

Specification

Edexcel competence-based
qualifications

Edexcel Level 5 Diploma for the Learning Development and Support Services Workforce (QCF)

For first registration April 2011

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Qualification title covered by this specification

This specification gives you the information you need to offer the Edexcel Level 5 Diploma for the Learning Development and Support services Workforce (QCF):

Qualification title	Qualification Accreditation Number (QAN)	Accreditation start date
Edexcel Level 5 Diploma for the Learning Development and Support Services Workforce (QCF)	600/0800/3	01/04/2011

This qualification has been accredited within the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification title above features in the funding lists published annually by the DfE and the regularly updated website. They will also appear on the Learning Aims Database (LAD), where relevant.

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

The QCF 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 Edexcel.

This title replaces the following qualification from April 2011:

Qualification title

Edexcel Level 4 NVQ in Learning, Development and Support Services for Children and Young People and Those who Care for Them

Qualification Accreditation Number (QAN)

100/4302/0

Accreditation start date

01/08/2004

Accreditation end date

31/03/2011

Key features of the Edexcel Level 5 Diploma for the Learning Development and Support Services Workforce (QCF)

This qualification:

- is nationally recognised
- is based on the Health and Social Care National Occupational Standards (NOS). The NOS, assessment principles and qualification structure(s) are owned by Skills for Care and Development.

What is the purpose of this qualification?

This qualification is to guide and assess development of knowledge and skills relating to Learning Development and Support Services workforces. This qualification confirms competence in this area. Some Local Authorities require that practitioners hold this qualification in order to practise as a Connexions PA or Educational Welfare Officer.

Who is this qualification for?

This qualification is for all learners aged 19 and above who are capable of reaching the required standards.

Edexcel's policy is that the qualification should:

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

What are the benefits of these qualifications to the learner and employer?

This qualification confirms competence and some Local Authorities require that practitioners hold it to practise as a Connexions PA or Education Welfare Officer.

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

Learners selecting group B will be suitable for employment as Connexions Personal Advisers

Learners selecting group C will be suitable for employment as Learning Mentors

Learners selecting group D will be suitable for employment as Education Welfare Officers or Attendance Officers.

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

There are a number of higher level units within the optional unit bank which can be used to provide opportunities for higher level study for suitable candidates.

The qualification may provide a pathway into Foundation Degrees in Working with Children and Young People.

Further information is available in *Annexe A*.

What is the qualification structure for the Edexcel Level 5 Diploma for the Learning Development and Support Services Workforce (QCF)?

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

Learners must gain a minimum of 65 credits to achieve the Level 5 Diploma for the Learning, Development and Support Services (LDSS) Workforce. To do this they must achieve 43 credits from mandatory Group A. Learners must select one mandatory pathway from Groups B, C or D.

Learners selecting Group B (Connexions) must achieve 9 credits from Group B1 and the remaining credits from Group B2

Learners selecting Group C (Learning mentor) must achieve 10 credits from Group C1 and the remaining credits from Group C2.

Learners selecting Group D (Education Welfare) must achieve 8 credits from Group D1 and the remaining credits from Group D2.

Group A: Mandatory Units					
SSC Unit Reference Number	Ofqual Unit Reference Number	Edexcel Unit Reference Number	Unit Title	Level	Credit
SHC 51	F/602/2335	1	Use and Develop Systems that Promote Communication	5	3
SHC 52	L/602/2578	2	Promote Professional Development	4	4
SHC 53	Y/602/3183	3	Champion Equality, Diversity and Inclusion	5	4
LDSS Core 5.4	T/602/5247	4	Building Relationships with Children, Young People and their Families	5	6
LDSS Core 5.5	A/601/9370	5	Develop and Implement Policies and Procedures to Support the Safeguarding of Children and Young People	5	6
LDSS Core 5.6	T/602/5250	6	Support Children and Young People as they Develop and Learn	5	5
LDSS Core 5.7	A/602/3189	7	Work in Partnership in Health and Social Care and Children and Young People's Settings	4	4
LDSS Core 5.8	A/602/5251	8	Advanced Professional Practice in Learning, Development and Support Services	5	5
LDSS Core 5.9	F/601/9449	9	Understand Children and Young Person's Development	5	6
43 credits					

Group B: Connexions Pathway

Group B1: Connexions Pathway Mandatory Units					
SSC Unit Reference Number	Ofqual Unit Reference Number	Edexcel Unit Reference Number	Unit Title	Level	Credit
LDSSCP1	R/602/5255	10	One-to-One Work with Children and Young People	5	4
LDSSCP2	Y/602/5256	11	Supporting Children and Young People to Decide on Outcomes and Course of Action	5	5
9 credits					

Group B2: Connexions Pathway Optional Units					
SSC Unit Reference Number	Ofqual Unit Reference Number	Edexcel Unit Reference Number	Unit Title	Level	Credit
LDSSO1	K/602/5262	16	Support Children and Young People to Participate In The Design and Delivery of Services	5	3
LDSSO2	M/602/5263	17	Working with Groups of Children and Young People to Support Learning and Development	5	4
LDSSO3	A/602/5265	18	Employment of Children and Young People	4	2
LDSSO4	F/602/5266	19	Acting as an Advocate	4	4
LDSSO5	J/602/5267	20	Integrating and Promoting Careers Education and Guidance into the Curriculum	5	3
LDSSO6	R/602/5269	21	Managing the Exclusion and Reintegration of Children and Young People	4	3

Group B2: Connexions Pathway Optional Units					
SSC Unit Reference Number	Ofqual Unit Reference Number	Edexcel Unit Reference Number	Unit Title	Level	Credit
LDSS07	D/602/5081	22	Supporting Learning Mentor Provision	5	3
LDSS08	H/602/5082	23	Developing and Supporting Learning Mentor Networks	5	3
LDSS09	M/602/5084	24	Supporting Young People into Employment, Education and Training	5	3
LDSS010	F/602/2853	25	Lead the Management of Transitions	5	4
LDSS011	F/602/5087	26	Working in Courts and Formal Meetings	4	2
LDSS013	J/602/5088	27	Understand Motivational Theory and Practice in Learning and Development Settings	5	3
LDSS014	L/602/5089	28	Supporting the Social and Emotional Aspects of Learning	5	4
LDSS015	F/602/5090	29	Supporting Young People to Maintain Health and Wellbeing	5	4
LDSS016	D/602/3170	30	Understand How to Manage a Team	4	3
LDSS017	H/602/3171	31	Lead and Manage a Team within a Health and Social Care or Children and Young People's Setting	6	7

