and responsibilities within the team and how each contributes to meeting team goals

Effectiveness of own practice in implementing the principles of community-based early years provision: reflective practice; carrying out regular evaluations of practice; including staff and parents in evaluation processes; action planning

3 **Be able to engage parents as partners in the community-based early years setting**

Establish and maintain a relationship of partners with the parents of an early years setting: recognising why partnerships with parents are important; effective ways of establishing partnerships; encouraging and valuing contributions from all parents in an inclusive and non-judgemental way; sharing information and maintaining partnerships eg through effective communication, showing respect for diversity, appropriate activities that encourage participation of parents

Exchange information with parents about the progress of their child's learning and development: plan and implement appropriate manner and time of communication with parents; ways of exchanging information eg setting up and maintaining learning journals, keeping learning journal information up to date, ensuring leaning journals are accessible to parents and children, parent's newsboard, newsletters, individual consultations; identify and overcome barriers to exchange of information

Involve parents in decisions about plans and activities to progress their child's learning and development: valuing parent's ideas and opinions; establishing a culture of encouraging parent's contributions; recognising and valuing parents as the child's first and most enduring educators; highlight opportunities for involvement without exerting pressure or sense of obligation; highlight benefits of involvement for child, parents and others; involve parents in decisions that affect their child and offer flexibility and choices as appropriate

Involve parents in the activities of the early years setting: encouraging parent's participation in the setting's activities by eg creating welcoming, inclusive environment and atmosphere, emphasising the qualities and skills that parents have and how they can contribute to activities of the setting; ensuring activities are accessible and take account of the cultures, ethnicities and social backgrounds of parents represented in the setting; ensuring clear, appropriate communication with parents about the activities of the setting eg purpose, timescales, relevance, benefits

4 **Be able to engage parents in the management/decision-making processes of an early years setting**

Role of the parent management committee/support group in a community-based early years setting: to ensure parents views are represented; to ensure settings values and principles are met, to contribute to decision making; to participate in the leadership of the setting

Demonstrate support to parents' involvement in the parent management committee/support group: show how parents are encouraged to be involved in the setting eg supporting communication with parents about the role and activities of the management committee/support group, highlight opportunities for parents to be involved in decision making and the benefits of their involvement

5 **Be able to provide learning opportunities to support parents' participation in a community-based early years setting**

Utilise informal learning opportunities: use observations of parents' interactions in activities to inform planning of further activities; informal activities that promote the learning and development of parent, parent's own child other children in the setting

A detailed account of a learning activity, provided by the setting, aimed at developing parents' understanding of the setting early years curriculum: why the activity was appropriate for the setting's parents eg took account of different cultures, ethnicities and social backgrounds represented in the setting, relevant to age and stage of development of children in setting, based on feedback about needs and/or interests of individual children and/or parents; how the setting encouraged parents to participate in the activity eg welcoming and inclusive atmosphere, activity accessible to parents, sensitive and respectful communication between staff and parents before, during and after the activity, ideas and contributions of parents actively encouraged and valued

Provide parents with information about resources to enable them to develop the knowledge and skills to participate effectively in the parent management committee/support group of the setting: sources of information eg information about policies and plans of the setting such as documents and meetings, information about the role of the parent management committee/support group; provide information in an accessible and effective way eg appropriate language and methods of communication, timely communication, use of translators if necessary

6 **Be able to manage the resource, regulatory and financial requirements for a community-based early years setting**

Regulatory requirements of the work setting: relevant early years curriculum for setting eg Early Years Foundation Stage; relevant inspection body, lines of responsibility and reporting; National Standards; health and safety

How human resources are managed within the setting: employment of staff; contracts, terms and conditions of employment; qualifications, continual professional development; employer and employee roles, rights and responsibilities

How systems of resource management operate in the work setting: different types of resources eg human, financial, facilities; the role of the parent management committee in resource management; the roles and responsibility of the team; accountability for resource management and concept of efficiency and value for money

How financial systems in the setting are operated and accountability maintained according to appropriate standards: managing budgets, funding and financial systems; accountability, efficiency and transparency

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the purposes, benefits and key features of community-based early years provision	1.1 explain the purpose and features of community-based setting 1.2 explain how a community-based early years setting can be an agent of community development 1.3 describe the benefits arising from community-based early years provision for: a children b parents/carers c the early years setting d the local community			
2 Be able to lead the team in a community-based early years setting	2.1 demonstrate leadership skills in own practice 2.2 implement activities with the setting's staff team to share and promote their understanding of good practice 2.3 implement strategies to create and maintain a team culture among all of the staff and parents in a community-based early years setting 2.4 examine the effectiveness of own practice in implementing the principles of community-based early years provision			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to engage parents as partners in the community-based early years setting	3.1	establish and maintain a relationship of partners with the parents of an early years setting			
		3.2	exchange information with parents about the progress of their child's learning and development			
		3.3	involve parents in decisions about plans and activities to progress their child's learning and development			
		3.4	involve parents in the activities of the early years setting			
4	Be able to engage parents in the management/decision-making processes of an early years setting	4.1	explain the role of the parent management committee/support group in a community-based early years setting			
		4.2	demonstrate support to parents' involvement in the parent management committee/support group of a community-based early years setting			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to provide learning opportunities to support parents' participation in a community-based early years setting	5.1 utilise the informal learning opportunities arising from parents' participation in activities to promote the learning and development of their own child and the setting's children 5.2 give a detailed account of a learning activity provided by the setting for its parents to develop their understanding of its early years curriculum, to include: a why the activity was appropriate for the setting's parents b how the setting encouraged parents to participate in the activity 5.3 provide parents with information about resources to enable them to develop the knowledge and skills to participate effectively in the parent management committee/support group of the setting			
6 Be able to manage the resource, regulatory and financial requirements for a community-based early years setting	6.1 explain the regulatory requirements of the work setting and the lines of responsibility and reporting 6.2 explain how human resources are managed within the setting 6.3 demonstrate how systems of resource management operate in the work setting 6.4 demonstrate how financial systems in the setting are operated and accountability maintained according to appropriate standards			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 23: Promote Young Children's Physical Activity and Movement Skills

Unit code: CYPOP 4

Unit reference number: M/601/0133

Level: 3

Credit value: 3

Guided learning hours: 22

Unit summary

The unit is designed to introduce learners working with children in their early years to the importance of physical activity with an emphasis on gross motor and movement skills. It assesses the learner's competence in planning and implementing physical activities and routines and encourages evaluation of the effectiveness of practice.

Assessment requirements/evidence requirements

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

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

Unit content

1 **Understand the importance of physical activity and the development of movement skills for young children's development, health and wellbeing**

Why physical activity is important to the short- and long-term health and wellbeing of children: short-term benefits include reducing levels of anxiety, release of physical energy, lowering blood pressure; long-term benefits include helping to develop stronger muscles and bones, child less likely to be overweight, decreased risk of developing Type 2 diabetes, forms positive habits for the future, opportunities for social interaction with others

Explain the development to movement skills in young children and how these skills affect other aspects of development: children's physical development includes holistic development of the child through different areas of developmental milestones, individual children develop at different rates but in broadly the same sequence, gross motor physical development eg infant reflexes, development of locomotion, balance and coordination; fine motor physical development eg infant reflexes, use of tools, increase in control of tools; the impact physical development has on other areas of development; a young child who is not yet mobile is not able to explore the environment in the same way as a more mobile child possibly impacting on their social and intellectual development; young child who regularly participates in group physical activities has opportunities to develop language and communication skills eg listening to instructions, expressing feelings; young child who regularly participates in group physical activities has opportunities to develop social skills eg cooperation and taking turns; development of movement skills linked to intellectual development eg reasoning and problem-solving skills

2 **Be able to prepare and support a safe and challenging environment for young children that encourages physical activity and the development of movement skills**

Prepare the environment and explain how it allows all children to develop, practise and extend their movement skills according to their age, needs and abilities: provide a safe, secure encouraging environment; working in partnership with parents; inclusive environment that meets the needs of individual children; clear planning on how to meet and support the needs of the child; provide quiet and nosier periods/areas; provide indoor and outdoor activities that develop fine manipulative skills, fine and gross motor skills; provide activities that encourage the repetition of physical skills; showing sensitivity to culture and background of individual children when preparing the environment

Demonstrate in own practice how young children are kept safe when undertaking challenging physical activities: relevant health and safety procedures are implemented; children are encouraged and supported to take managed risks; children are supported and encouraged during physical activities, children given appropriate levels of supervision and independence; children encouraged to think about risks and consequences of risks in physical play (according to their age and abilities); opportunities for children to express choices and preferences; children encouraged to show awareness of themselves and others

Explain the importance of natural outdoor environments for young children's physical activity and movement skills: provides the opportunity for children to gain first-hand contact with weather, seasons and the natural world; provides freedom and space to explore and be physically active; opportunity to use senses and imagination, positive impact on wellbeing; encourages all aspects of learning and development

3 Be able to plan and implement physical activities for young children

Plan opportunities for physical activity for young children: plan age-appropriate and stage-appropriate physical activities based on the children's current interests, needs and preferences; physical activities that are safe and stimulating; provide opportunities to develop existing skills as well as develop new ones

Meeting the individual movement skills needs of children: eg taking into account the age and abilities of children, adopting an inclusive approach to facilitate participation by all children, children with special needs and/or disabilities, awareness of stage of development of child and preparing them for next stage of development, challenge existing skills and encourage development of new skills

Including activities that promote competence in movement skills: use of indoor and outdoor activities; development of coordination, gross motor skills, fine motor skills; different types of activities eg games, dance and creative movement, swimming for young children, athletics for young children, use of small and large play equipment

Encouraging physical play: activities planned eg to be stimulating, challenging but safe, age and stage-appropriate, positive adult approach to role modelling and participation in physical play and activity, presenting physical play as fun, adequate space, opportunities, resources and equipment made available

How planned physical activities are implemented: eg appropriate adult supervision of planned physical activities, health and safety requirements implemented, activities are inclusive and reflect age, needs and abilities of children in setting, adequate adaptation of activities for children with disabilities or special needs, adequate time, space and resources made available for physical activities

4 **Be able to build opportunities for physical activity into everyday routines for young children**

Importance of building physical activity into everyday routines: eg building good habits for the future, activities become enjoyable rather than a task, informal opportunities to build fitness, stamina and good health

Demonstrate in own practice how young children are provided with opportunities for physical activity within everyday routines: identify the opportunities children have for physical activity within the daily routine; how these opportunities are utilised

5 **Be able to evaluate the effectiveness of provision in supporting young children's physical activity and movement skills**

Effectiveness of planned provision in supporting physical activity and supporting confidence and progression in movement skills: assessing progress of individual children; feedback from children, parents and others involved in the setting; comparing outcomes of planned provision against goals, targets and other forms of measurement

Identify and record areas for improvement: observation; improving activity delivery; assess progress of children; comparing against objectives set for activity; setting realistic goals for improvement

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the importance of physical activity and the development of movement skills for young children's development, health and wellbeing	1.1 explain why physical activity is important to the short and long-term health and wellbeing of children 1.2 explain the development of movement skills in young children and how these skills affect other aspects of development			
2 Be able to prepare and support a safe and challenging environment for young children that encourages physical activity and the development of movement skills	2.1 prepare the environment and explain how it allows all children to develop, practice and extend their movement skills according to their age, needs and abilities 2.2 demonstrate in own practice how young children are kept safe when undertaking challenging physical activities 2.3 explain the importance of natural outdoor environments for young children's physical activity and movement skills			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to plan and implement physical activities for young children	3.1 plan opportunities for physical activity for young children 3.2 explain how the plan: a meets the individual movement skills needs of children b includes activities that promote competence in movement skills c encourages physical play 3.3 demonstrate in own practice how planned physical activities are implemented			
4 Be able to build opportunities for physical activity into everyday routines for young children	4.1 explain the importance of building physical activity into everyday routines 4.2 demonstrate in own practice how young children are provided with opportunities for physical activity within everyday routines			
5 Be able to evaluate the effectiveness of provision in supporting young children's physical activity and movement skills	5.1 assess effectiveness of planned provision in: a supporting physical activity b supporting confidence and progression in movement skills 5.2 identify and record areas for improvement 5.3 reflect on own practice in supporting young children's physical development and movement skills			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 24: Understand How to Set Up a Home-based Childcare Service

Unit code: CYPOP 5

Unit reference number: Y/600/9770

Level: 3

Credit value: 4

Guided learning hours: 29

Unit summary

This unit aims to prepare learners to work as home-based child carers/childminders. As well as learning relevant aspects of childcare this knowledge-based unit supports the development of policies and procedures relevant to registration and the basic business skills to set up a home-based childcare service.

Assessment requirements/evidence requirements

This unit should be assessed in line with Skills for Care and Development's Assessment Principles. Assessment must include a portfolio of items relevant to registration with the registering authority in the relevant UK home country.

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

Unit content

1 **Understand how to set up a home-based childcare service**

Current legislation covering home-based childcare and the role of regulatory bodies: registration requirements and registration procedure; training; inspection eg the role of Estyn Care Social Services Inspectorate for Wales (CSSIW), The Education and Training Inspectorate in Northern Ireland; meeting the requirements of frameworks and legislation for relevant home nation eg Flying Start, The Foundation Phase, Safeguarding Children: Working Together Under the Children Act 2004

Develop policies and procedures: why policies and procedures are required in the setting; policies that are required including accidents, illness and emergencies, behaviour, safeguarding, equal opportunities, how policies are implemented eg updating policies, meeting the requirements of the relevant framework, plans and procedures of what to do in an emergency, use of relevant forms to record illness and accidents

Importance of confidentiality and data protection: why maintaining confidentiality is important; maintaining principles of trust; giving and receiving sensitive information; storing information; policy and practice, legislation; circumstances when it is not possible to maintain confidentiality eg disclosure of certain information by a child

Develop a marketing plan for own home-based childcare service: eg how to target information at families, where to advertise, methods of advertising, identifying own unique selling points (USP), promoting vacancies

Financial planning for own home-based service: eg financial planning, record-keeping, budget management, expenses, financial records, completion of tax returns, self-assessment, making and receiving payments

Sources of support and information for the setting up and running of home-based childcare business: eg National Childminding Association, Estyn, Care Social Services Inspectorate for Wales (CSSIW), The Education and Training Inspectorate in Northern Ireland, childminder groups, childminding network, training, publications and magazines such as *Who Minds*

2 **Understand how to establish a safe and healthy home-based environment for children**

Key components of a healthy and safe home-based environment: meeting requirements for early years framework of home nation eg The Foundation Phase; meeting the requirements of other relevant policies eg Flying Start, Play Policy Implementation Plan for Wales, Child Poverty Strategy for Wales, Safeguarding Children: Working together Under the Children Act 2004; providing a stimulating and enabling environment, providing for children's developmental needs; providing a physically safe environment; meeting children's emotional needs; providing appropriate routines for children; know why accidents happen and how to prevent them

Principles of safe supervision of children in the home-based setting and off-site: treating children as individuals; recognising individual needs and abilities; providing appropriate levels of supervision; risk assessments and home safety

Ways of ensuring that equipment is suitable for children and meets safety requirements: eg following manufacturer's guidelines, carrying out risk assessments, identifying child's stage of development, selecting appropriate resources and equipment, checking equipment regularly for signs of wear or damage, regular cleaning of equipment

Know where to obtain current guidance on health and safety risk assessment of the home-based work setting: eg National Childminding Association website, Estyn, Care Social Services Inspectorate for Wales (CSSIW), The Education and Training Inspectorate in Northern Ireland, National Standards website, Health and Safety Executive, Pre-school Learning Alliance

How to store and administer medicines: written permission to administer routine medication; medicines to be stored in original container and clearly labelled with child's name, date of birth and details of how and when to be administered; secure storage, if refrigeration is required for medicines, they should be kept in a secure box away from food and clearly labelled; medicines must only be prescribed by a medical professional

3 **Understand the importance of partnerships with parents for all aspects of the home-based childcare service**

Importance of partnership with parents for all aspects of the childcare service: parents are the child's first and main carer and educator; strong partnerships promote emotional security and development of child; sharing of information helps to provide best care, support transitions, and support the settling-in process; following parental wishes with regards to feeding, sleep routines and care routines