Group B2: Connexions Pathway Optional Units					
SSC Unit Reference Number	Ofqual Unit Reference Number	Edexcel Unit Reference Number	Unit Title	Level	Credit
LDSSO18	R/600/9654	32	Plan Change in Own Area of Responsibility	5	6
LDSSO19	J/602/5091	33	Supporting Policies and Procedures that are in the Interests of Children and Young People	4	3
LDSSO20	L/602/5092	34	Communicating and Engaging with Vulnerable Young People Requiring Legal Advice	5	3
LDSSO21	R/602/5093	35	Providing Legal Advice to Young People	5	4
LDSSO22	K/602/5097	36	Understand Theories of Careers Guidance	5	3
LDSSO23	K/602/5102	37	Understand the Principles of Teaching and Learning	5	3
LDSSO24	M/602/5103	38	Working with Challenging and Disengaged Children and Young People to Support Learning and Development	5	4
LDSSO25	F/602/5106	39	Engaging Parents in Supporting Children and Young People's Learning	5	3
LDSSO26	J/602/2336	40	Develop Procedures and Practice to Deal with Concerns and Complaints	5	6
LDSSO27 (E8)	K/600/9711	41	Manage Physical Resources	4	3

Group B2: Connexions Pathway Optional Units					
SSC Unit Reference Number	Ofqual Unit Reference Number	Edexcel Unit Reference Number	Unit Title	Level	Credit
LDSSO28	T/502/8431	42	Source, Evaluate and use Labour Market Intelligence with clients	6	3
LDSSO29	J/602/5107	43	Managing a personal Caseload as an Adviser for Children and Young People	4	2
LDSSO30	D/601/5618	44	Provide Ongoing Support to Clients	4	2
LDSSO31	D/502/9153	45	Develop Support for Young People with Mental Health Problems	4	6
LDSSO32	L/602/5108	46	Working with Disengaged Families with Complex and Challenging Needs	5	4
Minimum 13 credits.					

Group C: Learning Mentor Pathway

Group C1: Learning Mentor Pathway Mandatory Units					
SSC Unit Reference Number	Ofqual Unit Reference Number	Edexcel Unit Reference Number	Unit Title	Level	Credit
LDSSLM1	D/602/5257	12	Mentoring Children and Young People in a Learning Environment	5	5
LDSSLM2	H/602/5258	13	Promoting Personal and Social Development through Child- and Young-Person-Centred Learning Opportunities	5	5
10 credits					

Group C2: Learning Mentor Pathway Optional Units					
SSC Unit Reference Number	Ofqual Unit Reference Number	Edexcel Unit Reference Number	Unit Title	Level	Credit
LDSSO1	K/602/5262	16	Support Children and Young People to Participate In The Design and Delivery of Services	5	3
LDSSO2	M/602/5263	17	Working with Groups of Children and Young People to Support Learning and Development	5	4
LDSSO3	A/602/5265	18	Employment of Children and Young People	4	2
LDSSO4	F/602/5266	19	Acting as an Advocate	4	4
LDSSO5	J/602/5267	20	Integrating and Promoting Careers Education and Guidance into the Curriculum	5	3
LDSSO6	R/602/5269	21	Managing the Exclusion and Reintegration of Children and Young People	4	3

Group C2: Learning Mentor Pathway Optional Units					
SSC Unit Reference Number	Ofqual Unit Reference Number	Edexcel Unit Reference Number	Unit Title	Level	Credit
LDSS07	D/602/5081	22	Supporting Learning Mentor Provision	5	3
LDSS08	H/602/5082	23	Developing and Supporting Learning Mentor Networks	5	3
LDSS09	M/602/5084	24	Supporting Young People into Employment, Education and Training	5	3
LDSS010	F/602/2853	25	Lead the Management of Transitions	5	4
LDSS011	F/602/5087	26	Working in Courts and Formal Meetings	4	2
LDSS013	J/602/5088	27	Understand Motivational Theory and Practice in Learning and Development Settings	5	3
LDSS014	L/602/5089	28	Supporting the Social and Emotional Aspects of Learning	5	4
LDSS015	F/602/5090	29	Supporting Young People to Maintain Health and Wellbeing	5	4
LDSS016	D/602/3170	30	Understand How to Manage a Team	4	3
LDSS017	H/602/3171	31	Lead and Manage a Team within a Health and Social Care or Children and Young People's Setting	6	7

Group C2: Learning Mentor Pathway Optional Units					
SSC Unit Reference Number	Ofqual Unit Reference Number	Edexcel Unit Reference Number	Unit Title	Level	Credit
LDSSO18	R/600/9654	32	Plan Change in Own Area of Responsibility	5	6
LDSSO19	J/602/5091	33	Supporting Policies and Procedures that are in the Interests of Children and Young People	4	3
LDSSO20	L/602/5092	34	Communicating and Engaging with Vulnerable Young People Requiring Legal Advice	5	3
LDSSO21	R/602/5093	35	Providing Legal Advice to Young People	5	4
LDSSO22	K/602/5097	36	Understand Theories of Careers Guidance	5	3
LDSSO23	K/602/5102	37	Understand the Principles of Teaching and Learning	5	3
LDSSO24	M/602/5103	38	Working with Challenging and Disengaged Children and Young People to Support Learning and Development	5	4
LDSSO25	F/602/5106	39	Engaging Parents in Supporting Children and Young People's Learning	5	3
LDSSO26	J/602/2336	40	Develop Procedures and Practice to Deal with Concerns and Complaints	5	6
LDSSO27 (E8)	K/600/9711	41	Manage Physical Resources	4	3

Group C2: Learning Mentor Pathway Optional Units					
SSC Unit Reference Number	Ofqual Unit Reference Number	Edexcel Unit Reference Number	Unit Title	Level	Credit
LDSSO28	T/502/8431	42	Source, Evaluate and use Labour Market Intelligence with Clients	6	3
LDSSO29	J/602/5107	43	Managing a personal Caseload as an Adviser for Children and Young People	4	2
LDSSO30	D/601/5618	44	Provide Ongoing Support to Clients	4	2
LDSSO31	D/502/9153	45	Develop Support for Young People with Mental Health Problems	4	6
LDSSO32	L/602/5108	46	Working with Disengaged Families with Complex and Challenging Needs	5	4
Minimum 12 credits					

Group D: Education Welfare Pathway

Group D1: Education Welfare Pathway Mandatory Units					
SSC Unit Reference Number	Ofqual Unit Reference Number	Edexcel Unit Reference Number	Unit Title	Level	Credit
LDSSW1	D/602/5260	14	Developing Strategies for Improving Attendance at School	5	4
LDSSW2	H/602/5261	15	Implementing Statutory Action in Relation to Attendance at School	5	4
8 credits					

Group D2: Education Welfare Pathway Optional Units					
SSC Unit Reference Number	Ofqual Unit Reference Number	Edexcel Unit Reference Number	Unit Title	Level	Credit
LDSSO1	K/602/5262	16	Support Children and Young People to Participate In The Design and Delivery of Services	5	3
LDSSO2	M/602/5263	17	Working with Groups of Children and Young People to Support Learning and Development	5	4
LDSSO3	A/602/5265	18	Employment of Children and Young People	4	2
LDSSO4	F/602/5266	19	Acting as an Advocate	4	4
LDSSO5	J/602/5267	20	Integrating and Promoting Careers Education and Guidance into the Curriculum	5	3
LDSSO6	R/602/5269	21	Managing the Exclusion and Reintegration of Children and Young People	4	3

Group D2: Education Welfare Pathway Optional Units					
SSC Unit Reference Number	Ofqual Unit Reference Number	Edexcel Unit Reference Number	Unit Title	Level	Credit
LDSS07	D/602/5081	22	Supporting Learning Mentor Provision	5	3
LDSS08	H/602/5082	23	Developing and Supporting Learning Mentor Networks	5	3
LDSS09	M/602/5084	24	Supporting Young People into Employment, Education and Training	5	3
LDSS010	F/602/2853	25	Lead the Management of Transitions	5	4
LDSS011	F/602/5087	26	Working in Courts and Formal Meetings	4	2
LDSS013	J/602/5088	27	Understand Motivational Theory and Practice in Learning and Development Settings	5	3
LDSS014	L/602/5089	28	Supporting the Social and Emotional Aspects of Learning	5	4
LDSS015	F/602/5090	29	Supporting Young People to Maintain Health and Wellbeing	5	4
LDSS016	D/602/3170	30	Understand How to Manage a Team	4	3
LDSS017	H/602/3171	31	Lead and Manage a Team within a Health and Social Care or Children and Young People's Setting	6	7

Group D2: Education Welfare Pathway Optional Units					
SSC Unit Reference Number	Ofqual Unit Reference Number	Edexcel Unit Reference Number	Unit Title	Level	Credit
LDSSO18	R/600/9654	32	Plan Change in Own Area of Responsibility	5	6
LDSSO19	J/602/5091	33	Supporting Policies and Procedures that are in the Interests of Children and Young People	4	3
LDSSO20	L/602/5092	34	Communicating and Engaging with Vulnerable Young People Requiring Legal Advice	5	3
LDSSO21	R/602/5093	35	Providing Legal Advice to Young People	5	4
LDSSO22	K/602/5097	36	Understand Theories of Careers Guidance	5	3
LDSSO23	K/602/5102	37	Understand the Principles of Teaching and Learning	5	3
LDSSO24	M/602/5103	38	Working with Challenging and Disengaged Children and Young People to Support Learning and Development	5	4
LDSSO25	F/602/5106	39	Engaging Parents in Supporting Children and Young People's Learning	5	3
LDSSO26	J/602/2336	40	Develop and Practice Procedures to Deal with Concerns and Complaints	5	6

Group D2: Education Welfare Pathway Optional Units					
SSC Unit Reference Number	Ofqual Unit Reference Number	Edexcel Unit Reference Number	Unit Title	Level	Credit
LDSSO27 (E8)	K/600/9711	41	Manage Physical Resources	4	3
LDSSO28	T/502/8431	42	Source, Evaluate and use Labour Market Intelligence with Clients	6	3
LDSSO29	J/602/5107	43	Managing a personal Caseload as an Adviser for Children and Young People	4	2
LDSSO30	D/601/5618	44	Provide Ongoing Support to Clients	4	2
LDSSO31	D/502/9153	45	Develop Support for Young People with Mental Health Problems	4	6
LDSSO32	L/602/5108	46	Working with Disengaged Families with Complex and Challenging Needs	5	4
Minimum 14 credits					

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 principles

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

- assessment requirements for competence and knowledge based units
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come from:

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

It is important that the evidence is:

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

Types of evidence (to be read in conjunction with the assessment strategy in Annexe D)

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

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

The abbreviations may be used for cross-referencing purposes.

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

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

Centre recognition and approval

Centre recognition

Centres that have not previously offered Edexcel 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 Edexcel approval are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

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

Quality assurance

Detailed information on Edexcel's quality assurance processes is given in *Annexe B*.

What resources are required?

Each qualification is designed to support learners working in the Health and Social Care 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 D: Assessment principles*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.

Unit title:					The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).
Unit code:					This is the unit owner's reference number for the specified unit.
Unit reference number:					This code is a unique reference number for the unit.
QCF level:					All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.
Credit value:					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
Guided learning hours:					A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.
Unit summary:					This provides a summary of the purpose of the unit.
Assessment requirements/evidence requirements:					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
Assessment methodology:					This provides a summary of the assessment methodology to be used for the unit.
Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

Units

Unit 1: Use and Develop Systems that Promote Communication

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

Unit summary

This unit is aimed at those who work as managers or senior practitioners in health or social care settings or with children or young people in a wide range of settings. It covers the importance of communication systems for meeting individual outcomes and promoting professional practice and partnership working. The unit explores the challenges and barriers to communication and the importance of effective management of information.