How partnership with parents are set up and maintained: eg good communication with parents, exchanging information regularly, establishing a relationship prior to starting in the setting, home visits, settling-in visits, value input and ideas of parents, encourage parents to be involved in decisions affecting their child

4 **Understand the principles of development of routines for home-based childcare**

How routines are established: routines should meet the child's individual needs and where possible be the same as the home routine; parental involvement in developing individual routine eg getting information and feedback from parents regarding child's routine, dislikes and preferences, involving parents in decision making; participation of child eg giving children clear instructions but also allowing element of choice and independence as appropriate to age and abilities, routine should encourage child to participate, feel secure and cared for; different aspect of daily routine eg sleep routines, feeding routines, hygiene routines

Adapt routines to meet the needs of children at different ages and stages of development: consideration given to individual requirements and needs; necessary changes made to routines to accommodate each child eg younger children need naps during the day whereas an older child may only require a period of rest or quiet time

Ensure that each child is welcomed and valued in the home-based work setting: eg warmly greeting each child and parent, recognising individual needs, welcoming and encouraging comforters, encouraging or creating links with home eg a daily diary, ensuring the child's faith or heritage is represented in the activities, toys and equipment of the setting

5 **Understand how to provide play and other activities for children in home-based settings that will support equality and inclusion**

Importance of play to children's learning and development and the need for inclusive approach: importance of play to learning and development eg important learning tool, play is a key way to learn in an enjoyable and challenging manner, play should be at a child's own level, provides the opportunity to try out and develop new and existing skills, play supports all areas of child's development; importance of inclusive approach eg making play accessible to all children in the setting regardless of age, ethnicity, cultural background, disability or ability, ensuring adequate opportunities and resources are available for play, adapting play to meet needs of individual children

Plan a challenging and enjoyable learning environment in the home: use of everyday domestic routines eg cooking, cleaning, washing up, gardening, shopping as learning experiences; suitable play activities and experiences

What can be learned about children by observing them at play: promotes understanding of the basic needs of children; knowledge of their individual needs; helps identify how best to meet their needs; helps identify developmental progress; helps identify any changes in child's normal pattern of behaviour; raises awareness of possible hazards in the home and signs of illness; observation of play aids planning of activities and experiences

Identify how and why it is important that children receive equal treatment and access based on their individual needs and acknowledging their rights: equal access and treatment based on individual needs as required by legislation and policy eg The Foundation Phase, Flying Start, Play Policy implementation for Wales, Child Poverty Strategy for Wales, Equality Act 2010; importance of equality of treatment and access and individual needs/rights for development of child in all areas eg physical development, development of communication and language, intellectual/cognitive development, social, emotional and behavioural development, moral development; negative impact of inequality and lack of emphasis on individual needs eg delayed development, negative behaviour; child-centred approach improves chances of positive outcomes for children

Compare how other resources available for children support their play: eg consider how everyday experiences support play and can be made into learning opportunities eg cooking, shopping

6 Understand how home-based child carers can support the safeguarding of children in their care

Concept of safeguarding and the duty of care that applies to all practitioners: the welfare of the child is paramount and first duty of care is the child; safeguarding refers to keeping a child safe from harm of any kind and child protection is part of this responsibility; the home and garden should be safe; safety plans should be made for visits and outings; adult must be alert to possible dangers around children; practitioners are responsible to 'recognise, respond and refer'; practitioners have a duty to report any suspicious incidents as well as accidents

Possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding: commonly accepted definitions of abuse including physical abuse, physical neglect, emotional neglect, failure to thrive, sexual abuse, emotional abuse, organised abuse; range of possible signs and symptoms; changes in normal pattern of behaviour can vary greatly depending on the age of the child eg showing apprehension when children cry, displaying self-destructive behaviour, displaying aggression, comfort seeking; other signs eg unexplained or unsatisfactory explanation of injury, poor hygiene, severe persistent nappy rash, constant tiredness, constant illnesses

Regulatory requirements for safeguarding children that affect home-based childcare: first duty of care is the child; duty to recognise, respond and refer; duty to record details of disclosure or injuries; any cause for concern is to be reported following the Local Safeguarding Children Board procedures; child protection concerns that could identify a particular child are kept confidential and only shared with people who need to know this information

Procedures that need to be followed by lone workers in home-based settings when harm or abuse are suspected or alleged either against them or third parties: any allegations of abuse that are alleged to have taken place within the setting must be reported immediately to relevant authority for own home nation eg Estyn, Care Social Services Inspectorate for Wales (CSSIW), The Education and Training Inspectorate in Northern Ireland

7 Understand the principles of supporting positive behaviour in home-based childcare settings

Typical behaviours exhibited by young children: expected behaviour for their stage of development; possible reactions to key events in their lives eg regression, aggression, withdrawal

How ground rules for behaviour and expectations are developed and implemented: eg rules developed with the input of the children, clearly displayed and/or communicated and regularly referred to, updated if required, kept simple and achievable, are age and stage-appropriate

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to set up a home based childcare service	1.1 outline the current legislation covering home-based childcare and the role of regulatory bodies 1.2 develop policies and procedures for: a accidents, illness and emergencies b behaviour c safeguarding d equal opportunities and explain how these will be implemented 1.3 explain the importance of confidentiality and data protection 1.4 develop a marketing plan for own home-based childcare service 1.5 demonstrate financial planning for own home-based service 1.6 identify sources of support and information for the setting up and running of your home-based childcare business			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to establish a safe and healthy home-based environment for children	2.1	explain the key components of a healthy and safe home-based environment			
		2.2	explain the principles of safe supervision of children in the home-based setting and off-site			
		2.3	identify ways of ensuring that equipment is suitable for children and meet safety requirements			
		2.4	know where to obtain current guidance on health and safety risk assessment of the home-based work setting			
		2.5	explain how to store and administer medicines			
3	Understand the importance of partnerships with parents for all aspects of the home-based childcare service	3.1	explain the importance of partnership with parents for all aspects of the childcare service			
		3.2	describe how partnership with parents are set up and maintained			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand the principles of development of routines for home-based childcare	4.1 explain how routines are based on: a meeting a child's needs b agreements with parents c participation of children 4.2 explain how they would adapt routines to meet the needs of children at different ages and stages of development 4.3 explain how they ensure that each child is welcomed and valued in the home-based work setting			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Understand how to provide play and other activities for children in home-based settings that will support equality and inclusion	5.1	explain the importance of play to children's learning and development and the need for an inclusive approach			
		5.2	plan a challenging and enjoyable learning environment in the home that includes using everyday domestic routines and household items			
		5.3	explain what can be learned about children by observing them at play			
		5.4	identify how and why it is important that children receive equal treatment and access based on their individual needs and acknowledging their rights			
		5.5	compare how other resources available for children support their play			
6	Understand how home-based childcarers can support the safeguarding of children in their care	6.1	explain the concept of safeguarding and the duty of care that applies to all practitioners			
		6.2	outline the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding			
		6.3	outline regulatory requirements for safeguarding children that affect home-based childcare			
		6.4	explain the procedures that need to be followed by lone workers in home-based settings when harm or abuse are suspected or alleged either against them or third parties			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Understand the principles of supporting positive behaviour in home-based childcare settings	7.1 describe typical behaviours exhibited by children linked to their stage of development and key events in their lives 7.2 explain how ground rules for behaviour and expectations are developed and implemented			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 25: Support Disabled Children and Young People and Those with Specific Requirements

Unit code: CYPOP 6

Unit reference number: T/601/0134

Level: 4

Credit value: 6

Guided learning hours: 45

Unit summary

The unit is designed to assess competence in supporting disabled children or young people and those with specific needs in partnership with their carers. It also includes partnership working with other agencies and professionals.

Assessment requirements/evidence requirements

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

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

Unit content

1 **Understand the principles of working inclusively with disabled children and young people and those with specific requirements**

Legal entitlements of disabled children and young people for equality of treatment and principles of working inclusively: legislation applicable to own home nation eg Children Act 1989, Children Act 2004, Special Educational Needs and Disability Act (SENDA) 2001, Equality Act 2010, Disability Equality Schemes; Aiming High for Disabled Children 2009; codes of practice of sector eg Special Educational Needs Code of Practice 2001, Disability Rights Commission (DCR) Code of Practice 2002, Statement of Special Educational Needs; policies and procedure of workplace setting, Children and Young People – Rights to Action

Characteristics of service-led model of provision: segregation of services; duplication of services; services shaping policy and legislation; support based on resources available rather than need; lack of flexibility; barriers to developing child and young person-led model eg economic, social, political

Characteristics of child and young person-led models of provision: holistic approach when assessing needs; early intervention; family-centred approach; flexible services; coordinated planning and commissioning of services; multi-agency working; valuing the individual; ways to involve the child or young person and family in assessment service delivery and review; parent partnerships; strategies to involve children or young people and families in shaping services; community involvement; adapting communication methods to meet individual needs

Social model of disability and effects on provision: recognition of barriers to participation; focus on determinants eg personal, environmental, community, family; effects on provision eg acknowledgement and celebration of diversity; empowerment of individual and family; focus on strengths and abilities; promoting 'can do' attitudes; recognition of training requirements; involvement of children and young people in the community to change attitudes of society

Medical model of disability and effects on provision: defined by child or young person's illness or disability; child or young person viewed as a problem; stereotyping and labelling; promoting a concept of 'normal'; effects on provision eg promoting dependence, requirement for individual to adapt to environment

The importance and role of advocacy: definition of advocacy; rights of children and young people for advocacy services; importance of having own 'voice' at each stage from assessment, service delivery and review; confidentiality; people who may act as an advocate eg trained advocate, friend, family member, member of staff; providing support for self-advocacy

Role of personal assistant: encouraging participation; mobility technologies eg motorised wheelchairs, standing frames; assistive technologies eg ICT equipment; communication aids; use of strategies to break down barriers to participation; high but realistic expectations; giving time and space; provision of differentiated activities; age appropriate materials and resources; use of visual cues; ways to encourage social/friendship networks; use of praise and rewards

2 Be able to work in partnership with families with disabled children or young people and those with specific requirements

The concepts and principles of partnerships with carers of disabled children and young people and those with specific requirements: involvement at all stages of assessment, delivery and review; concept of parents as experts on their own child; parent partnership services; shared goals: parental rights and responsibilities; supporting informed choice; improved outcomes for children and young people; involvement in shaping services and policy development

The types of support and information carers may require: impartial advice; signposting to available support and information eg resources, financial support and/or benefits; services, transport; support during statutory assessments: provision of respite care; short breaks or overnight care; palliative care; end of life care; bereavement support; mediation or advocacy services; education; training and work opportunities; work; support with childcare; online support

Ways to work in partnership with families: home or setting communication strategies; strategies to consult; parent forums; opportunities for feedback; maintaining professional relationships; information sharing; observing confidentiality; parental communication including written information; providing emotional support; dealing with conflict; being aware of the needs which parents themselves may have

3 **Be able to support age and developmentally appropriate learning, play or leisure opportunities for disabled children or young people and those with specific requirements**

Engage with disabled children or young people: respecting wishes, listening skills, awareness of own body language; development of interpersonal skills; valuing individual; knowing and respecting preferences; giving choice; promoting independence; empowering; focusing on strengths and abilities; giving positive feedback; sharing reviews and assessment with children; use of culturally appropriate materials

Encourage young people to express their preferences and aspirations in their chosen way of communication: use of preferred communication methods eg speech, British Sign Language, signs and symbols, Makaton; providing opportunities for language and communication development; projects and initiatives to promote consultation

How to work with children or young people and their families to assess a child or young person's learning, play or leisure needs identifying solutions to any barriers according to the principles of inclusion: role of Common Assessment Framework (CAF); skills of observation; adapting to needs; monitoring responses; open-ended activities; multi-sensory activities and environments; importance of continuous professional development; planning for and supporting transitions; encouraging children and young people to be actively involved in group activities

Develop a plan with an individual child or young person to support learning, play or leisure needs: planning in consultation with others eg health professionals, physiotherapists, play leaders; importance of planning eg appropriate environment, space, time, resources; developing; individual plans eg education plans, support plans, behaviour plans, developing SMART targets; identifying opportunities for reflection and review

Implement the learning, play or leisure plan according to own role and responsibility and evaluate its effectiveness and suggest changes for the future: evaluation of activity in relation to timing, resources, environment, outcomes, strategies to seek feedback from the child or young person and others; role of reviews to inform future planning; skills of observation of communicative behaviour of children and young people with complex needs

4 **Be able to evaluate, support and develop existing practice with disabled children and young people and those with specific requirements**

Overcoming barriers which restrict children and young people's access: access to eg learning, play, leisure activities, work and training, independent living; barriers eg physical access, resources, equipment; inappropriate methods of communication; financial barriers; organisational barriers (policies, procedures; attitudinal); overcoming barriers eg adapting the environment and resources; knowledge of child or young person's needs, stage of development and abilities; identifying financial support; child or young person-led model; use and adaptation of materials and resources; use of specialist aids and equipment; mobility aids

The importance of evaluating and challenging existing practice and becoming an agent of change: change eg routines, practice, attitudes; improving outcomes for children, young people and families; working more effectively; developing and/or strengthening partnerships; application of skills; observation and assessment; innovative practice; problem-solving; managing change; participation and involvement in design and delivery of services (children and young people, families, staff); leadership skills; self as role model; dealing with resistance to change

How and when to use policies and procedures to challenge discriminatory, abusive or oppressive behaviour: recognising discriminatory, abusive or oppressive behaviour; individual and organisational behaviour; reporting concerns, management structure; whistle-blowing, direct and indirect discrimination; safeguarding policies and procedures of setting

Impact of disability within different cultures and the importance of culturally sensitive practice: recognising the influence of disability on different cultures eg level of acceptance and integration; effects of stigmatisation or exclusion; effects of stereotyping; understand values and context; attitudes (positive or negative); notion of attitudes to different types of disability; sensitivity to language and religious beliefs

Importance of systems monitoring, reviewing and evaluating services for disabled children and young people: focus on outcomes for children and young people; transparency of policy and procedures; processes for participation and feedback; reviews; the Lamb Inquiry (2009); current research

5 **Understand how to work in partnership with other agencies and professionals to support provision for disabled children and young people and those with specific requirements**

Roles and responsibilities of partners that are involved with disabled children and young people: services (statutory, third sector, private), specialist health services, sensory services; palliative care services; youth and play workers; children's social services; special educational needs coordinator; portage services; advocacy services; role of family centres; physiotherapists; mentors; mutual exchange of information; confidentiality

Examples of multi-agency and partnership working: support for children with complex needs and their families; multi-agency; partnerships; commissioning services; multi-agency programmes which support children, young people and families eg early support programmes, support of transition, independent living support

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the principles of working inclusively with disabled children and young people and those with specific requirements	1.1 outline the legal entitlements of disabled children and young people for equality of treatment and the principles of working inclusively placing the child/young person in the centre 1.2 compare service-led and child and young person-led models of provision for disabled children and young people 1.3 critically analyse the difference between the social model and medical model of disability and how each model affects provision 1.4 explain the importance of: a advocacy b facilitated advocacy for children and young people who require it c the personal assistant role 1.5 explain the importance of encouraging the participation of disabled children and young people			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to work in partnership with families with disabled children or young people and those with specific requirements	2.1 explain the concepts and principles of partnerships with carers of disabled children and young people and those with specific requirements 2.2 explain the types of support and information carers may require 2.3 demonstrate in own practice partnership working with families			
3 Be able to support age and developmentally appropriate learning, play or leisure opportunities for disabled children or young people and those with specific requirements	3.1 demonstrate in own practice engagement with disabled children or young people 3.2 encourage children or young people to express their preferences and aspirations in their chosen way of communication 3.3 demonstrate in own practice how to work with children or young people and their families to assess a child or young person's learning, play or leisure needs identifying solutions to any barriers according to the principles of inclusion 3.4 develop a plan with an individual child or young person to support learning, play or leisure needs 3.5 implement the learning, play or leisure plan according to own role and responsibility explaining and evaluating its effectiveness and suggesting changes for the future			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to evaluate, support and develop existing practice with disabled children and young people and those with specific requirements	4.1	demonstrate in own practice how barriers which restrict children and young people's access are overcome			
		4.2	explain the importance of evaluating and challenging existing practice and becoming an agent of change			
		4.3	explain how and when to use policies and procedures to challenge discriminatory, abusive or oppressive behaviour			
		4.4	describe the impact of disability within different cultures and the importance of culturally sensitive practice			
		4.5	explain the importance of systems of monitoring, reviewing and evaluating services for disabled children and young people			
5	Understand how to work in partnership with other agencies and professionals to support provision for disabled children and young people and those with specific requirements	5.1	explain the roles and responsibilities of partners that are typically involved with disabled children and young people and those with specific requirements			
		5.2	analyse examples of multi-agency and partnership working from own practice			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 26: Promote Creativity and Creative Learning in Young Children

Unit code: CYPOP 7

Unit reference number: A/601/0135

Level: 4

Credit value: 5

Guided learning hours: 35

Unit summary

The unit is designed to deepen knowledge and understanding of the importance of creativity and creative learning for young children and competence in promoting this in early years settings. The unit also encourages the learner to support change and improvement in practice.