Assessment requirements

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

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

Assessment methodology

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

Content

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

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

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

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

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

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

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

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

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

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

3 Be able to improve communication systems to support partnership working

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

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

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

4 Be able to use systems for effective information management

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

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

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

Learning outcomes and assessment criteria

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

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

Learner name: _____ Date: _____

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Assessor signature: _____ Date: _____

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

Unit 2: Promote Professional Development

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

Unit summary

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

Assessment requirements

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

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

Assessment methodology

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

Content

1 Understand principles of professional development

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

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

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

2 Be able to prioritise goals and targets for professional development

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

3 Be able to prepare a personal development plan

Developing a professional development plan: selecting formal and informal learning opportunities to meet identified goals, targets and objectives for personal development eg being mentored or coached, shadowing, secondment, accredited and non-accredited courses; identifying and considering own preferred learning style and recognising this within the plan; evaluating own plan eg developing a time frame, monitoring and review of plan, collecting evidence of achievement and performance, self-assessment against targets, validating plan with chosen mentor, colleague or manager

4 Be able to improve performance through reflective practice

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

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

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

Learning outcomes and assessment criteria

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

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

Learner name: _____ Date: _____
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 Internal verifier signature: _____ Date: _____
 (if sampled)

Unit 3: Champion Equality, Diversity and Inclusion

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

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 aims to ensure that the importance of a whole systems approach to equality, diversity and inclusion is understood. The unit explores theoretical approaches and requires demonstration of skills and understanding of systems and processes

Assessment requirements

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

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

Assessment methodology

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

Content

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

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

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

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

2 **Be able to champion diversity, equality and inclusion**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand diversity, equality and inclusion in own area of responsibility	<p>1.1 Explain models of practice that underpin equality, diversity and inclusion in own area of responsibility</p> <p>1.2 Analyse the potential effects of barriers to equality and inclusion in own area of responsibility</p> <p>1.3 Analyse the impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion in own area of responsibility</p>			
2 Be able to champion diversity, equality and inclusion	<p>2.1 Promote equality, diversity and inclusion in policy and practice</p> <p>2.2 Challenge discrimination and exclusion in policy and practice</p> <p>2.3 Provide others with information about: <ul style="list-style-type: none"> - the effects of discrimination - the impact of inclusion - the value of diversity </p> <p>2.4 Support others to challenge discrimination and exclusion</p>			

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

Learner name: _____ Date: _____

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(if sampled)

Unit 4: Building Relationships with Children, Young People and their Families

Unit code: LDSS Core 5.4

Unit reference number: T/602/5247

QCF level: 5

Credit value: 6

Guided learning hours: 35

Unit summary

This unit provides the opportunity for learners to develop knowledge of building professional relationships with children, young people, parents, carers and others. In this unit learners have the opportunity to apply and evaluate own skills.

Assessment requirements

Assessment must be undertaken in accordance with the Skills for Care and Development's QCF Assessment Principles.

Assessment of learning outcomes 4 and 5 should be undertaken in relation to real work activities.

Assessment methodology

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

Unit content

1 **Understand theoretical approaches to building effective professional relationships with children and young people and their families**

Key theoretical approaches: the range of professionals that may be working with children, young people and their families; how this affects the theoretical approach taken eg psychological, behaviourist, humanist and psychodynamic theories; family therapy/systems approaches; restorative theories of collective responsibility and repairing harm, as developed from the principles of restorative justice

Effective relationships: effective relationships in different contexts eg relationships that encourage autonomy and self-help; relationships aimed at producing a given or agreed outcome; recognising the similarities and differences in effective relationships between professionals and children/young people and professionals and parents/carers/families; why different approaches are necessary to achieve desired outcomes; the key factors in achieving effective relationships eg mutual respect, trust, honesty; developing these in different contexts and circumstances; evaluating the effectiveness of particular relationships

2 **Understand the legislative and policy framework for building relationships with children and young people**

Legislation: eg Children's Acts 1989 and 2004, Equality Act 2010, United Nations Conventions on the Rights of the Child (UNCRC)

Effects of legislation: how relationships are time limited; how relationships are affected by eg staffing ratios and workload, eligibility criteria and organisational systems and processes; the impact of compulsory intervention on relationship building with children, young people and families; the strategies that can be used to minimise adverse effects eg communication skills, relationship building skills; how assessment, monitoring and evaluation can be carried out sensitively and with minimum interference or damage to relationships

Organisational systems and processes: how these can contribute to relationship building with children, young people and families eg policies relating to referral and the operation of the referral system to ensure transparency and fairness; how access to the system can be managed eg minimising the need for crisis intervention through early intervention programmes; early intervention programmes based on partnerships and developed through relationship building and needs based assessment processes; how professional responses to individuals accessing the system can have long-term and unintended negative consequences for relationship building; how systems and processes are structured; the ways systems and processes can be changed to support inter-organisational/multi-agency relationships through strategic management

eg through changes to commissioning services, outcome-based commissioning, monitoring and evaluation

Children and young people's rights: rights enshrined in legislation eg the Children Act 1989, the United Nations Convention on the Rights of the Child (UNCRC); how these influence the development of effective relationships eg the right to be involved in decisions made about matters affecting them and the need for honesty when developing positive relationships; respecting children and young people's rights when communicating with them and the implications for relationship building; ways of using these rights to develop relationships with children who have learned not to trust adults; using children and young people's rights to deal with possible conflicts of interest between children/young people and their families

3 Understand professional relationships with children and young people

Factors influencing relationships: those that can affect children's ability to build relationships eg age, developmental capacity, communication, previous medical/social history, family dynamics, Reactive Attachment Disorder, social networks/peer friendships, lack of self-esteem; other factors eg implications for relationships of acting on a court ruling (compulsory intervention), children's, young people's or families' previous experiences of professional relationships whether negative or positive, understanding and acceptance (or not) of the need for intervention

Behaviour and communication: how children and young people express themselves using a range of behaviours to communicate; how these behaviours are related to age and development and influenced by experiences eg sensitivity/rigidity when handled (in young child), or inappropriate affection, withdrawn/lack of eye contact or nervous behaviours (rocking, head banging), attention seeking behaviours (noisy, disruptive), charming or over-friendly behaviour aimed at control, self-harm, "acting out" through play, passive/aggressive behaviour including physical or verbal aggression (bullying/abuse); the links between types of behaviour demonstrated and the developmental origins and the unconscious psychological purpose of such behaviour

Communication techniques: modifying communication methods and techniques to ensure they remain compatible with the developmental capabilities of the child or young person eg using appropriate language, active listening and reflection to ensure understanding and comprehension is mutual; ways of managing the range of communication challenges caused by expressive behaviours

Professional relationships: what is meant by the professional relationship eg the techniques used to remain involved but objective, empathetic but authoritative; modifying behaviour and communication methods to ensure effective professional relationships can be developed with a wide range of individuals eg other professionals, families, children and young people, senior figures; how these professional relationships contribute to meeting children's needs eg by placing the needs of the child or young person first when agreeing appropriate action for upholding children's rights for protection, for education, for food and shelter; recognising when this is not happening; techniques that can be used to re-focus interventions in the interests of the child or young person

4 Understand the ethics of professional relationships with children and young people

Professional ethics: definition of an ethical approach to working with children, young people and families eg balancing rights of autonomy or confidentiality with protection; duty of care; applying ethical principles in line with eg the Common Core of Skills and Knowledge, the principles and values for working with children and young people embedded within National Occupational Standards, the Special Educational Needs code of practice; ensuring the needs and welfare of the child or young person are paramount (child or young person-centred practice) in line with legislation eg the Children Act 1989; balancing challenge and danger; confidentiality versus protection; high risk decision making; information relating to others; information relating to potential harm to others; child or young person versus parents

Breaches of professional ethics: recognising when professional ethics have been compromised or professional boundaries transgressed (whether these are in the form of written professional codes or not) eg breaching confidentiality, acting outside due process; taking action without being able to justify such action eg acting on third party information without checking the evidence; the implications of breaches of professional ethics for relationships with children and young people/families and carers both immediately and in the longer term; when and how to take action if others are acting unethically; the implications of not taking action; maintaining relationship boundaries

Ethical dilemmas and children's rights: ethical dilemmas (balancing challenge and danger, confidentiality versus protection, high risk decision making, information relating to others, information relating to potential harm to others, child or young person versus parents, when resource or funding issues conflict with a child or young person's assessed needs); what action to take when faced with an ethical dilemma; using professional judgement and autonomy to minimise the likelihood of conflicts arising; what action to take when organisational structures, policy and practice is implicated in ethical dilemmas; protecting children and young people's rights when they conflict with a professional duty of care eg the right to be cared for as far as possible by their parents (as in Articles 7, 9, 10, 18 of the UNCRC)

5 Be able to develop and promote professional relationships that value and respect children and young people

Personal behaviour: the impact of personal (adult) behaviour on relationships with children and young people eg use of appropriate language and avoidance of jargon, demonstrating professional behaviour, managing conflict and negotiating, acting as a role model; modelling trusting and trustworthy behaviour and the implications for children's relationships with adults if this is not done

Professional relationship outcomes: approaching a discussion about the outcomes of the professional relationship with children and young people, including their desired outcomes; negotiating and agreeing what is desirable, what is possible and the limits and boundaries of the relationship with a range of children and young people, where the required outcomes may be different; helping children and young people gain skills and confidence from the professional relationship

Evidence based strategies: the range of evidence based strategies that value and respect children and young people eg the principles of social pedagogy, ongoing observation and assessment to inform actions, monitoring and evaluation; how these may be applied in practice

Concluding relationships and evaluating effectiveness: how to positively conclude relationships with children and young people and the stages involved eg preparation, discussion, negotiation, a review of the personal journey of the child or young person, the benefits obtained, tailing off, personal reflection and review; the importance of professional support and supervision

6 Be able to build effective professional relationships with parents, carers and others

Factors creating barriers: factors which can negatively impact on the development of relationships eg previous negative experience with authority representatives; family dynamics eg domestic violence (covert or overt); social networks eg peer pressure and self-esteem; perception of helping agencies and reasons for engagement eg compliance with court ruling for truancy; professional motives

Evidence based strategies: using evidence-based strategies to overcome barriers eg the importance of a non-judgemental attitude, empathy, practical assistance, negotiated outcomes, good communication; developing honest, trusting and trustworthy relationships eg through mutual agreement, involvement and partnership working with parents and carers; evaluating the benefits of such an approach with parents, children and young people

Using systems and processes: ways in which systems and processes can support partnership working with parents, carers and others eg involving parents in school activities and encouraging support for the child or young person; involving parents and carers in discussions following assessment; recognising and tactfully handling sensitive situations

Evaluating effectiveness: reviewing and evaluating the effectiveness of engagement, using outcomes as benchmarks; how to successfully use available organisational support mechanisms to add objectivity to self-evaluation; using the findings to improve practice whilst recognising that each situation is different