Assessment requirements/evidence requirements

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

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

Unit content

1 **Understand the concepts of creativity and creative learning and how these affect all aspects of young children's learning and development**

Differences between creative learning and creativity: creativity as a process eg developing music, dance, writing stories, drama, drawing, painting; creativity involves taking risks and experimenting; links between imagination and creativity; creative learning provides opportunities for exploring, discovery, sensory development, experimentation

Current theoretical approaches to creativity and creative learning in early childhood: 'creativity and critical thinking' as one of the commitments to the EYFS principle of learning and development; focus more on creative process than end product; important connections between creativity, problem-solving and critical thinking; link between play and development of creativity in babies and young children; creativity and imagination linked to development of reading and writing; theories of leading early years specialists eg Moyles

How creativity and creative learning can support young children's emotional, social, intellectual, communication and physical development: creativity supports all areas of a child's development; how creative activities can support and encourage creative development eg children working together on a collaborative piece of work may develop their social skills, physical creativity such as dance can enhance development of balance and coordination, activities such as writing and poetry encourage development of language skills

2 **Be able to provide opportunities for young children to develop their creativity and creative learning**

How to promote creativity and creative learning: eg provide plenty of opportunity and time to play, provide a wide range of stimulating materials and resources, encourage children to use resources in many different ways, opportunities to represent ideas in different ways, sensitive supportive practitioners, providing more child-initiated activity than adult-led tasks, recognising that over-organised activities can stifle creativity, celebrating and displaying the creative work of all children

Why young children require extended and unhurried periods of time to develop their creativity: eg adequate time to develop ideas, experiment with materials and resources, opportunity to revisit creative activities and experiences, opportunity to express feelings and opinions, opportunity to solve problems and challenges for themselves

3 **Be able to develop the environment to support young children's creativity and creative learning**

Explain the features of an environment that supports creativity and creative learning: wide range of resources and materials linked to creativity; time to develop ideas and to revisit experiences; opportunity given to explore, experiment and problem-solve; sensitive, supportive interactions from practitioners; the process is valued above the end product; inclusivity means everyone's creative work is valued

Monitor and evaluate the effectiveness of aspects of the environment in supporting young children's creativity and creative learning: observe children engaged in creativity in different areas of the setting; aspects of the environment eg adult intervention, physical resources, space and equipment, atmosphere; evaluate what went well and identify what the practitioner could do to enhance the children's creative experiences

4 **Be able to support the development of practice in promoting young children's creativity and creative learning within the setting**

Evaluate and reflect on own practice in promoting creativity and creative thinking: consider each area of development and how creativity is being used to support it; evaluate own ideas on how creativity should be promoted in the setting; evaluate practice against agreed criteria and objectives; use of appropriate tools and resources for evaluation and reflection eg reflective practice log; identify where changes, development and additional training or support are required; reflecting on whether own practice has contributed to meeting the needs of individual children or young people; obtaining feedback from children or young people and others involved in the setting

Support others to develop their practice in promoting creativity and creative learning: eg information sharing and sharing of best practice, give constructive feedback to develop competence, confidence and motivation in others, use feedback to raise awareness of others' strengths, support others to identify areas for improvement and advise on actions to be taken to improve performance, help others identify sources of support and training, encourage mentoring and work shadowing

Develop a programme of change to the environment to enhance creativity and creative learning giving a justification and expected outcomes for each area of change: changes to the environment eg atmosphere, resources, equipment, planning and/or assessment of creative activities; develop programme of change eg use appropriate documents and/or procedures for planning, work in collaboration with children, parents and others in the setting, use appropriate goals and means of measuring outcomes, show clear evidence of inclusivity and child-centred focus in the programme of change, implement change at appropriate time and in appropriate circumstances

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the concepts of creativity and creative learning and how these affect all aspects of young children's learning and development	1.1	analyse the differences between creative learning and creativity			
		1.2	explain current theoretical approaches to creativity and creative learning in early childhood			
		1.3	critically analyse how creativity and creative learning can support young children's emotional, social, intellectual, communication and physical development			
2	Be able to provide opportunities for young children to develop their creativity and creative learning	2.1	demonstrate in own practice how to promote creativity and creative learning			
		2.2	explain why young children require extended and unhurried periods of time to develop their creativity			
3	Be able to develop the environment to support young children's creativity and creative learning	3.1	explain the features of an environment that supports creativity and creative learning			
		3.2	monitor and evaluate the effectiveness of aspects of the environment in supporting young children's creativity and creative learning			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to support the development of practice in promoting young children's creativity and creative learning within the setting	4.1 evaluate and reflect on own practice in promoting creativity and creative thinking 4.2 support others to develop their practice in promoting creativity and creative learning 4.3 develop a programme of change to the environment to enhance creativity and creative learning giving a justification and expected outcomes for each area of change			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 27: Support Positive Practice with Children and Young People with Speech, Language and Communication Needs

Unit code: CYPOP 15

Unit reference number: L/601/2861

Level: 3

Credit value: 4

Guided learning hours: 28

Unit summary

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

Assessment requirements/evidence requirements

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

Unit content

1 **Understand the concept of positive practice when working with children and young people with speech, language and communication needs**

Recognise and build on strengths of a child or young person: child at centre of assessment; building positive relationships; reflective listening skills; assessing child's interests and preferences; using positive body language and facial expressions; assessing communication skills and needs; developing 'can do' attitudes

Differences between strategies based on children and young people's strengths and abilities and their difficulties: social model eg identifying strengths and abilities, identifying barriers and finding resolutions; medical model eg labelling according to speech and language difficulty, focusing on difficulty, isolating

Ways that current research evidence supports positive practice: government reports; specialist research and reports; influence on attitudes and behaviours; influence of development on legislation; identifying and developing roles and responsibilities; influencing policy and procedures within settings

2 **Know how to work alongside speech, language and communication specialists to use appropriate strategies and targets to support children and young people**

Strategies and targets that can support children' and young people's speech, language and communication needs: assessment framework of home country; holistic assessment eg identifying physical, health, cognitive, communication social and emotional needs; importance of early intervention; targets which are staged / achievable; identifying educational and non-educational needs; using positive language when identifying goals; personalised goals and support

The process of how supportive strategies are selected and implemented: Code of Practice for the identification of Special Educational Needs of home country; graduated approaches (5 stage); information sharing and contributions to assessment by relevant professionals eg children's social worker, speech and language therapist; identifying when external specialist advice or support is required; developing Individual Education Plans; implementing SMART targets (specific, measurable, achievable, realistic, timely); identifying circumstances when a statement of educational needs is necessary; identifying strategies to monitor progress and identify success in meeting goals

Own role in the process of how targets are set, monitored and evaluated, alongside a specialist: own role description; boundaries of own role; accessing information from carers, colleagues; other professionals; contributing to initial assessment and reviews; carrying out formal and informal observations; contributing to target setting; using strategies and procedures for monitoring progress; following protocols for sharing information and providing feedback

How strategies and targets have been used to support children and young people with speech, language and communication needs: identifying services and specialists to address identified needs; contributing to transition plans; identifying equipment and resources to meet needs eg communication aids, software, hearing equipment such as radio aids or loop systems, securing financial support; identifying appropriate setting to support needs

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**

Particular issues and implications of own work setting for children and young people's speech, language and communication: inclusive policies; the environment eg layout, noise reduction, acoustic tiling & carpeting, accessibility, lighting, visual and audio stimuli; staffing profile, range of roles and levels of responsibility; importance of teamwork; opportunities for staff training; systems for record keeping and information sharing; applying strategies to involve children, young people and their families; protocols for multi-agency working; providing accessible information using a range of methods

Ways to adapt and modify own communication, resources and tasks to support children and young people's speech, language and communication: awareness of own verbal communication; adapting language to suit needs, age and stages of development; scaffolding language; adapting non-verbal communication skills eg body language, facial expressions, hand gestures; self as role model; using signs, symbols gestures adapting to the context /individual situation; using child's preferred method of communication eg Makaton, sign language, objects of reference; using personal words for self-maintenance; providing specialist communication aids; dual language books; using and adapting resources to support communication eg cue cards and picture cards, photographs, favourite toys, familiar objects; adopting a multi-sensory approach; adapting activities to suit individual learning styles

Ways to find out the views of children and young people and take them into account when planning and delivering practice: children and families at the centre of planning; questioning techniques; reflective listening; ways to encourage children to ask questions; role of advocacy; providing opportunities for one-to-one communication; valuing individuals culture and background; empowering; encouraging independence; knowledge of child's interests and hobbies; importance of informal and formal observation; providing opportunities for expression eg art, music, drama

4 **Understand how to work with others to support the social, emotional and cognitive needs of children and young people**

How speech, language and communication needs can affect social, emotional and cognitive development: developmental norms; levels of ability to expressing feelings, fears or needs; limiting ability to forge relationships with peers and adults; limiting social skills; effect on self-esteem and confidence; difficulties in comprehension of spoken or written word

How social, emotional and cognitive needs can affect speech, language and communication: interrelationship between areas of development; links between cognitive development and communication, language and symbolic behaviours; effects of behavioural and emotional disorders on receptive and expressive language; displaying inappropriate emotional responses; effects on memory and thinking skills; difficulties in organising and expressing ideas; effects on language development at optimal stage; effects on concentration and attention

The roles of other professionals and how to access additional support: speech and language therapists; special educational needs coordinator (SENCO) Sensory Support teachers; autism advisory services; educational psychologists; health professionals; children's social services; protocols and procedures for accessing services; specialist units eg speech and language, hearing impairment

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	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 people	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			
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: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 28: 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

This unit aims to develop the ability of those working with children and young people to work in partnership with parents to support their child's speech, language and communication development.

Assessment requirements/evidence requirements

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

Learning outcomes 3 and part of learning outcome 4 must be assessed in a real work environment.

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

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			

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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: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 29: Understand the Speech, Language and Communication Needs of Children and Young People with Behavioural, Social and Emotional Difficulties

Unit code: CYPOP 22

Unit reference number: M/601/2884

Level: 3

Credit value: 3

Guided learning hours: 25

Unit summary

This unit explores the way in which behaviour, social and emotional difficulties are linked with speech, language and communication and provides effective ways to support the speech, language and communication development of children and young people with behaviour, emotional and social difficulties

Assessment requirements/evidence requirements

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

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

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			
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			

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			
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 30: Enable Parents to Develop Ways of Handling Relationships and Behaviour that Contribute to Everyday Life with Children

Unit code: CYPOP 27

Unit reference number: H/502/4682

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

This unit aims to help parents to better understand the range of needs of their children and to help them identify ways of meeting these needs.

Assessment requirements/evidence requirements

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to enable parents to understand and respond to children's feelings and behaviours	1.1 explain the importance of modelling behaviour for children and parents 1.2 explain the effects of harsh parenting on children 1.3 explain the importance of boundaries 1.4 explain parental strategies for holding boundaries 1.5 explain ways of promoting children's progression towards self discipline 1.6 explain and demonstrate how to enable parents to understand their children's feelings and behaviour 1.7 explain and demonstrate how to enable parents to assist children to recognise their feelings 1.8 explain how to enable parents to identify strategies for them and their children to manage conflict 1.9 explain when particular/specialist help is needed, and how to refer parents to appropriate services			
2 Understand how to support parents to interact with their children in positive ways	2.1 explain why parents must balance parental authority and the developing autonomy of their children, and how they can be supported in this 2.2 explain and demonstrate how to support parents to develop clear and developmentally appropriate ways of communication with their children 2.3 explain and demonstrate how parents can be supported to help their children understand the effect of their actions on others			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how to develop parents' knowledge of how to support children's play, learning and creativity	3.1	explain the role of play in children's development			
		3.2	explain ways in which parents can support children's play in developmentally appropriate ways			
		3.3	explain how children can be encouraged to take the lead and develop their own ideas			
		3.4	describe sources of information and advice for parents on meeting children's play and learning needs			
4	Understand how to work with parents to find positive ways to meet children's physical needs	4.1	explain how to raise parents' awareness of common hazards and risks to children's safety inside and outside the home			
		4.2	explain how to enable parents to find strategies for addressing eating and sleeping issues			
		4.3	describe sources of information and advice on meeting children's physical needs			
5	Understand how to reflect on own practice in enabling parents to develop ways of handling relationships and behaviour that contribute to everyday life with children	5.1	reflect on own practice in enabling parents to develop ways of handling relationships and behaviour that contribute to everyday life with children, identifying strengths and areas for development			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 31: Work with Parents to Meet their Children's Needs

Unit code: CYPOP 28

Unit reference number: Y/502/4680

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

This unit aims to provide the knowledge and skills to support parents to understand the changes necessary as their children develop and as they themselves develop as parents.

Assessment requirements/evidence requirements

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the nature of the parent and child relationship	1.1 explain the evolving and interdependent nature of the relationship between parents and their children 1.2 explain key factors which affect the relationship between parents and children through all developmental stages 1.3 explain key types of transitions that a child or young person may experience 1.4 explain changes which parenthood makes to the lives of parents 1.5 explain key factors in the process and function of bonding and attachment 1.6 explain key factors in the process of children's development of a sense of self			
2 Know how to work with parents to understand the nature of the parent and child relationship	2.1 explain and demonstrate strategies to support parents in understanding that both parents and children develop and change over time and have unique temperaments 2.2 explain and demonstrate strategies to support parents in understanding the role of reciprocal responses and interaction in parenting 2.3 explain and demonstrate strategies to support parents in understanding that the process of parenting is one of progressive separation of child and parent 2.4 explain ways of challenging parents assertively and when it is appropriate to do so			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how to work with parents to provide age appropriate support for a specified age group of children	3.1	identify key features of expected patterns of child development			
		3.2	explain the development and maturational tasks of a specified age group of children			
		3.3	explain and demonstrate strategies for supporting parents to meet the needs of a specified age group of children			
		3.4	explain and demonstrate strategies for meeting the support needs of parents of a specified age group of children			
4	Understand how to reflect on own practice in working with parents to meet their children's needs	4.1	reflect on own practice in working with parents to meet their children's needs. Identifying strengths and areas for development			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 32: Support Children or Young People in their Own Home

Unit code: CYPOP 37

Unit reference number: K/601/0132

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is aimed at support workers who work with children young people and families in the community. It provides the understanding and competence about working in someone else's home in order to support the achievement of positive outcomes.

Assessment requirements/evidence requirements

This unit 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 roles and responsibilities in relation to supporting children or young people in their own home	1.1 outline the policies and procedures and codes of practice that set out responsibilities in supporting children or young people in their home 1.2 explain why it is important to be reliable and dependable when working with children or young people in their own home 1.3 explain how both formal and informal risk assessments are carried out when working with children or young people in their own home 1.4 explain what needs to be recorded when working with children or young people in their own home 1.5 give examples of any areas that may give cause for concern when working with children or young people in their own home and the actions that should be taken in each case			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to build positive relationships with children or young people and their carers when working in their home	2.1 explain the importance of gathering information about the needs and preferences of children or young people 2.2 demonstrate methods of gathering information about the needs and preferences of children or young people 2.3 evaluate the complexities of developing relationships with children or young people in their own home as a professional worker 2.4 explain why a sensitive approach is needed when working with children or young people in their own home 2.5 explain steps that can be taken to resolve conflicts or difficulties with children, young people or carers			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to provide support for children or young people to engage in activities that meet their needs and preferences	3.1 demonstrate how activities with children or young people are planned to include: a preparation of the environment b preparation of recourse c consideration of the level of support required 3.2 demonstrate how children or young people are supported to engage in activities that meet their needs and preferences 3.3 reflect on the success of activities carried out with children or young people and how planning and implementation of these are reviewed as a result.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 33: Engage Young Parents in Supporting their Children's Development

Unit code: CYPOP 38

Unit reference number: J/502/4660

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

This unit aims to enable the learner to gain the understanding and ability to work with young parents to support them to engage in their children's development.