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand theoretical approaches to building effective professional relationships with children and young people and their families	<p>1.1 Analyse the key approaches to developing professional relationships with children and young people</p> <p>1.2 Explain why building effective relationships contributes to the achievement of positive outcomes</p>		
2	Understand the legislative and policy framework for building relationships with children and young people	<p>2.1 Evaluate the effects of legislation, policies and guidelines on professional relationships with children and young people and their families</p> <p>2.2 Research and report on how systems and processes in organisations can be structured to contribute to relationship building</p> <p>2.3 Analyse the links between children and young people's rights and effective relationships</p>		
3	Understand professional relationships with children and young people	<p>3.1 Analyse the factors that influence children and young people's ability to build relationships</p> <p>3.2 Explain how children and young people may present a range of behaviours as a means of communication</p> <p>3.3 Analyse how communication techniques need to change as children and young people grow and develop</p> <p>3.4 Analyse how professional relationships can address children and young people's rights and needs</p>		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand the ethics of professional relationships with children and young people	4.1 Analyse the professional ethics that define work with children and young people 4.2 Review the impact of breaches of professional ethics on relationships with children and young people 4.3 Analyse the ethical dilemmas that can arise between children and young people's rights and the professional duty of care			
5 Be able to develop and promote professional relationships that value and respect children and young people	5.1 Evaluate the impact of own behaviour on the development of professional relationships with children and young people 5.2 Negotiate and agree professional relationship outcomes, limits and boundaries with children and young people 5.3 Use evidence-based strategies for building trust and mutual respect with children and young people 5.4 Bring professional relationships with children and young people to an end in a positive way 5.5 Evaluate own effectiveness in developing professional relationships with children and young people			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to build effective professional relationships with parents, carers and others	<p>6.1 Analyse factors that can create barriers, to building professional relationships with parents, carers and others</p> <p>6.2 Apply evidence based strategies to overcome barriers to building professional relationships with parents, carers and others</p> <p>6.3 Use systems and processes to support professional relationships with parents, carers and others</p> <p>6.4 Evaluate own effectiveness in building trust and mutual respect in professional relationships with parents, carers and others</p>			

Learner name: _____ Date: _____

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

Content

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

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

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

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

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

Local Guidelines: Local Authority Children's Plan, Local Safeguarding Children Board safeguarding and referral policy in own area; Data protection and information handling (the Data Protection Act 2009, Freedom of Information Act 2000); how local arrangements for information sharing between agencies and individuals operate in own setting; day-to-day work with children and young people (how the policies, procedures and work practices in own setting comply with safeguarding legislation); national and local statutory and non-statutory guidelines in relation to risk assessment (including risk to staff); advocacy and representation for children and young people; child protection; support for staff and children involved in safeguarding incidents or procedures

2 Be able to support the review of policies and procedures for safeguarding children and young people

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

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

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

3 Be able to implement policies and procedures for safeguarding children and young people

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

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

4 Be able to lead practice in supporting children and young people's wellbeing and resilience

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

Learning outcomes and assessment criteria

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

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

Learner name: _____ Date: _____

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(if sampled)

Unit 6: Support Children and Young People as they Develop and Learn

Unit code: LDSS Core 5.6

Unit reference number: T/602/5250

QCF level: 5

Credit value: 5

Guided learning hours: 39

Unit summary

This unit provides learners with the opportunity to develop knowledge and understanding about developmental assessment and how children and young people can make positive changes in their lives.

Assessment requirements

This unit should be assessed in relation to real work activities.

Assessment methodology

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

Unit content

1 **Understand how developmental assessments are linked to outcome planning**

Stages of development of children and young people: physical development; social development; emotional development; cognitive development; stages of development theories eg Freud, Gesell, Erikson, Kohlberg, Piaget, Levinson

Outcome planning: developmental milestones; ensuring outcomes planned are realistic, appropriate, achievable, manageable, challenging for individuals; enabling appropriate involvement of children and young people in planning outcomes; supporting identification of indicators and establishment of baselines in Outcomes Based Accountability (Friedman); service improvement eg as a basis for monitoring and evidencing improvements; Every Child Matters Outcomes Framework (2008); The Children's Plan (2007)

Models of assessment and planning: holistic assessment; observation eg narrative, time sampling, event sampling, checklist, longitudinal study, diagrammatic (graphs, charts, sociogram); assessment for learning; assessment of learning; standard measurements eg centile charts, growth charts; Leuven Involvement Scale, Common Assessment Framework, Early Years Foundation Stage Profile; information from parents, carers, children and young people; information from professionals eg health, children's social care, youth justice, public, private and third sector services; planning eg, Individual Education Plans (IEP), behaviour support plans, Youth Inclusion Programme (YIP), Early Support Programme for children with disabilities and their family; transition plans for children with special educational needs at year 9 and year 11 to plan for education and independent living

Purposes of assessment: identifying strengths and needs; taking into account preferences and family circumstances; deciding outcomes eg planning to meet individual needs, identifying services to support; developmental delay eg early recognition; diagnostic eg identification of hearing difficulties; physical concerns eg health; behavioural issues eg changes in behaviour; communication issues eg language delay; learning progress eg Assessing Pupil Progress (APP); regular progress review eg as a continuous cycle, monitoring and reviewing appropriateness of targets and goals (feedback from children, young people and carers)

Techniques used to encourage children and young people to participate in assessment and planning: ensuring children and young people understand importance of participation; selecting methods appropriate for children or young people; establishing a rapport; building trust, building and maintaining relationships; advocacy; breaking down barriers eg physical access, communication, language; practical considerations eg venue, timing; mind mapping eg with words or pictures for younger children; techniques eg performance/role play (needs careful preparation and feedback, children and young people need to feel comfortable), card statements (may be used with individuals and groups, enables decision making), pop style quiz, games; drawing/painting, songs/rapping, use of technology (eg digital cameras, mind mapping software)

2 Understand how children and young people make positive life changes that contribute to the achievement of their potential

Influences on children and young people's self esteem and confidence: early relationships; attachment theories eg Bowlby, Ainscott; providing comfort and security in infancy and early childhood; developing positive relationships; parental attitudes eg level of involvement, parenting styles; experiences of early learning eg positive providing sense of achievement, negative contributing to sense of failure; health eg chronic conditions contributing to low self-esteem, mental health; disability eg effects on self-concept (Cooley's 'looking glass self'); peer relationships eg supportive relationships, importance of conformity in adolescence, effects of not being accepted by peers; social networks; effects of poverty and deprivation; abuse (sexual, physical, emotional, neglect, bullying, cyber-bullying); common and personal transitions

Approaches to supporting children and young people to develop confidence and belief in their abilities: providing a secure environment eg routines, boundaries; encouraging interests and leisure pursuits; supporting the development of friendships; encouraging participation in activities which provide appropriate challenge; encouraging independence; giving responsibilities; encouraging development of individual talents; providing choices; giving praise and positive feedback for effort and achievements; supporting reflection eg encouraging children and young people to express feelings; consistent approach; encouraging development of coping strategies