Assessment requirements/evidence requirements

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the context of pregnancy and parenthood for young people	1.1 explain the implications of the current strategy and guidance relating to pregnancy and parenthood for young people 1.2 explain the impact on own practice of the current strategy and guidance relating to pregnancy and parenthood for young people 1.3 demonstrate how the strategy and guidance applies to own work with young parents			
2 Understand transition issues for young people and their potential impact on parenthood	2.1 reflect on own transitional experiences as a young person 2.2 describe issues facing young parents in their transition from child to young adult			
3 Understand the impact of stress on a young parent's relationship with their child/children	3.1 explain how stress experienced by young parents may affect their relationships with their children 3.2 explain how a practitioner can support young parents to overcome the negative impact of stress on their parenting			
4 Understand how to engage young parents with services	4.1 explain factors which impact on a young parent's engagement with services 4.2 reflect on the potential effectiveness of the range of services that can be offered to young parents 4.3 demonstrate how young parents engage with services/settings in own practice			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand the specific needs of young fathers in engaging with their child's needs and development	5.1 explain the specific needs of young fathers 5.2 explain factors that may lead to young fathers engaging with the needs of their children 5.3 explain how services/settings can support young fathers to engage with their child's needs and development			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 34: Engage Fathers in their Children's Early Learning

Unit code: CYPOP 39

Unit reference number: Y/502/4663

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

This unit aims to enable the learner to gain the understanding and ability to work with fathers to engage them in their children's early learning.

Assessment requirements/evidence requirements

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the policy context and research that underpins the involvement of fathers in their children's early learning	1.1 explain key research studies that show the importance of fathers' involvement in their children's early learning 1.2 summarise the role of a father in family life, structure and functioning in diverse communities 1.3 explain the concept of positive home learning environments and ways of promoting and supporting them 1.4 explain why it is important to work in partnership with fathers 1.5 explain the importance of clear principles and policies to support the engagement of fathers in their child's early learning			
2 Understand how to work in partnership with fathers to support their children's early learning	2.1 explain and demonstrate a range of strategies that can be used to build confidence in fathers from diverse communities to contribute to their child's early learning 2.2 explain and demonstrate the use of key relationship building strategies and/or skills involved in working in partnership with fathers from diverse communities 2.3 explain and demonstrate the use of key communication strategies and/or skills involved in working in partnership with fathers from diverse communities			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the barriers to fathers being involved in their children's early learning	3.1	explain personal, social and cultural barriers to fathers being involved in their children's early learning consideration of the level of support required			
		3.2	explain how attitudes can be barriers to engaging fathers in their children's early learning.			
4	Understand how to use reflection to challenge and develop existing practice in working with fathers to support their children's early learning	4.1	reflect on ways of working with resident and non resident fathers to help them provide support for their children's early learning			
		4.2	identify and explain support and changes needed to improve own skills and knowledge and build on their own practice			
		4.3	explain culturally sensitive ways of working with fathers to help them provide support for their children's early learning			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 35: Engage Parents in their Children's Early Learning

Unit code: CYPOP 40

Unit reference number: M/502/3812

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

This unit enables learners gain the understanding and ability to engage parents in their children's early learning.

Assessment requirements/evidence requirements

This unit will be assessed by portfolio and none of the learning outcomes will be assessed by observation.

Unit content

1 **Understand the policy context and research that underpins parental involvement in their children's early learning**

Key research findings which show the importance of parental involvement in their children's learning in their early years: current research eg Good Practice in parental involvement in primary schools (WAG, 2009), Childcare and Early Years Provision in Wales – A Study of Parents' Use, Views and Experiences (DfTE, 2006), Early Years 0-6 Strategy (NI, 2010), Every Parent Matters, The Impact of Parental Involvement on Children's Education (DfES, 2008), Higher Standards, Better Schools for All: More Choice for Parents and Pupils (White Paper, 2006); relevant programmes eg flying start programme, Foundation Stage frameworks, parent partnerships

The concept of positive home learning environments and identifing ways of promoting and supporting them: home/school visits; shared responsibilities; shared vision and aims; training opportunities eg parenting programmes, literacy and numeracy programmes; continuity of learning experiences eg loaning home books, toys, games; toy libraries; keeping parents informed of educational developments

Why it is important to work in partnership with parents, including fathers: concept of real partnership and not tokenistic; equal but different contributions; shared accountability; improving learning outcomes; promoting wellbeing; being responsive to family and children's needs; breaking cycle of deprivation, low aspirations and poor attainment; sharing information eg observations, progress, issues; improving eg attendance, attitudes, behaviour; providing an alternative perspective on learning strategies; male role models, making communication easier; broadening children's experiences

The importance of clear principles and policies to support the engagement of parents in their child's early learning: policies eg learning, special educational needs, transition, inclusion, behaviour; policies which are unambiguous; a philosophy and procedures which encompass and encourage parental engagement; involving parents in policy making and review

2 **Understand how to work in partnership with parents to support their children's early learning**

How parents are engaged as partners in their children's early learning: rights and responsibilities eg statutory school age, entitlements; access to pre-school settings; parent teacher associations; parent forums; role of parent governor; participation in inspection process; involvement in decision-making process eg curriculum design, policy making, activities; being central to process of target setting, monitoring and reviewing progress of own child or children, attendance at meetings; supporting activities in setting/classroom; using expertise and knowledge eg music, art work, cultural activities; fundraising

Key relationship building strategies and/or skills involved in working with parents in partnership: one-to-one and group meetings; open-door policies; home/school or nursery liaison; respecting parents' views and differences in opinions; using preferred terms of address; being non-judgemental; recognising and acknowledging cultural differences; role of key worker as first contact; role home liaison worker; developing projects to involve fathers; use of gender neutral terms

Key communication strategies and/or skills involved in working with parents in partnership: reflective listening; communication cycle; verbal and non-verbal skills; methods of communication eg verbal, websites, letters, notice boards; processes for two-way communication; awareness of cultural differences; providing information in community languages; being able to assert professional opinions; dealing with conflict; restricting the use of jargon

The range of strategies that can be used to build confidence in parents as their child's first educator: giving positive messages; giving parents informed choices; drawing on parents knowledge and skills; giving positive feedback; respecting and maintaining confidentiality; keeping informed on educational and developmental issues; providing training opportunities

3 **Understand barriers to parents being involved in their children's early learning**

Personal, social and cultural barriers to parents being involved in their children's early learning: values; attitudes towards education; cultural background; language; home circumstances; working patterns; disability; health problems; learning difficulties; sensory difficulties; low aspirations; lack of self-esteem; lack of confidence when speaking to practitioners

The range of strategies to help overcome barriers to parental involvement in their child's early learning: removing barriers eg physical access, communication, flexible meetings/open days; parenting classes; parent engagement; parent partnerships; briefings; openness; information for parents eg routines, curriculum; home/school or nursery diaries; parent/school contracts; home visits; role of home school liaison/welfare officer

How attitudes can be barriers to engaging parents in their children's early learning: attitudes of practitioners eg reluctance to change, belief that practitioners are the experts, lack of flexibility; attitudes of parents eg reluctance to provide information, the parent's own educational experiences, parent's belief that it is the sole responsibility of the school or setting to educate the child; the impact on achievement when parents do not value education

4 **Understand how to use reflection to challenge and develop existing practice in working with parents to support their children's early learning**

Culturally sensitive ways of working with parents to help them provide appropriate support for their children's early learning: valuing diversity; knowledge of individuals eg beliefs, cultures, languages, values, preferences; demonstrating anti-discriminatory practice; using positive non-verbal communication eg use of facial expressions, gestures, eye contact; demonstrating respect and courtesy; providing information in parents' first language; demonstrating ways to value differences and recognise similarities between individuals; highlighting the benefits of diversity eg cultural enrichment, the arts, food

Ways of working with parents to help them provide appropriate support for their children's early learning: providing opportunities for parents to learn about the setting and curriculum, providing regular feedback on children's progress, involving parents in observing and sharing information about their child's progress; demonstrating approaches to support learning eg reading, writing, science; target setting and agreeing support strategies eg individual education plans, behaviour support plans; providing or directing towards specialist support and advice

Support and changes needed to improve own skills and knowledge and build on their own practice: reviewing own performance by eg SWOT analysis; use of appraisal; feedback from others eg manager, mentor, colleagues; reflective practice eg what strategies for parental involvement work well and which do not work as well; training opportunities; working alongside colleagues; observing good practice; examining and evaluating own values and beliefs

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

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

Unit 36: 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*)

Unit 37: Support Use of Medication in Social Care Settings

Unit code: HSC 3047

Unit reference number: F/601/4056

Level: 3

Credit value: 5

Guided learning hours: 40

Unit summary

This unit assesses support for use of medication in social care settings. It covers broad types, classifications and forms of medication, as well as safe handling and storage. It addresses practical support for use of medication that reflects social care principles and values, and includes the need for accurate recording and reporting.

Assessment requirements/evidence requirements

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

Learning outcomes 5, 7 and 8 must be assessed in the workplace.

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the legislative framework for the use of medication in social care settings	1.1 identify legislation that governs the use of medication in social care settings 1.2 outline the legal classification system for medication 1.3 explain how and why policies and procedures or agreed ways of working must reflect and incorporate legislative requirements			
2 Know about common types of medication and their use	2.1 identify common types of medication 2.2 list conditions for which each type of medication may be prescribed 2.3 describe changes to an individual's physical or mental wellbeing that may indicate an adverse reaction to a medication			
3 Understand roles and responsibilities in the use of medication in social care settings	3.1 describe the roles and responsibilities of those involved in prescribing, dispensing and supporting use of medication 3.2 explain where responsibilities lie in relation to use of 'over the counter' remedies and supplements			
4 Understand techniques for administering medication	4.1 describe the routes by which medication can be administered 4.2 describe different forms in which medication may be presented 4.3 describe materials and equipment that can assist in administering medication			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to receive, store and dispose of medication supplies safely	5.1	demonstrate how to receive supplies of medication in line with agreed ways of working			
		5.2	demonstrate how to store medication safely			
		5.3	demonstrate how to dispose of unused or unwanted medication safely			
6	Know how to promote the rights of the individual when managing medication	6.1	explain the importance of the following principles in the use of medication: a consent b self-medication or active participation c dignity and privacy d confidentiality			
		6.2	Explain how risk assessment can be used to promote an individual's independence in managing medication			
		6.3	Describe how ethical issues that may arise over the use of medication can be addressed			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Be able to support use of medication	7.1	Demonstrate how to access information about an individual's medication			
		7.2	Demonstrate how to support an individual to use medication in ways that promote hygiene, safety, dignity and active participation			
		7.3	Demonstrate strategies to ensure that medication is used or administered correctly			
		7.4	Demonstrate how to address any practical difficulties that may arise when medication is used			
		7.5	Demonstrate how and when to access further information or support about the use of medication			
8	Be able to record and report on use of medication	8.1	Demonstrate how to record use of medication and any changes in an individual associated with it			
		8.2	Demonstrate how to report on use of medication and problems associated with medication, in line with agreed ways of working			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 38: Promote Children's Experiential Learning

Unit code: CCLD FP OP 3.1

Unit reference number: T/602/1876

Level: 3

Credit value: 6

Guided learning hours: 44

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding and skills in supporting children's experiential learning.

Assessment requirements/evidence requirements

Assessment of this unit should comply with Skill for Care and Development assessment principles.

Learning outcomes 2, 3, 4 and 5 must be assessed in 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 importance of experiential learning for children's development	1.1 explain what is meant by experiential learning. 1.2 explain how children's skills, development and learning is enhanced through active involvement in play and first hand experiences. 1.3 explain the implications for a work setting of promoting experiential learning 1.4 evaluate the role in experiential learning of: a child initiated play b adult directed activities			
2 Be able to support a curriculum model that promotes experiential learning	2.1 explain how curriculum models for experiential learning provide a framework for good practice 2.2 contribute to curriculum planning for experiential learning 2.3 show how the curriculum model in own work setting supports experiential learning 2.4 suggest ways to overcome barriers to experiential learning in own setting			
3 Be able to support an environment that promotes experiential learning	3.1 explain why children need to feel comfortable in their environment in order to learn effectively 3.2 explain how the environment is organised and managed to support experiential learning through continuous and enhanced provision 3.3 plan an area of the environment to develop children's experiential learning			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.4 prepare an area/s within the work setting based on the plan and explain how it contributes to children's experiential learning 3.5 monitor how the play area supports experiential learning			
4 Be able to promote children's experiential learning through continuous and enhanced provision	4.1 demonstrate how experiential learning starts from what individual children already know and can do 4.2 ensure children have sufficient time to engage in, enjoy and complete activities 4.3 use equipment and resources to facilitate the active involvement of children 4.4 provide opportunities and stimuli that support children to lead discussions and shape ideas 4.5 listen and respond to children in a way that supports their experiential learning			
5 Be able to promote children's experiential learning through focused tasks	5.1 use focused tasks to develop children's concepts, skills and knowledge using accurate language and context 5.2 meet the individual needs of children when undertaking focused teaching 5.3 demonstrate how children's experiential learning can be used to enhance children's engagement in focused tasks 5.4 demonstrate how focused tasks can be used to enhance children's experiential learning			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 39: Support Children and Young People with Physical Disabilities

Unit code: CCLD FP OP 3.2

Unit reference number: A/602/1880

Level: 4

Credit value: 6

Guided learning hours: 44

Unit summary

The purpose of this unit is to assess the knowledge, understanding and skills of learners who work with children or young people with physical disabilities.

Assessment requirements/evidence requirements

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

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

Learning outcomes 4, 5 and 6 must be assessed in 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.

1 **Understand the scope and impact of physical disability on children and young people**

Physical disability: legal definition of disability in current legislation of home country; problems with coordination or mobility; sensory impairment; articulation difficulties causing problems in speech and language; complex needs

Causes of physical disability: hereditary and congenital disorders eg muscular dystrophy, achondroplasia, cystic fiborosis, spina bifida; developmental factors during pregnancy, birth or neonatal period eg cerebral palsy; infections or diseases during pregnancy eg rubella, toxoplasmosis; illness eg meningitis, measles; trauma eg brain or spinal cord injury, damage to cochlea

The impact of physical disability on development and learning: social development eg limiting ability to forge relationships with peers and adults, limiting access to social activities and events, limiting opportunities to participate in play and sport; emotional development eg affecting self esteem and confidence, reducing independence; effects on speech language and communication where there is sensory impairment or difficulties in articulation eg receiving and expressing information; cognitive development eg organising information and ideas; understanding that cognitive development of children and young people with a physical disability may not be affected; difficulty in accessing the curriculum; the likelihood of absence from school because of additional health needs

How attitudes towards physical disability may impact on the lives of children and young people: positive or negative; attitudes of different cultural groups; attitudes of family, peers and others; feelings of self-worth; feeling that they are a 'problem', developing 'can do' attitudes; impact on behaviour; isolation and withdrawal; impact on coping skills and level of resilience; the effects of choice of language or terminology

The importance of the physical environment on access and mobility: eg layout and space which gives sufficient room for movement; wheelchair access eg doorways, ramps, space, automatic doors; furniture/storage facilities which are the correct height and flexible, environments which maximise independence; health and safety and risk assessments; equipment and aids to support mobility

The importance of play: outdoor and indoor play; promoting physical, emotional and social wellbeing; promoting learning, creativity and imagination; promoting inclusion, promoting, providing opportunities for social interaction, forging friendships and peer acceptance, providing challenge and excitement; open-ended activity

The importance of exercise: optimise physical functioning eg muscle strength and flexibility, joints, balance, agility, coordination, blood circulation; promote a feeling of wellbeing; increases level of fitness; reduce the risk of obesity; improves cardiovascular fitness; improve circulation; slow the progress of disability or illness

The importance of social relationships: the effects of physical disability on social and emotional development; developing social competence; opportunities for developing relationships with children and young people with and without a disability; the effects of social interaction on cognitive development; supporting emotional development and self-esteem

The importance of a well-prepared environment on the inclusion of children and young people: ensuring layout of room allows children and young people to fully participate eg all students to see whiteboard, accessibility for equipment and resources, space to move around safely; providing indoor and outdoor activities which are adapted to make them fully accessible eg physical activities, creative activities; ensuring all individuals are able to access information eg written, pictorial, audio; visual and audio stimuli; interactive display

2 **Understand how legislative and policy frameworks impact on provision for children and young people with physical disabilities**

Current legislation and policy frameworks designed to promote equality and inclusion: legal entitlements for children and young people with physical disabilities; legislation applicable to home nation eg Children Act 1989, Children Act 2004, Disability Discrimination Act (DDA) 1995, Disability Discrimination Act (DDA) 2006, Special Educational Needs and Discrimination Act (SENDA) 2001, Special Educational Needs and Disability (Northern Ireland) Order 2005 (SENDO), Education Act 1996, The Education (NI) Order 1996, Codes of Practice on the Identification of Special Educational Needs, Statement of Special Educational Needs, Statutory Assessment Frameworks

The impact of current legislation and codes of practice on own work setting: policy and procedures of setting eg Special Educational Needs, inclusion, equality of opportunity; need for policies to reflect legislation; working practice; staged approach; School Action and School Action Plus; early intervention strategies; National Occupational Standards (NOS)

The benefits of inclusion in mainstream settings: increasing participation; reducing the risk of exclusion and isolation; providing greater opportunities for interaction, building and maintaining friendships; providing opportunities for developing and enhancing skills; preparing children and young people to move into the community; improving outcomes; increasing understanding and changing attitudes; increasing choice and life chances

The challenges of inclusion of children with physical disabilities in mainstream settings: overcoming environment difficulties eg restricted access and space; resources which are age and stage appropriate; differentiating tasks without simplifying; challenging attitudes through training and developing policies and practice; developing innovative practice; problem solving; need to be flexible; balancing stimulating and challenging with health and safety

3 **Understand how statutory roles and responsibilities contribute to the provision for children and young people with physical disabilities**

Statutory roles and responsibilities: duty of care; roles and responsibilities of professionals to support development eg health specialists; psychological services, educational services; rights of children to advocacy services; role of Special Educational Needs Coordinator (SENCO); responsibility for safeguarding; key workers

The process of statutory assessment: assessment frameworks of home country; making referrals; holistic assessment eg physical, health, cognitive, communication, social and emotional needs; information sharing and contributions to assessment by relevant professionals eg paediatrician, children's social worker, speech and language therapist; identifying learning, health communication and mobility needs; identifying strengths and abilities and needs; educational and non-educational needs; identifying goals; early years or school action, early years or school action plus; identifying circumstances when a statement of educational needs is necessary; observing confidentiality; strategies to monitor progress and identify success in meeting goals; setting timescales for review

Ways that statutory assessments contribute to provision: identifying services and specialists to address identified needs; identifying equipment and resources to meet needs eg mobility aids, communication aids; securing financial support; identifying appropriate setting to support needs; transitional planning

4 **Be able to communicate with children and young people with physical disabilities**

How the environment facilitates communication: providing a positive ethos where children and young people feel able to express themselves; stimulating visual environment which encourages responses and creativity; seating arrangements which encourage interaction; opportunities for play and group activity; providing information in a range of formats; reflecting the diversity of children and young people; providing communication aids; multi-sensory activities and areas; opportunities to express ideas in different ways eg cooking, drama, music

How to prepare the environment to facilitate communication: indoor and outdoor environments; planning to meet the needs of individual children, eg knowing interests and preferences to stimulate communication; checking the availability of resources including communication aids and equipment; setting up equipment; preparing seating areas eg facing, sufficient lighting; removing distractions and clutter, noise; having dedicated areas for groups activities eg art, construction, messy play

Establish the preferred method of communication: consulting with child or young person, carers and colleagues, use observation, referring to individual plans; reflecting on what works and what does not work so well with individual children; knowledge of home language, language of setting

Methods of communication: speech; British Sign Language (BSL); signs and symbols; Makaton; Braille; objects of reference; voice activated technology; non-verbal eg gestures, facial expressions; role of interpreter; role of advocate; bilingual children; language of home country

Demonstrating empathy, sensitivity and respect when communicating: demonstrating skills eg reflective listening, interpersonal skills, being open-minded and non-judgemental, having positive attitudes, awareness of and meeting the child or young person's cultural needs; respecting dignity and privacy

Ways to interact which demonstrates an understanding of feelings and preferences: protecting child or young person's dignity and privacy when attending to child or young person's personal/intimate needs; using appropriate terminology; ways to use humour; defusing difficult situations

Checking understanding: communication cycle; rephrasing; actively seeking feedback from child, young person and carer; observing and monitoring; giving time to digest information

5 Be able to support the learning and development of children and young people with physical disabilities

The importance of a differentiated curriculum and personalised approach: planning eg room layout, timing, resources; seeing the child first and their disability second; age and stage appropriate activities and resources; focus on the outcomes; adapting activities and resources eg large print books and materials, large-scale toys, specialist IT equipment such voice recognition

Supporting inclusion: removing barriers to participation eg access, organisational, attitudinal; promoting participation through improved access, appropriate resources and equipment; development of policy and procedures; diversity training; empowerment of individual and carers; focus on children and young people's strengths and abilities; preparing for and supporting children in transition

Ways to encourage participation in decision making: understanding and acknowledging diversity; giving informed choice; promoting independence; empowering; giving positive feedback; providing opportunities for group activity

The development of individual plans: individual educational plans; accessing information on strengths and needs from eg child, carers, colleagues, professionals; staged approach; SMART targets (specific, measurable, achievable, realistic, timely); reviewing and amending plans

Ways to identify when additional support is needed: formal and informal observation; monitoring responses; approaches by child or young person or their carers; goals not being met; recognising when children are becoming more reliant on others

6 **Be able to work in partnership with others to support children and young people with physical disabilities**

Partnership approaches: difference between service-led provision and child and young person-led model; holistic approaches; child and family centred; multi-agency working; parent partnerships: flexible services; coordinated planning and commissioning of services; others eg physiotherapists, social workers, specialist health services, occupational therapists, Sensory Support teachers, speech and language therapists

Support other children or young people to understand the needs of their peers with physical disabilities: challenging preconceived ideas about physical disability; provide opportunities for children and young people to work and play in groups of children with and without physical disabilities; ensuring activities and opportunities which emphasise the strengths and abilities of children with a physical disability; providing support and buddy systems; providing opportunities for peer support; challenging thinking through curriculum activities eg personal and social education (Wales), Personal Development and Mutual Understanding (NI)

Information for carers to support understanding of the abilities and needs of the child or young person: strategies to involve children, young people and carers at each stage of assessment, delivery, monitoring and review; involving carers in shaping policy and services; concept of parents/carers as experts on their child's disability; particular difficulties at times of transition eg changing schools or settings, becoming an adult; the importance of informed choice; the Lamb Inquiry (2009)

Information on support for carers: supporting informed choice; awareness of parent's own needs; providing practical information eg resources, services, transport, financial support, respite/residential care, palliative care; accessing mobility aids and specialist equipment; emotional support, bereavement support; advocacy services; third sector organisations; online support; dealing with behavioural difficulties

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the scope and impact of physical disability on children and young people	1.1 outline the policies and procedures and codes of practice that set out responsibilities in supporting children or young people in their home 1.2 define physical disability 1.3 identify the main causes of physical disability 1.4 analyse the impact of physical disability on development and learning 1.5 explain how attitudes to physical disability may impact on the lives of children, young people and their carers 1.6 explain the importance of the physical environment: a access / mobility b play c exercise d social relationships 1.7 explain the importance of a well prepared environment on the inclusion of children and young people with physical disabilities			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how legislative and policy frameworks impact on provision for children and young people with physical disabilities	2.1	outline current legislation and policy frameworks that are designed to promote equality and inclusion for children and young people with physical disabilities			
		2.2	analyse the impact of current legislation and Codes of Practice in own work setting			
		2.3	explain the benefits of inclusion of children and young people with physical disabilities in mainstream settings			
		2.4	explain the challenges of inclusion of children and young people with physical disabilities in mainstream settings			
3	Understand how statutory roles and responsibilities contribute to the provision for children and young people with physical disabilities	3.1	outline the statutory roles and responsibilities of those involved in provision for children and young people with physical disabilities			
		3.2	explain the processes involved in statutory assessments			
		3.3	explain how statutory assessments contribute to provision			
4	Be able to communicate with children and young people with physical disabilities	4.1	describe how the environment facilitates communication for children and young people with physical disabilities			
		4.2	prepare the environment to facilitate communication			
		4.3	establish the method of communication preferred by children or young people			
		4.4	Use agreed methods of communication with a child or young person			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.5 describe how to demonstrate empathy, sensitivity and respect when communicating with children or young people 4.6 interact with children or young people in a way that demonstrates an understanding of their feelings and preferences 4.7 check with the child or young person throughout the interaction that the communication has been understood			
5 Be able to support the learning and development of children and young people with physical disabilities	5.1 explain the importance for children and young people with physical disabilities of: a differentiated curriculum b an individualised/ personalised approach to learning and development needs 5.2 structure the environment to support children or young people's inclusion 5.3 encourage children or young people to participate in decisions affecting their lives according to their age, needs and abilities 5.4 contribute to the development of individual plans for a child or young person with physical disability 5.5 identify when children or young people may need additional support			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to work in partnership with others to support children and young people with physical disabilities	6.1 explain why a partnership approach is most effective in supporting children and young people with physical disabilities 6.2 support other children or young people to understand the needs of their peers with physical disabilities 6.3 provide information to carers that supports their understanding of the emerging abilities and needs of the child or young person 6.4 provide information on sources of support for carers			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 40: Support Children and Young People with Learning Disabilities

Unit code: CCLD FP OP 3.3

Unit reference number: F/602/1881

Level: 4

Credit value: 6

Guided learning hours: 44

Unit summary

The purpose of this unit is to assess the knowledge, understanding and skills of learners who work with children or young people with Learning disabilities.

Assessment requirements/evidence requirements

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

Learning outcomes 4, 5 and 6 must be assessed in real work environment.

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

Unit content

1 **Understand the scope and impact of learning disability on children and young people**

Learning disabilities: legal definitions; World Health Organisation (WHO) definition as 'a state of arrested or incomplete development of the mind'; lifelong disability; classification of learning disability, mild, moderate, severe profound; intellectual impairment; social or adaptive dysfunction; importance of distinguishing between learning disability and physical or mental health problems; dangers of labelling children and young people

The main causes of learning disabilities: causes not always identified; genetic factors; environmental factors e.g. overcrowding, poverty; organic causes e.g. exposure to alcohol, drugs before birth; lack of oxygen during birth; chromosomal abnormalities e.g. Downs syndrome, fragile X syndrome; early childhood illnesses;

Additional challenges for a child with a learning disability: keeping self safe; understanding and assessing risk; forming friendships; informed decision making; communicating own needs and preferences; personal care; difficulty in reading non-verbal signals; increased likelihood of being abused or bullied

The impact of learning disabilities on development and learning: social e.g. building and maintaining friendships, self awareness; emotional; behaviour, ability to express own feelings, needs and preferences; cognitive e.g. imagination and creativity; understanding new and complex information; organising ideas; communication e.g. receptive and expressive skills

How attitudes to learning disability may impact on the lives of children and young people and their carers: positive or negative; attitudes of different cultural groups; attitudes of family, peers and others; feelings of self-worth; feeling that they are a 'problem'; impact on behaviour; isolating; level of resilience; affecting the choice of language or terminology; level of expectation

2 **Understand how legislative and policy frameworks impact on provision for children and young people with learning disabilities**

Current legislation and policy frameworks designed to promote equality and inclusion: legal entitlements for children and young people with learning disabilities; legislation applicable to home nation e.g. Children Act 1989, Children Act 2004, Disability Discrimination Act (DDA) 1995, Disability Discrimination Act (DDA) 2006, Special Educational Needs and Discrimination Act (SENDA) 2001, Special Educational Needs and Disability (Northern Ireland) Order 2005 (SENDO), Education Act 1996, The Education (NI) Order 1996, Codes of Practice on the Identification of Special Educational Needs, Statement of Special Educational Needs, Statutory Assessment Frameworks

Impact of current legislation and codes of practice on own work setting: policy and procedures of setting e.g. Special educational needs, Inclusion, Equality of Opportunity; need for policies to reflect legislation; Codes of Practice for own UK home nation; working practice; staged approach e.g. Early Years /School Action, and Early Years / School Action Plus; early intervention strategies; National Occupational Standards (NOS)

Benefits of inclusion of children and young people with learning disabilities in mainstream settings: increasing participation; reducing the risk of exclusion and isolation; providing greater opportunities for interaction, building and maintaining friendships; providing opportunities for developing and enhancing skills; preparing children and young people to move into the community; improving outcomes; increasing understanding and changing attitudes; increasing choice and life chances

The challenges of inclusion of children and young people with learning disabilities in mainstream settings: overcoming environment difficulties e.g. resources which are age and stage appropriate; differentiating tasks without simplifying; challenging attitudes through training and developing policies and practice; developing innovative practice; problem solving; need to be flexible; balancing a stimulating and challenging with health and safety; managing behavioural difficulties

3 **Understand how statutory roles and responsibilities contribute to the provision for children and young people with learning disabilities**

Statutory roles and responsibilities of those involved in provision for children and young people with learning difficulties: Duty of Care; roles and responsibilities of professionals to support development e.g. health specialists; psychological services, educational services; rights of children to advocacy services; role of special educational needs coordinator (SENCO); responsibility for safeguarding; key workers

Processes involved in statutory assessment: assessment frameworks of home country; making referrals; holistic assessment e.g. physical, health, cognitive, communication social and emotional needs; information sharing and contributions to assessment by relevant professionals e.g. children's social worker, speech and language therapist; identifying learning, health communication and mobility needs; identifying strengths and abilities and needs; educational and non educational needs; identifying goals; early years or school action, early years or school action plus; identifying circumstances when a statement of educational needs is necessary; observing confidentiality; strategies to monitor progress and identify success in meeting goals; setting timescales for review

How statutory assessment contributes to provision: identifying services and specialists to address identified needs; identifying equipment and resources to meet needs e.g. mobility aids, communication aids; securing financial support; identifying appropriate setting to support needs; transitional planning

4 **Be able to communicate with children and young people with learning disabilities**

How the environment facilitates communication: providing a positive ethos where children and young people feel able to express themselves; stimulating visual environment which encourages responses and creativity; seating arrangements which encourage interactions; opportunities for play and group activity; providing information in a range of formats; reflecting the diversity of children and young people; providing communication aids; multi-sensory activities and areas; opportunities to express ideas in different ways e.g. art, drama, music

Preparing the environment to facilitate communication: indoor and outdoor environments; planning to meet the needs of individual children, e.g. knowing interests and preferences to stimulate communication; checking the availability of resources including communication aids and equipment; preparing seating areas e.g. facing, sufficient lighting; removing distractions and clutter, noise; activities which encourage communication e.g. stories and rhymes, art activities

Establish the preferred method of communication: information from child or young person, carers and colleagues, use observation, referring to individual plans; reflecting on what works and what does not work so well with individual children; needs of bilingual children; knowledge of home language and language of setting

Methods of communication: speech; British sign language; signs and symbols; Makaton; Braille; objects of reference; voice activated technology; non-verbal e.g. gestures, facial expressions; role of advocate

Demonstrating empathy, sensitivity and respect when communicating: demonstrating skills e.g. reflective listening, interpersonal skills, being open-minded and non-judgemental, having positive attitudes, awareness of and meeting the child or young person's cultural needs; respecting dignity and privacy; giving time to process information e.g. frequent repetition and reinforcement, information in short chunks; use of appropriate language and terminology; use of age/stage appropriate language

Checking that communication is understood: communication cycle; rephrasing; actively seeking feedback from child, young person and carer; observing and monitoring; giving time to digest information

5 **Be able to support the learning and development of children and young people with learning disabilities**