Why it is important for children and young people to try new interests and activities: enables achievement and success; provides sense of wellbeing; improves self-esteem and confidence; encourages relationships; increases resilience; positive effects on learning; improves outcomes

Ways of supporting children and young people to make positive changes: building trusting relationships; giving praise and encouragement; providing a safe and secure environment; showing respect; having high expectations; empowering and involving children and young people in decisions about own life; setting realistic goals and targets with children and young people eg action planning; reviewing action plans; implementing programmes of support eg Individual Education Plans (IEP), behaviour support plans, Youth Inclusion Programme (YIP), Early Support Programme for children with disabilities and their family, support to address mental health issues, restorative justice; working in partnership with others eg other professionals, parents and carers; reflecting on lifestyle; mentoring programmes; information, advice and guidance

3 Be able to undertake developmental assessments and planning with children and young people

Determine the appropriate form of assessment for individual children or young people: consider purpose of assessment eg assessment of learning needs for IEP, to assess behaviour for behaviour support plan ; holistic assessment; ways to involve children/young people in assessment; informed consent; consider barriers eg communication, language; advocacy; forms of assessment eg narrative, time sampling, event sampling, checklist, longitudinal study, diagrammatic (graphs, charts, sociogram)

Use strategies that ensure children and young people are active participants in the process of assessment and planning: children and young people participating in setting rules and format; clear explanations eg ensuring children and young people understand importance of participation; establishing a rapport; building trust, building and maintaining relationships; breaking down barriers eg physical access, communication, language; practical considerations eg venue, timing; techniques to obtain views eg mind mapping, performance/role play, card statements, pop style quiz, games; drawing /painting, songs/rapping, use of technology cameras; children's, young people's, parents', carers' and others' attendance at all discussions

Draw evidence-based conclusions from the process of assessment: conclusions based on appropriate, valid and objective assessments; including views of children and young people, parents/carers, other professionals; applying theoretical principles to inform conclusions; reflecting on current policies and procedures; professional knowledge and expertise; developmental milestones

Share information and evidence-based conclusions with relevant people: relevant people eg children and young people, parents, carers and others significant to children and young people, professionals involved with the children and young people; statutory agencies eg courts; information sharing protocols; data protection; codes of practice, policy and procedures of setting for information sharing

Support children and young people to identify their hopes and aspirations: supporting self-assessment of skills, attributes, abilities, achievements; responding to children and young people's needs, interests and preferences; challenging bias and stereotyping

Support children and young people to plan to achieve outcomes that challenge them to reach their full potential: using self-assessment of skills and attributes; raising aspirations; goal setting; planning realistic, manageable goals

4 Be able to support children and young people to manage change and achieve positive outcomes

Support children and young people to recognise and value learning and development opportunities: providing appropriate learning and development opportunities eg based on individual learning needs, reflecting interests; encouraging independent learning; recognising learning styles; praising achievement; rewarding effort; relating to role models; career planning (statutory requirement in secondary schools)

Support children and young people to make positive changes in order to achieve planned outcomes: positive changes eg school attendance, attitudes to learning, behaviour, relationships, new activities, eating habits, lifestyle changes, peer group changes; planned outcomes eg, health improvements, educational achievements, wellbeing, improved relationships; encouraging children and young people to take ownership; involving parents/carers, other professionals, peers; helping children and young people to identify manageable, appropriate goals

Support children and young people to recognise and value their own strengths and abilities: self-assessment; feedback from parents/carers, other professionals, peers

Support children and young people to recognise the relevance of learning across several areas of their lives: recognising contribution of learning to eg sense of achievement, self-esteem, relationships, interests, hobbies, future plans

Support children and young people to identify and plan how to overcome potential barriers to achievement: identifying services to support eg supporting children and young people with dyslexia with literacy, Special Educational Needs Coordinator (SENCO), providing additional learning aids; focusing on solution rather than problem; helping children and young people to identify manageable, appropriate goals/targets

Support children and young people to express their views and feelings about change and achieving outcomes: building trusting and open relationships; giving praise and encouragement; providing opportunities for discussion with children and young people; providing an inclusive, anti-bias environment; showing respect; encouraging reflection; having high expectations

5 Be able to support children and young people to review and evaluate plans and achievements

Support children and young people to review and adapt plans and outcomes: self-assessment; using feedback from parents/carers, other professionals, peers; regularly reviewing goals achieved; reflecting on why goals have not been achieved; adapting goals as required; re-assessing goals/targets

Support children and young people to evaluate the achievement of planned outcomes: short- and long-term goals; assessing importance of achievement/s; considering impact on outcomes

Encourage children and young people to value and celebrate their achievements: encouraging children and young people to reflect on own progress and achievements eg academic excellence, endeavour, community activities, sport, recognising small steps in progress; celebrating eg merit marks, commendations, certificates, prizes, letters to parents/carers