The importance of a differentiated curriculum: individual right to access the curriculum; promoting inclusion; adapting the activity e.g. groupings, timing, breaking down activities into smaller units of work; adapting the resources e.g. level of language in written resources, using specialist IT equipment; additional support and guidance e.g. personal assistants, learning mentors; importance of age and stage appropriate activities and resources; focusing on the outcomes; improving likelihood of achieving targets

The importance of an individualised approach: knowledge of the needs and preferences of individual children; setting personal learning goals which are achievable; seeing the child first and their learning difficulty second: focus on children and young people's strengths and abilities

Structure the environment to support inclusion: removing barriers to participation e.g. access, organisational, attitudinal; promoting participation through improved access, using a range of and appropriate resources and equipment; reviewing and developing of policy and procedures; diversity training; empowerment of individual and carers; preparing and supporting children in transition

Encouraging children and young people to participate in decisions affecting their lives according to their age, needs and abilities: understanding and acknowledging diversity; giving informed choice; promoting independence; empowering; giving positive feedback; providing opportunities for group activity

Ways to contribute to the development of individual plans for a child or young person with sensory loss: Individual educational plans; accessing information on strengths and needs from e.g. child, carers, colleagues, professionals; formal and non-formal observations; staged approach; developing SMART targets (specific, measurable, achievable, realistic, timely); reviewing and amending plans Identify when a child may need additional support: formal and informal observation; monitoring responses; approaches by child or young person or their carers; outcomes not being met; recognising when children are becoming more reliant on others; times of common or personal or transition

6 **Be able to work in partnership with others to support children and young people with learning disabilities**

Partnership approaches: difference between service led provision and child and young person led model; holistic approaches; child and family centred; multi-agency working; parent partnerships: flexible services; coordinated planning and commissioning of services; others e.g. educational psychologists, sensory impairment support teachers, speech and language therapists; health specialists

Support other children or young people to understand the needs of their peers with learning disabilities: challenging preconceived ideas about learning disabilities; providing opportunities for children and young people to work and play in groups of children with and without learning disabilities; ensuring activities and opportunities which emphasise the strengths and abilities of children with a learning disability; providing support and buddy systems; providing opportunities for peer support; challenging thinking through curriculum activities e.g. personal & social education (Wales), Personal Development and Mutual Understanding (NI)

Information for carers to support understanding of the abilities and needs of the child or young person: strategies to involve children, young people and carers at each stage of assessment, delivery, monitoring and review; involving carers in shaping policy and services; concept of parents/carers as experts on their child's learning disability; particular difficulties at times of transition e.g. changing schools or settings, becoming an adult; the importance of informed choice; the Lamb Inquiry (2009)

Information on support for carers: supporting informed choice; awareness of parent's own needs; providing practical information e.g. resources, services, transport, financial support, respite/ residential care, accessing specialist learning equipment; emotional support, advocacy services; third sector organisations; online support; dealing with behavioural difficulties

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the scope and impact of learning disability on children and young people	1.1 define learning disability 1.2 identify the main causes of learning disability 1.3 describe the additional challenges that a child with a learning disability 1.4 analyse the impact of learning disability on development and learning 1.5 explain how attitudes to learning disability may impact on the lives of children, young people and their carers			
2 Understand how legislative and policy frameworks impact on provision for children and young people with learning disabilities	2.1 outline current legislation and policy frameworks that are designed to promote equality and inclusion for children and young people with learning disabilities 2.2 analyse the impact of current legislation and Codes of Practice in own work setting 2.3 explain the benefits of inclusion of children and young people with learning disabilities in mainstream settings 2.4 explain the challenges of inclusion of children and young people with learning disabilities in mainstream settings			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how statutory roles and responsibilities contribute to the provision for children and young people with learning disabilities	3.1	outline the statutory roles and responsibilities of those involved in provision for children and young people with learning disabilities			
		3.2	explain the processes involved in statutory assessments			
		3.3	explain how statutory assessments contribute to provision			
4	Be able to communicate with children and young people with learning disabilities	4.1	describe how the environment facilitates communication for children and young people with learning disabilities			
		4.2	prepare the environment to facilitate communication.			
		4.3	establish the method of communication preferred by children or young people			
		4.4	use agreed methods of communication with a child or young person			
		4.5	describe how to demonstrate empathy, sensitivity and respect when communicating with children or young people			
		4.6	interact with children or young people in a way that demonstrates an understanding of their feelings and preferences			
		4.7	check with the child or young person throughout the interaction that the communication has been understood			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to support the learning and development of children and young people with learning disabilities	5.1	explain the importance for children and young people with learning disabilities of: a a differentiated curriculum b an individualised/ personalised approach to learning and development needs			
		5.2	structure the environment to support children or young people's inclusion			
		5.3	encourage children or young people to participate in decisions affecting their lives according to their age, needs and abilities			
		5.4	contribute to the development of individual plans for a child or young person with learning disability			
		5.5	identify when children or young people may need additional support			
6	Be able to work in partnership with others to support children and young people with learning disabilities	6.1	explain why a partnership approach is most effective in supporting children and young people with learning disabilities			
		6.2	support other children or young people to understand the needs of their peers with learning disabilities			
		6.3	provide information to carers that supports their understanding of the emerging abilities and needs of the child or young person			
		6.4	provide information on sources of support for carers			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 41: Support Children and Young People with Autistic Spectrum Conditions

Unit code: CCLD FP OP 3.4

Unit reference number: J/602/1882

Level: 4

Credit value: 6

Guided learning hours: 44

Unit summary

The purpose of this unit is to assess the knowledge, understanding and skills of learners who work with children or young people with Autistic Spectrum Conditions.

Assessment requirements/evidence requirements

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

Learning outcomes 4, 5 and 6 must be assessed in a real work environment.

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the impact of Autistic Spectrum Conditions on children and young people's learning and development	1.1 explain what is meant by the autistic spectrum 1.2 explain the importance of early diagnosis and intervention 1.3 describe the behavioural characteristics associated with Autistic Spectrum Conditions 1.4 explain why children and young people with Autistic Spectrum Conditions may display challenging behaviour 1.5 outline the links between Autistic Spectrum Conditions and other conditions 1.6 analyse the impact of Autistic Spectrum Conditions on: a Social development b Language and communication development c Sensory sensitivity 1.7 explain how attitudes to Autistic Spectrum Conditions and behaviours may impact on the lives of children, young people and their carers			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how legislative and policy frameworks impact on provision for children and young people with Autistic Spectrum Conditions	2.1	outline current legislation and policy frameworks that are designed to promote equality and inclusion for children and young people with Autistic Spectrum Conditions			
		2.2	analyse the impact of current legislation and Codes of Practice in own work setting			
		2.3	explain the benefits of inclusion of children and young people with Autistic Spectrum Conditions in mainstream settings			
		2.4	explain the challenges of inclusion of children and young people with Autistic Spectrum Conditions in mainstream settings			
3	Understand how statutory roles and responsibilities contribute to provision for children and young people	3.1	outline the statutory roles and responsibilities of those involved in provision for children and young people with Autistic Spectrum Conditions			
		3.2	explain the processes involved in statutory assessments			
		3.3	explain how statutory assessments contribute to provision			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to communicate with children and young people with Autistic Spectrum Conditions	4.1 describe how the environment facilitates effective communication for children and young people with Autistic Spectrum Conditions for children and young people with physical disabilities 4.2 prepare the environment to facilitate communication. 4.3 establish the method of communication preferred by children or young people 4.4 use agreed methods of communication with a child or young person 4.5 describe how to demonstrate empathy, sensitivity and respect when communicating with children or young people 4.6 interact with children or young people in a way that demonstrates an understanding of their feelings and preferences 4.7 check with the child or young person throughout the interaction that the communication has been understood			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to support the learning and development of children and young people with Autistic Spectrum Conditions	5.1	Explain the importance for children and young people with Autistic Spectrum Conditions of: a a differentiated curriculum b an individualised/personalised approach to learning and development needs			
		5.2	Structure the environment to support children or young people's inclusion			
		5.3	Encourage children or young people to participate in decisions affecting their lives according to their age, needs and abilities			
		5.4	Contribute to the development of individual plans for a child or young person with Autistic Spectrum Conditions			
		5.5	Identify when children or young people may need additional support			
6	Be able to work in partnership with others to support children and young people with Autistic Spectrum Conditions	6.1	Explain why a partnership approach is most effective in supporting children and young people with Autistic Spectrum Conditions			
		6.2	Support other children or young people to understand the needs of their peers with Autistic Spectrum Conditions			
		6.3	Provide information to carers that supports their understanding of the emerging abilities and needs of the child or young person			
		6.4	Provide information on sources of support for carers			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 42: Support the Learning and Development of Children and Young People with Health Needs

Unit code: CCLD FP OP 3.5

Unit reference number: L/602/1883

Level: 4

Credit value: 6

Guided learning hours: 44

Unit summary

The purpose of this unit is to assess the knowledge, understanding and skills of learners who work with children or young people with health needs.

Assessment requirements/evidence requirements

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

Learning outcomes 4, 5 and 6 must be assessed in a real work environment.

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the impact of health needs on children and young people's development	1.1	explain the impact of health needs on children or young people's learning and development			
		1.2	explain how attitudes to health needs may impact on children, young people and their carers			
		1.3	explain the importance of supporting children and young people to make positive choices about their health			
2	Understand how legislative and policy frameworks impact on provision for children and young people with health needs	2.1	outline current legislation and policy frameworks that are designed to promote equality and inclusion for children and young people with health needs			
		2.2	analyse how provision reflects legislative and policy frameworks in own area of work			
		2.3	explain how the rights of children and young people supports access to full-time education			
3	Understand how statutory roles and responsibilities contribute to provision for children and young people with health needs	3.1	describe the types of settings where children or young people with health needs may receive care and support			
		3.2	outline the statutory roles and responsibilities of those involved in provision for children and young people with health needs			
		3.3	explain the processes involved in statutory assessments			
		3.4	explain how statutory assessments contribute to provision			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to communicate with children and young people with health needs.	4.1 describe how the environment facilitates communication for children and young people with health needs 4.2 prepare the environment to facilitate communication 4.3 establish the method of communication preferred by children or young people 4.4 use agreed methods of communication with a child or young person 4.5 describe how to demonstrate empathy, sensitivity and respect when communicating with children or young people 4.6 interact with children or young people in a way that demonstrates an understanding of their feelings and preferences 4.7 check with the child or young person throughout the interaction that the communication has been understood			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to support the learning and development of children and young people with health needs.	5.1 explain the importance for children and young people with health needs of: a a differentiated curriculum b an individualised/ personalised approach to learning and development needs 5.2 structure the environment to support children or young people's inclusion 5.3 implement strategies to enable children and young people with health needs to access learning opportunities 5.4 encourage children or young people to participate in decisions affecting their lives according to their age, needs and abilities 5.5 contribute to the development of individual plans for a child or young person with health needs 5.6 identify when children or young people may need additional support			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to work in partnership with others to support children and young people with health needs	6.1 explain why a partnership approach is most effective in supporting children and young people with health needs 6.2 support other children or young people to understand the needs of their peers with health needs 6.3 provide information to carers that supports their understanding of the emerging abilities and needs of the child or young person 6.4 provide information on sources of support for carers			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 43: Support Children and Young People with Sensory Loss

Unit code: CCLD FP OP 3.6

Unit reference number: R/602/1884

Level: 4

Credit value: 6

Guided learning hours: 44

Unit summary

The purpose of this unit is to assess the knowledge, understanding and skills of learners who work with children or young people with sensory loss.

Assessment requirements/evidence requirements

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

Learning outcomes 3, 4, 5, and 6 must be assessed in a real work environment.

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the scope and impact of sensory loss for children and young people	1.1 define congenital sensory loss and acquired sensory loss 1.2 identify the main causes of sensory loss 1.3 analyse the impact of congenital sensory loss on development and learning 1.4 identify the indicators and signs of: a sight loss b hearing loss c deafblindness 1.5 explain how attitudes to sensory loss may impact on children, young people and their carers			
2 Understand how legislative and policy frameworks impact on provision for children and young people with sensory loss.	2.1 outline current legislation and policy frameworks, that are designed to promote equality and inclusion for children and young people with sensory loss 2.2 analyse the impact of current legislation and Codes of Practice in own work setting 2.3 explain the benefits of inclusion of children and young people with sensory loss in mainstream settings 2.4 explain the challenges of inclusion of children and young people with sensory loss in mainstream settings			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how statutory roles and responsibilities contribute to the provision for children and young people with sensory loss	3.1 Outline the statutory roles and responsibilities of those involved in provision for children and young people with sensory loss 3.2 explain the processes involved in statutory assessments 3.3 explain how statutory assessments contribute to provision			
4 Be able to communicate with children and young people with sensory loss.	4.1 explain the methods of communication used by children and young people with: a sight loss b hearing loss c deafblindness 4.2 describe how the environment facilitates communication for children and young people with sensory loss 4.3 prepare the environment to facilitate communication. 4.4 establish the method of communication preferred by children or young people 4.5 use agreed methods of communication with a child or young person 4.6 describe how to demonstrate empathy, sensitivity and respect when communicating with children or young people			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.7 interact with children or young people in a way that demonstrates an understanding of their feelings and preferences 4.8 check with the child or young person throughout the interaction that the communication has been understood 4.9 structure the environment to support children or young children inclusion			
5 Be able to support the learning and development of children and young people with sensory loss.	5.1 explain the importance for children and young people with sensory loss of: a a differentiated curriculum b an individualised/personalised approach to learning and development 5.2 structure the environment to support children or young people's inclusion 5.3 encourage children or young people to participate in decisions affecting their lives according to their age, needs and abilities 5.4 contribute to the development of individual plans for a child or young person with Autistic Spectrum Conditions 5.5 identify when children or young people may need additional support			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to work in partnership with others to support children and young people with sensory loss	6.1 explain why a partnership approach is most effective in supporting children and young people with sensory loss 6.2 support other children or young people to understand the needs of their peers with sensory loss 6.3 provide information to carers that supports their understanding of the emerging abilities and needs of the child or young person 6.4 provide information on sources of support for carers			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 44: Move and Position Individuals in Accordance with their Plan of Care

Unit code: HSC 2028

Unit reference number: J/601/8027

Level: 2

Credit value: 4

Guided learning hours: 26

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to move and position individuals as part of their plan of care according to their specific needs.

Assessment requirements/evidence requirements

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

Learning outcomes 3, 4 and 5 must be assessed in a real work environment.

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand anatomy and physiology in relation to moving and positioning individuals	1.1 outline the anatomy and physiology of the human body in relation to the importance of correct moving and positioning of individuals 1.2 describe the impact of specific conditions on the correct movement and positioning of an individual			
2 Understand legislation and agreed ways of working when moving and positioning individuals	2.1 describe how legislation and agreed ways of working affect working practices related to moving and positioning individuals 2.2 describe what health and safety factors need to be taken into account when moving and positioning individuals and any equipment used to do this			
3 Be able to minimise risk before moving and positioning individuals	3.1 access up-to-date copies of risk assessment documentation 3.2 carry out preparatory checks using: a the individual's care plan b the moving and handling risk assessment 3.3 identify any immediate risks to the individual 3.4 describe actions to take in relation to identified risks 3.5 describe what action should be taken if the individual's wishes conflict with their plan of care in relation to health and safety and their risk assessment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.6 prepare the immediate environment ensuring a adequate space for the move in agreement with all concerned b that potential hazards are removed 3.7 apply standard precautions for infection prevention and control			
4 Be able to prepare individuals before moving and positioning	4.1 demonstrate effective communication with the individual to ensure that they: a understand the details and reasons for the action/activity being undertaken b agree the level of support required 4.2 obtain valid consent for the planned activity			
5 Be able to move and position an individual	5.1 follow the care plan to ensure that the individual is positioned: a using the agreed technique b in a way that will avoid causing undue pain or discomfort 5.2 demonstrate effective communication with any others involved in the manoeuvre 5.3 describe the aids and equipment that may be used for moving and positioning 5.4 use equipment to maintain the individual in the appropriate position			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.5 encourage the individual's active participation in the manoeuvre 5.6 monitor the individual throughout the activity so that the procedure can be stopped if there is any adverse reaction 5.7 demonstrate how to report and record the activity noting when the next positioning manoeuvre is due			
6 Know when to seek advice from and/or involve others when moving and positioning an individual	6.1 describe when advice and/or assistance should be sought to move or handle an individual safely 6.2 describe what sources of information are available about moving and positioning individuals			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 45: Meet Food Safety Requirements when Providing Food and Drink for Individuals

Unit code: HSC 2029

Unit reference number: T/601/9450

Level: 2

Credit value: 2

Guided learning hours: 15

Unit Summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to meet food safety requirements when preparing, serving, clearing away and storing food.

Assessment requirements/evidence requirements

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

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

Unit content

1 **Understand the importance of food safety measures when providing food and drink for individuals**

Potential food safety hazards when preparing, serving, clearing away and storing food and drink: contamination eg bacteria, moulds, viruses; physical and chemical contaminants eg foreign bodies, chemicals; food pests eg flies, weevils, cockroaches

The importance of implementing food safety measures when providing food and drink for individuals: complying with health and safety legislation; policies and procedures of setting; reducing the risk if food poisoning

Why personal protective clothing should be used when handling food and drink: protecting food from contamination eg dust, hairs, fibres; only worn on food preparation/serving area

Why surfaces, utensils and equipment must be clean before beginning a new task: removing matter on which bacteria grows; reducing the risk of foreign matter in food; preventing cross contamination eg direct, indirect

The importance of clearing and disposing of food waste promptly and safely: preventing pest hazards; preventing the multiplication of food poisoning bacteria (pathogens); reducing risk of food decay eg smell, becoming unfit to eat

The importance of storing different types of food and drink safely: use by dates, best before dates; types of food eg dry foods, chilled foods, raw foods; frozen foods; reducing risk of contamination of high risk foods eg direct or by drip; reducing the multiplication of bacteria

2 **Be able to maintain hygiene when handling food and drink**

When hands must be washed to maintain food hygiene: before food handling; between handling different types of food; after handling eg dirty pots, cutlery, disposing of food; after touching hair or face, blowing nose; after using the toilet

Effective handwashing for handling food and drink: following correct procedure for hand washing; effective drying eg hot air dryer, disposable towels; cleaning nails; removing rings

Personal protective clothing to maintain hygiene when handling food and drink: disposable gloves; aprons; covering hair completely eg hats, hairnets; appropriate for the work task

Ensure that all surfaces, utensils and equipment are clean before beginning a new task: following cleaning procedures; cleaning and disinfecting surfaces eg preparation surfaces, chopping boards, sinks, handles on drawers and refrigerators, floors; cleaning and disinfecting utensils eg spoons, knives; cleaning and disinfecting equipment eg can openers, whisks, food processors, blenders; importance of hygienic cleaning equipment eg cloths, buckets, brushes

3 **Be able to meet safety requirements when preparing and serving food and drink for individuals**

Practices to control hazards when preparing and serving food and drink: using separate boards and utensils for different types of food eg raw meats and vegetables; using colour-coded chopping boards; making sure that food is thoroughly cooked according to guidelines eg not reheating more than once, following microwave instructions; ensuring frozen meats and poultry are thawed before cooking; cooking or reheating immediately before serving; washing ready to eat produce; serving foods eg keeping hot or chilled foods at correct temperature, not topping up sauces; excluding staff with food poisoning symptoms

Prepare and serve food and drink in ways that minimise risks to own safety and that of others: others eg children and adults who eat the food, staff preparing foods, following good food handling and serving practices; maintaining personal hygiene; keeping any cuts or lesions completely covered; wearing protective clothing; minimising food handling eg using long handled servers; importance of cleaning as you work; replacing covers over food in preparation areas and serving areas; keeping preparation and serving areas clean and tidy

4 **Be able to meet safety requirements when clearing away food and drink**

Clear away food and drink in ways that minimise risks to own safety and that of others: following recommended time limits for food at room temperature; not leaving food and drink to accumulate in food areas

Dispose of food waste promptly and safely: not leaving food waste near foods or preparation areas; replacing bin lids correctly; keeping bins away from food areas; hand washing after handling waste foods; regular emptying and cleaning food waste bins; keeping external refuse areas clean

Clean utensils and equipment effectively after use: using separate sinks for cleaning and food preparation; thorough cleaning and disinfecting; disposing of cleaning cloths or disinfecting; disinfecting cleaning materials

5 **Be able to store food and drink safely**

Practices to control food safety hazards when storing different types of food and drink: high risk foods eg ready to eat, storing immediately after delivery; checking packaging; regular cleaning of food storage areas and refrigerators; separating ready to eat and raw foods; stock rotation; correct temperatures eg store rooms, refrigerators, freezers; suitable packaging and pest proof containers; not storing foods in opened cans; cleaning spills in storage areas immediately

Store different types of food and drink safely: using covered containers; keeping raw foods separate from high risk foods eg raw food at the bottom of refrigerator; storing perishable foods in dry conditions; using clear labelling; checking use-by dates

6 **Know how to access additional advice or support about food safety**

Identify sources of information about food safety: government agencies eg food standards agency; policies and procedures in own setting; legislation; food packaging

How to access advice and support about own role in maintaining food safety when providing food and drink for individuals: own job description; line manager; food hygiene qualifications; tutor/assessor

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the importance of food safety measures when providing food and drink for individuals	1.1 identify potential food safety hazards when preparing, serving, clearing away and storing food and drink 1.2 explain the importance of implementing food safety measures when providing food and drink for individuals 1.3 explain why personal protective clothing should be used when handling food and drink 1.4 explain why surfaces, utensils and equipment must be clean before beginning a new task 1.5 explain the importance of clearing and disposing of food waste promptly and safely 1.6 explain the importance of storing different types of food and drink safely			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to maintain hygiene when handling food and drink	2.1	explain when hands must be washed to maintain food hygiene			
		2.2	demonstrate effective handwashing for handling food and drink			
		2.3	use personal protective clothing to maintain hygiene when handling food and drink			
		2.4	ensure that all surfaces, utensils and equipment are clean before beginning a new task			
3	Be able to meet safety requirements when preparing and serving food and drink for individuals	3.1	describe practices to control hazards when preparing and serving food and drink			
		3.2	Prepare food and drink in ways that minimise risks to own safety and that of others			
		3.3	Serve food and drink in ways that minimise risks to own safety and that of others			
4	Be able to meet safety requirements when clearing away food and drink	4.1	Clear away food and drink in ways that minimise risks to own safety and that of others			
		4.2	Dispose of food waste promptly and safely			
		4.3	Clean utensils and equipment effectively after use			
		4.4	Store utensils and equipment safely			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to store food and drink safely	5.1	Describe practices to control food safety hazards when storing different types of food and drink			
		5.2	Store different types of food and drink safely			
6	Know how to access additional advice or support about food safety	6.1	Identify sources of information about food safety			
		6.2	Describe how to access advice and support about own role in maintaining food safety when providing food and drink for individuals			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 46: Managing Paediatric Illness and Injury

Unit code: MPII 002

Unit reference number: J/600/2037

Level: 2

Credit value: 1

Guided learning hours: 10

Unit summary

The purpose of the unit is for the learner to attain knowledge and practical competences required to deal with the range of paediatric illnesses and injuries contained in this unit.

Assessment requirements/evidence requirements

Please note that all practical assessment within this unit related to the demonstration of first aid skills must only be carried out on infant and child manikins. Application of slings can be demonstrated on other members of the learner cohort. *There is no requirement to show competence in a real-life situation.*

It is essential that this unit is delivered by a qualified and experienced paediatric first aid trainer. Input from other professionals such as practitioner nurses in asthma, diabetes and sickle cell disorder would enhance learning.

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

Unit content

1 Be able to provide first aid to an infant and a child with a suspected fracture and a dislocation

Recognising fractures and dislocations: primary survey, secondary survey; hairline fracture, compound fracture; fractured limbs, leg fractures, hand fractures; signs and symptoms of fractures; definition of dislocation; signs and symptoms

Management: of fractures (immobilisation of different fractures, applying splints, use of pain relief for infants and children); of dislocations (application of splints, elevation of the joint, use of RICE (Rest, Ice, Compression, Elevation) as a first aid treatment, sending for medical help, need for reassurance, nil by mouth in case of surgery/anaesthesia, demonstrating competence in applying support and elevation slings

2 Be able to provide first aid to an infant and a child with a head, a neck and a back injury

Recognising head, neck and back injury: definition of head injuries; closed and open head injuries; signs and symptoms of serious head injuries, concussion; skull fractures; cerebral compression; recognising possible connected problems of head injuries eg disruption to sight and hearing, damage to jaws and teeth, nausea and vomiting, skull deformities, leaking of clear fluid from ears or nose and reasons for this; possible damage to major airways and management of this; symptoms of suspected damage to the spinal cord

Management: correct positioning of the head and neck; keeping the casualty as still as possible; sending for medical help; need for reassurance; dealing with conscious and unconscious casualties; dealing with convulsions

3 Know how to provide first aid to an infant and a child with conditions affecting the eyes, ears and nose

Foreign bodies in eyes: keeping the child calm; using sterile water to remove dust, sand; seeking immediate medical help for embedded foreign bodies

Foreign bodies in ears: ascertaining the nature of the object; using tepid water to remove insects; recognition of symptoms; need to seek immediate medical attention if treatment is unsuccessful and for all other objects

Foreign objects in nose: encouraging child to breathe through their mouth; seeking immediate medical help and not attempting to remove the object

Common eye injuries: blows to the eye (checking for injuries to the eyeball, injuries to the eye socket, associated injuries eg to the head or face); cleaning cuts to prevent infection; use of gloves; hand hygiene; checking vision; knowing when to seek medical help

4 **Know how to provide first aid to an infant and a child with a chronic medical condition or sudden illness**

Sickle cell anaemia: recognition of symptoms; administering the infant/child's regular pain relief; keeping the child warm and reassured; sending for medical help

Diabetes: check the infant/child's insulin status; dealing with an insulin coma; recovery position; recognising the signs of hypoglycaemia; providing sugar immediately; when to send for medical help

Asthma: recognising the infant/child's distress; noting breathing difficulties/problems with speech; noting changes in colour of face and lips; cough; wheezing; helping the infant/child to use inhalers; correct sitting position; encouraging the infant/child to breathe slowly and deeply; providing sufficient ventilation; sending for medical help

Meningitis: recognition of common symptoms; using the glass test on visible rashes; sending for immediate medical help; reassuring the infant/child; hand hygiene; measures to reduce cross-infection; use of PPE; informing relevant personnel

Febrile convulsions: recognition of common symptoms; providing sufficient space for the infant/child; measures to prevent choking (ensuring the infant/child's mouth is clear, positioning the infant/child to help drain any liquids, pulling the chin and jaw forward if breathing is affected); reducing fever by removing clothing and using tepid sponging; reassurance for the infant/child after the convulsion; when to send for medical help

Epilepsy: reasons for remaining calm; preventing injury by placing something soft under the infant/child’s head, loosening tight clothing, removing eyeglasses, removing nearby objects which could injure the infant/child; preventing choking by turning the child on one side, avoiding putting anything in the infant/child’s mouth, not giving food or drink immediately afterwards; recognising when to send for emergency medical help; offering reassurance following the seizure; reasons for not restraining the infant/child during the seizure

5 **Know how to provide first aid to an infant and a child who is experiencing the effects of extreme heat and cold**

Hypothermia: definition of; symptoms of hypothermia in an infant and a child; first aid aims; providing first aid to infants (checking whether the infant's skin feels cold, sending for medical help, warming the infant gradually); providing first aid to children (preventing further body heat loss, warming the child, sending for medical help)

Hyperthermia: definition of; symptoms of hyperthermia in an infant and a child; first aid aims; providing first aid (tepid sponging, use of fans to cool, giving cool liquids to drink, removing/loosening clothing; sending for medical help); reassurance of infant/child

6 **Know how to provide first aid to an infant and a child who has sustained electric shock**

Safe management of an incident involving electricity: not touching the child if still in contact with electric wire; understanding how to remove the child from electric contact safely; personal safety for the first aider

Treatment for electric shock: artificial respiration; keeping the patient warm and quiet; treating the burn area at the site of contact; sending for medical help; symptoms of shock due to the injury eg colour of skin, possible loss of consciousness, presence of fine perspiration, weak and rapid pulse, dilated pupils, rapid, shallow respirations; how to manage symptoms

7 **Know how to provide first aid to an infant and a child with burns and scalds**

Difference between burns and scalds: superficial burns; partial thickness burns; full thickness burns; relevance of the extent of burns and scalds; when to seek medical help

Treatment: of superficial burns and scalds eg mild sunburn, slight splashes from hot beverages; of severe burns and scalds (not over-cooling casualty, not removing anything adhering to the burn, not touching the injured area, not bursting blisters, not applying lotions etc to the injury); positive actions, laying the casualty down, dousing the burn with cold liquid, checking airway, respiration and pulse, removing shoes etc to prevent swelling; removing burned clothing unless it is adhering to the burn; covering the injury with a sterile dressing, emergency treatment for facial burns; treatment of burns to the mouth and throat, contacting emergency aid; improving air supply by loosening clothing around the neck etc; dealing with unconscious casualties

8 **Know how to provide first aid to an infant and a child who has been poisoned**

Poisons entering the body: skin contact, inhalation of fumes, swallowing toxic liquids eg cleaning products, wrongful ingestion of medication; eating toxic plants and fungi, toxins in food

Recognition of common symptoms of poisoning: differences due to age, size and weight of child, amount of poison ingested

Treatment: seeking medical help; recovery position; when to give CPR; reasons for not giving emetics; saving any remaining substances to inform medical personnel

Sources of information: first aid manuals, relevant websites eg Patient UK; National Poisons Emergency helpline; Gas Emergencies freephone (carbon monoxide poisoning); pharmacies

9 **Know how to provide first aid to an infant and a child who has been bitten or stung**

Recognition of symptoms of bites and stings: from different sources eg wasp and bee stings, tick bites, animal bites; assessing severity

Treatment: recognising and dealing with an anaphylactic reaction to bites and stings; seeking medical help; correct method for removing stings left in the skin; application of cold compresses; reassuring the child

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to provide first aid to an infant and a child with a suspected fracture and a dislocation	1.1 describe the common types of fractures 1.2 describe how to manage a fracture 1.3 describe how to manage a dislocation 1.4 demonstrate the application of a support sling and an elevation sling			
2 Be able to provide first aid to an infant and a child with a head, a neck and a back injury	2.1 describe how to recognise and manage head injuries including: a concussion b skull fracture c cerebral compression 2.2 demonstrate how to manage a suspected spinal injury			
3 Know how to provide first aid to an infant and a child with conditions affecting the eyes, ears and nose	3.1 describe how to manage an infant and a child with foreign bodies in their eyes, ears and nose 3.2 describe how to recognise and manage common eye injuries			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to provide first aid to an infant and a child with a chronic medical condition or sudden illness	4.1 describe how to recognise and manage chronic medical conditions including: a sickle cell anaemia b diabetes c asthma 4.2 describe how to recognise and manage serious sudden illnesses including: a Meningitis b Febrile convulsions			
5 Know how to provide first aid to an infant and a child who is experiencing the effects of extreme heat and cold	5.1 describe how to recognise and treat the effects of extreme cold for an infant and a child 5.2 describe how to recognise and treat the effects of extreme heat for an infant and a child			
6 Know how to provide first aid to an infant and a child who has sustained an electric shock	6.1 describe how to safely manage an incident involving electricity 6.2 describe first aid treatments for electric shock incidents			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Know how to provide first aid to an infant and a child with burns or scalds	7.1	describe how to recognise the severity of burns and scalds to an infant and a child and respond accordingly			
		7.2	describe how to treat burns and scalds to an infant and a child			
8	Know how to provide first aid to an infant and a child who has been poisoned	8.1	describe how poisons enter the body			
		8.2	describe how to recognise and treat an infant and a child affected by common poisonous substances, including plants			
		8.3	identify sources of information that provide procedures for treating those affected by poisonous substances			
9	Know how to provide first aid to an infant and a child who has been bitten or stung	9.1	describe how to recognise the severity of bites and stings to an infant and a child and respond accordingly			
		9.2	describe how to recognise and treat bites and stings			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 47: Support Families who have a Child with a Disability

Unit code: PD OP 3.5

Unit reference number: D/601/5750

Level: 3

Credit value: 3

Guided learning hours: 23

Unit summary

This unit is aimed at those whose role includes supporting families who have a child with sensory, physical or learning disabilities. It addresses emotional needs and resource needs and it also addresses working with other professionals and agencies.

Assessment requirements/evidence requirements

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

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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the impact on a family of having a child with a disability	1.1	describe the emotional impact that a diagnosis can have on families			
		1.2	explain how the impact of having a child with a disability can be rewarding and/or challenging			
		1.3	explain the emotional experience that families may have after diagnosis, using theories of loss			
		1.4	explain how having a child with a disability may affect interpersonal relationships within a family			
		1.5	identify the changes that may need to be made to family life, social life, work and accommodation			
		1.6	explain why it is important for family members to have opportunities to explore feelings and experiences			
2	Be able to support families who have a child with a disability	2.1	establish with the family the support they require			
		2.2	work with the family to identify different ways that needs can be met			
		2.3	support family members to discuss feelings and experiences related to having a child with a disability			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to support families with a child with a disability to use informal networks and community resources	3.1	explain what informal networks and community resources there are for children with disabilities and their families			
		3.2	give information to a family about community resources and informal networks to enable them to make choices			
		3.3	support a family to use community resources and informal networks			
4	Be able to work in partnership with other professionals and agencies to support families with a child with a disability	4.1	identify support and resources that a child with a disability may need			
		4.2	investigate the roles of other professionals and agencies that may provide support to families with a child with a disability			
		4.3	provide information to a family about professionals and agencies that may provide support			
		4.4	identify when referrals should be made to other professionals and/or agencies			
		4.5	demonstrate partnership working with other professionals and agencies to provide support to families with a child with a disability			
		4.6	review the outcomes for the family of partnership working			
		4.7	identify and report any additional support required by the family			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 48: Paediatric Emergency First Aid

Unit code: PEFA P001

Unit reference number: F/600/2036

Level: 2

Credit value: 1

Guided learning hours: 10

Unit summary

The purpose of the unit is for the learner to attain knowledge and practical competences required to deal with the range of paediatric emergency first aid situations contained in this unit.

Assessment requirements/evidence requirements

Please note that all practical assessment within this unit related to the demonstration of first aid skills must only be carried out on infant and child manikins. *There is no requirement to show competence in a real-life situation.*

It is essential that this unit is delivered by a competent and qualified first aid trainer who holds a current trainer's certificate.

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

Unit content

1 Understand the role of the paediatric first aider

Principles of first aid management: to preserve life, to prevent deterioration, to promote recovery; understanding of limits of own role; prevention of cross-infection between self and casualties

Equipment: Personal Protective Equipment (PPE) eg face shield, pocket mask, gloves; appropriate use of; hand hygiene; contents of a first aid kit and their uses; maintenance of equipment

Accident/incident records: accurate and full completion of records

Definitions: an infant (under 12 months) and a child (1-5 years) for the purposes of first aid treatment

2 Be able to assess an emergency situation and act safely and effectively

Assessing situations: assessing the level of safety/conducting a scene survey; managing situations including bleeding and shock; dealing with bystanders/persons affected by the situation; Paediatric Assessment Triangle; producing an emergency action plan; knowing when and how to call for help; assessing the level of injury/assessing for life-threatening injuries; conducting a primary survey on an infant and a child

AVPU (Alert, Voice, Pain, Unresponsive): the four outcomes of AVPU; key responses to follow for each one (Danger, Response, Shout, Airway, Breathing)

Secondary surveys: questioning the casualty, checking vital signs, head-to-toe examinations; reasons for secondary surveys; the care cycle

3 Be able to provide first aid for an infant and a child who is unresponsive and breathing normally

Recovery position: importance of; how to use it; correct recovery position for an infant; correct recovery position for a child; reasons for checking the airway; pulse and respiration; need for continual monitoring of vital signs; accurate recording of vital signs; checking levels of response

4 **Be able to provide first aid for an infant and a child who is unresponsive and not breathing normally**

Assessing breathing: importance of sending for help; knowing when to begin CPR

CPR: correct CPR procedures for an infant and a child; assessing response; maintenance of the airway; demonstration of CPR competencies on infant and child manikins; alternative ventilation procedures, mouth-to-nose, mouth-to-stoma, mouth-to-pocket mask

Seizures: managing febrile convulsions in infants and young children, removal of clothing, techniques for tepid sponging; removal of potential sources of injury; maintaining a safe environment for the infant/child; continual monitoring of condition; dealing with bystanders; support of an infant and a child immediately following the seizure

5 **Be able to provide first aid for an infant and a child who has a foreign body airway obstruction**

Level of obstruction: scene surveys with infants and children; choking recognition in infants and children; identifying level of obstruction (mild to severe)

Treatment: encouraging coughing in mild obstructions to eject the foreign body; infants (procedure for giving back blows, procedure for giving chest thrusts, when to administer CPR); children (procedure for back blows, procedure for abdominal thrusts, dealing with the unresponsive child/when to begin CPR) procedure to follow after administering treatment

6 **Be able to provide first aid to an infant and a child who is wounded and bleeding**

Identification of extent of wound: primary survey; common wounds eg severe grazes, minor head injuries due to falls, inaccurate use of sharp implements such as scissors

First aid: managing minor bleeding; managing major external bleeding; application of direct pressure; application of bandages; elevation of affected limb; use and application of elevation slings; knowledge of pressure points; checking for foreign bodies and debris; application of indirect pressure where foreign bodies are embedded in the wound; demonstrating relevant competencies; procedures for cleaning minor wounds; use of PPE; hand hygiene; reassurance of infants and children; completion of accident/incident forms

7 **Know how to provide first aid to an infant and a child who is suffering from shock**

Recognising symptoms of shock: primary survey; symptoms of shock; signs of anaphylaxis

Management: positioning infants and children; maintenance of clear airway; maintenance of normal body temperature; using the care cycle to monitor the patient; importance of reassurance; the Sampson grading system; removal of allergens; importance of allergen history; need for clear airway; knowledge of relevant medication; administration of medication; use of EpiPen; obtaining expert help

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the role of the paediatric first aider	1.1	identify the responsibilities of a paediatric first aider			
		1.2	describe how to minimise the risk of infection to self and others			
		1.3	describe suitable first aid equipment, including personal protection, and how it is used appropriately			
		1.4	identify what information needs to be included in an accident report/incident record, and how to record it			
		1.5	define an 'infant' and a 'child' for the purposes of first aid treatment			
2	Be able to assess an emergency situation and act safely and effectively	2.1	demonstrate how to conduct a scene survey			
		2.2	demonstrate how to conduct a primary survey on an infant and a child			
		2.3	identify when and how to call for help			
3	Be able to provide first aid for an infant and a child who is unresponsive and breathing normally	3.1	demonstrate how to place an infant and a child into the appropriate recovery position			
		3.2	describe how to continually assess and monitor an infant and a child whilst in your care			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to provide first aid for an infant and a child who is unresponsive and not breathing normally	4.1	identify when to administer CPR to an unresponsive infant and an unresponsive child who is not breathing normally			
		4.2	demonstrate how to administer CPR using an infant and a child manikin			
		4.3	describe how to deal with an infant and a child who is experiencing a seizure			
5	Be able to provide first aid for an infant and a child who has a foreign body airway obstruction	5.1	differentiate between a mild and a severe airway obstruction			
		5.2	demonstrate how to treat an infant and a child who is choking			
		5.3	describe the procedure to be followed after administering the treatment for choking			
6	Be able to provide first aid to an infant and a child who is wounded and bleeding	6.1	describe common types of wounds			
		6.2	describe the types and severity of bleeding and the affect that it has on an infant and a child			
		6.3	demonstrate the safe and effective management for the control of minor and major external bleeding			
		6.4	describe how to administer first aid for minor injuries			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Know how to provide first aid to an infant and a child who is suffering from shock	7.1 describe how to recognise and manage an infant and a child who is suffering from shock 7.2 describe how to recognise and manage an infant and a child who is suffering from anaphylactic shock			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 49: Understand Models of Disability

Unit code: SS OP 3.1

Unit reference number: F/601/3473

Level: 3

Credit value: 3

Guided learning hours: 26

Unit summary

The purpose of this unit is to provide the learner with knowledge and understanding of models of disability.

Assessment requirements/evidence requirements

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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the difference between models of disability	1.1	outline the history and development of the medical, social and psycho-social models of disability			
		1.2	compare and contrast the medical, social and psycho-social models of disability			
2	Understand how the adoption of models of disability can shape an individual's identity and experience	2.1	analyse how the medical, social and psycho-social models of disability can impact on an individual's identity and experience			
3	Understand how the adoption of models of disability can shape service delivery	3.1	analyse how the medical, social and psycho-social models of disability can shape service delivery			
		3.2	evaluate how own practice promotes the wellbeing and quality of life of individuals			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Further information

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- 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

Please Contact:

Skills for Care and Development
2nd Floor
City Exchange
11 Albion Street
Leeds LS1 5ES

Telephone: 0113 390 7666
Fax: 0113 2468066
Email: sscinfo@skillsforcareanddevelopment.org.uk

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- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
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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 around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery.
- Pearson makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes; and for dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance process where practicable. Therefore, the specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres and works to support centres in providing robust quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Pearson operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Pearson.

The Pearson quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications
- annual visits to centres by Pearson for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by a Pearson quality development reviewer
- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Annexe B: Centre certification and registration

Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Pearson NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Pearson will exercise the right to:

- direct centres to take actions
- limit or suspend certification
- suspend registration.

The approach of Pearson in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (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.com

Annexe C: Assessment requirements/strategy

The qualification is internally assessed and verified and externally verified according to Pearson's quality control processes and in line with Skills for Care and Development's Assessment principles, as set out in the Skills for Care and Development Assessment Principles Statement below.

Those qualified to make Quality Assurance Decisions

Skills for Care and Development has specified that awarding organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

Those conducting the internal quality assurance decisions (internal verifiers) must:

- •hold or be working towards a suitable internal verifier qualification to confirm they understand how to internally verify assessments. By default, this is currently the internal verifier unit V1 (and by implication legacy D34 unit). In future, the suitable internal verifier qualification will be the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice but an appropriate equivalent may apply.
- have sufficient and relevant technical/occupational familiarity in the unit(s) being verified
- be fully conversant with the standards and assessment criteria in the units to be assessed
- understand the awarding organisation's quality assurance systems and requirements for this qualification.

If a centre wishes to make an application to include other qualifications that they feel qualifies an individual to make assessment decisions, they should contact the Pearson Business Manager in writing, giving full details of the qualification. The centre's application will be considered in consultation with other awarding organisations and CWDC Skills for Care and Development to ensure a consistency of approach. Pearson will maintain an up-to-date list of suitable qualifications on our website, qualifications.pearson.com

Skills for Care and Development Assessment Principles Statement

1 Introduction

1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via an alliance of six organisations: Care Council for Wales, Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.

1.2 This document sets out those principles and approaches to unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework. The information is intended to support the quality assurance processes of awarding organisations that offer qualifications in the sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements.

1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.

1.4 Where Skills for Care and Development qualifications are joint with Skills for Health, Skill for Health will also use these assessment principles.

2 Assessment Principles

2.1 Assessment decisions for competence-based learning outcomes (eg those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

2.2 Assessment decisions for competence-based learning outcomes must be made by an assessor qualified to make assessment decisions.

2.3 Competence-based assessment must include direct observation as the main source of evidence

2.4 Simulation may only be utilised as an assessment method for competence based LO where this is specified in the assessment requirements of the unit.

2.5 Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

2.6 Assessment of knowledge-based learning outcomes (eg those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

2.7 Assessment decisions for knowledge-based learning outcomes must be made by an occupationally knowledgeable assessor.

2.8 Assessment decisions for knowledge-based learning outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

3 Internal quality assurance

3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

4 Definitions

4.1 Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

4.2 Occupationally knowledgeable:

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

4.3 Qualified to make assessment decisions:

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty, the SSC's will be consulted.

4.4 Qualified to make quality assurance decisions:

Awarding organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

4.5 Expert witness:

An expert witness must:

- have a working knowledge of the units on which their expertise is based
- be occupationally competent in their area of expertise
- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

Annexe D: Qualifications for Assessors

Skills for Care and Development (SfCD) has specified that each assessor for this qualification must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. In conjunction with other awarding organisations, SfCD has prepared a provisional and indicative list of qualifications to include any of the following *(this list is current as of October 2010.* Centres are advised to check the Pearson website for updated lists):

- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation
- Level 3 Award in Assessing Competence in the Work Environment *(for competence / skills Learning outcomes only)*
- Level 3 Award in Assessing Vocationally Related Achievement *(for knowledge Learning outcomes only)*
- Level 3 Certificate in Assessing Vocational Achievement
- Qualified Teacher Status
- Certificate in Education in Post-Compulsory Education (PCE)
- The Practice Teacher Award
- Mentorship and Assessment in Health and Social Care Settings
- Preparing to Teach in the Lifeline Learning Sector (PTLLS)
- Certificate in Teaching in the Lifelong Learning Sector (CTLLS)

Annexe E: Training and Development Agency for Schools Assessment Strategy

Certain units in this qualification *(as indicated in the Assessment requirements/evidence requirements section of the unit)* should be assessed in line with the Training and Development Agency for Schools Assessment principles, as set out in the Training and Development Agency for Schools Assessment Principles Statement below.

Training and Development Agency for Schools Assessment Principles Statement:

1 Introduction

1.1 The Training and Development Agency for Schools (TDA) is the sector body for the school workforce in England. The TDA's vision for qualifications for school support staff was set out in its Sector Qualification Strategy for school support staff which was published in January 2009 after widespread consultation with the sector.

1.2 These Assessment Principles set out the approaches to unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework issued by OFQUAL. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements.

1.3 These principles are derived from those developed by Skills for Care and Development (SfCD). A large number of units covered by the SfCD assessment principles are included in qualifications for the children's workforce in schools to support integrated ways of working and workforce mobility. Consistency of approach in assessment across units developed by different sectors will support awarding organisations to develop clear and fit for purpose assessment methodologies.

1.4 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the arrangements.

1.5 These principles apply to those units developed by the TDA. Units included in qualifications for school based staff that have been developed by other Sector Skills Councils or Sector Bodies will need to be assessed in accordance with any assessment principles and requirements set by those organisations.

2 Assessment Principles

2.1 Assessment decisions for criteria that must be assessed in the workplace, as identified in unit assessment requirements, must be made in a real work environment by an occupationally competent assessor.

2.2 Assessment decisions for criteria that must be assessed in the workplace (competence based assessment criteria) must be made by an assessor with the expertise to make assessment decisions.

2.3 Competence based assessment must include direct observation as the main source of evidence.

2.4 Simulation may only be utilised as an assessment method for competence based assessment criteria where this is specified in the assessment requirements of the unit.

2.5 Expert witnesses can be used for direct observation where:

- they have occupational expertise for specialist areas, or
- the observation is of a particularly sensitive nature.
- The use of expert witnesses should be determined and agreed by the assessor.

2.6 Assessment of criteria not identified in the unit assessment requirements as requiring assessment in the workplace may take place in or outside of a real work environment.

2.7 Assessment decisions for knowledge based assessment criteria must be made by an occupationally knowledgeable assessor.

2.8 Assessment decisions for knowledge based assessment criteria must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

3 Internal Quality Assurance

3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions as determined by the Awarding Organisation.

4 Definitions

4.1 Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

4.2 Occupationally knowledgeable:

This means that each assessor should have relevant knowledge and understanding, and be able to assess this in units:

- designed to test specific knowledge and understanding, or
- where knowledge and understanding are components of competency.

This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

4.3 Qualified to make assessment decisions: Awarding Organisations must ensure that those making assessment decisions have the necessary expertise to do so, which may include having, or be working towards, appropriate qualifications.

4.4 Qualified to make quality assurance decisions: Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

4.5 Expert witness:

An expert witness must:

- have a working knowledge of the units for which they are providing witness testimony
- be occupationally competent in their area of expertise
- have EITHER any qualification that includes assessment of workplace
- performance AND/OR a professional work role which involves evaluating the everyday practice of staff

May 2017

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Registered Office: 80 Strand, London WC2R 0RL.
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