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how developmental assessments are linked to outcome planning	<p>1.1 Analyse why stages of development of children and young people influence outcome planning</p> <p>1.2 Evaluate the different models of assessment and planning</p> <p>1.3 Explain the different purposes of assessment</p> <p>1.4 Evaluate the techniques used to encourage children and young people to participate in assessment and planning</p>			
2 Understand how children and young people make positive life changes that contribute to the achievement of their potential	<p>2.1 Analyse the influences on children and young people's self-esteem and confidence</p> <p>2.2 Evaluate approaches to supporting children and young people to develop confidence and belief in their abilities</p> <p>2.3 Explain why it is important for children and young people to try new interests and activities</p> <p>2.4 Analyse ways of supporting children and young people to make positive changes</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to undertake developmental assessments and planning with children and young people</p>	<p>3.1 Determine the appropriate form of assessment for individual children or young people</p> <p>3.2 Use strategies that ensure children and young people are active participants in the process of assessment and planning</p> <p>3.3 Draw evidence-based conclusions from the process of assessment</p> <p>3.4 Share information and evidence-based conclusions with relevant people</p> <p>3.5 Support children and young people to identify their hopes and aspirations</p> <p>3.6 Support children and young people to plan to achieve outcomes that challenge them to reach their full potential</p>			
<p>4 Be able to support children and young people to manage change and achieve positive outcomes</p>	<p>4.1 Support children and young people to recognise and value learning and development opportunities</p> <p>4.2 Support children and young people to make positive changes in order to achieve planned outcomes</p> <p>4.3 Support children and young people to recognise and value their own strengths and abilities</p> <p>4.4 Support children and young people to recognise the relevance of learning across several areas of their lives</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.5 Support children and young people to identify and plan how to overcome potential barriers to achievement</p> <p>4.6 Support children and young people to express their views and feelings about change and achieving outcomes</p>			
<p>5 Be able to support children and young people to review and evaluate plans and achievements</p>	<p>5.1 Support children and young people to review and adapt plans and outcomes</p> <p>5.2 Support children and young people to evaluate the achievement of planned outcomes</p> <p>5.3 Encourage children and young people to value and celebrate their achievements</p>			

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(if sampled)

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

Unit code: LDSS Core 5.7

Unit reference number: A/602/3189

QCF level: 4

Credit value: 4

Guided learning hours: 26

Unit summary

This unit provides the knowledge, understanding and skills required to implement and promote effective partnership working.

Assessment requirements

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

Assessment methodology

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

Content

1 Understand partnership working

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

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

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

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

2 Be able to establish and maintain working relationships with colleagues

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

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

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

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

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

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

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

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

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

4 Be able to work in partnership with others

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

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

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand partnership working	<p>1.1 Identify the features of effective partnership working</p> <p>1.2 Explain the importance of partnership working with</p> <ul style="list-style-type: none"> - colleagues - other professionals - others <p>1.3 Analyse how partnership working delivers better outcomes</p> <p>1.4 Explain how to overcome barriers to partnership working</p>			
2 Be able to establish and maintain working relationships with colleagues	<p>2.1 Explain own role and responsibilities in working with colleagues</p> <p>2.2 Develop and agree common objectives when working with colleagues</p> <p>2.3 Evaluate own working relationship with colleagues</p> <p>2.4 Deal constructively with any conflict that may arise with colleagues</p>			

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

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Unit 8: Advanced Professional Practice in Learning, Development and Support Services

Unit code: LDSS Core 5.8

Unit reference number: A/602/5251

QCF level: 5

Credit value: 5

Guided learning hours: 38

Unit summary

This unit provides opportunity for learners to develop knowledge and understanding of the theoretical and legal frameworks that support professional practice. It also gives learners the opportunity to apply skills in promoting personal safety in the workplace.

Assessment requirements

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

Learning outcome 3 should be assessed in relation to real work activities

Assessment methodology

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

Unit content

1 **Understand the key approaches to the delivery of outcome based services for children and young people**

Theoretical approaches: results-based/outcomes-based accountability model (Mark Friedman); using data to identify ends; developing solution-focused strategies in partnership with others and incorporating key performance measures; Logic model (Weiss 1972 & Wholey) using theory-based evaluation of input-activity-output-outcome approach; the role of research based models eg EPPE (Effective Provision of Pre-school Education) in improving school-readiness, subsequent successful learning and as an effective early intervention for SEN (Special Educational Needs); the SEAL programme (Social and Emotional Aspects of Learning)

The effect of outcome based approaches on children and young people's services: the development and use of early intervention programmes; involving children and their families in decisions about their future and/or career pathways; whole school improvement programmes; reflective practice; inclusive practice; how these measures affect individual learning and development; the link between this and attainment targets and measures

Service delivery: the range of learning, development and support services (LDSS), how they are delivered; how they affect educational and other outcomes; methods that are commonly used to measure outcomes; evaluating and comparing different approaches to delivering LDSS services

2 **Understand the legal and policy framework for the delivery of outcome based children and young people's services**

Effects of legislation and policy changes: current legislation and policy direction eg Children's Act 2004 (sets out requirement for working toward Every Child Matters and outcomes for working in partnership), Education and Skills Act 2008 (requirement to give impartial advice and guidance to young people from year 7-year 11); effects on working practices eg the need to have child at centre, implementing arrangements to promote child's welfare, cooperation between agencies, record keeping, changes in procedures, training needs; national and local government targets or other agreed indicators of success at both individual pupil and whole-school level eg Personalised Learning, Public Service Agreements and Local Public Service Agreements; the regulation and inspection arrangements eg Ofsted; how this influences practice and contributes to achieving outcomes; understanding current policy drivers eg change of government; knowing what constitutes good practice in your area of specialism and how this is shared eg through professional associations and local networks; being aware of current and emerging thinking in your own work area and ways of keeping up to date

How professional standards, values and principles influence practice: eg National Minimum Standards for Children, Young People and Maternity Services, the Common Core of Skills and Knowledge, the Principles and Values for working with children and young people embedded within National Occupational Standards, the Special Educational Needs code of practice; effect on practice eg duty of care, listening to children's views and responding to needs, supporting other staff, respecting diversity; following policies and procedures; reflecting on practice; professional standards for your area of specialism and how these are expressed, transmitted and updated eg through professional regulation or codes of practice

Integrated working: importance eg meeting holistic needs of child or young person, shared values, working more efficiently, one point of contact; what this means in your area of practice; the key issues in developing successful integrated working arrangements eg information sharing, joint policy development, joint training and development arrangements; the benefits of this to children and families eg the increased likelihood of problems being identified and support measures put into place; agreed referral arrangements and how these measures contribute to successful outcomes for children and young people

3 Be able to promote personal safety in the workplace

Risk assessment: the principles underlying risk management policies; how to develop them; how to carry out a comprehensive personal risk assessment and how to support colleagues in assessing risks to personal safety

Risk management strategies: eg rules on lone working (updating diary schedules and informing others of planned whereabouts and expected time of return); knowing how to use mobile technology to support risk management and agree the development of trigger criteria for additional safety measures; recognising and managing potentially threatening situations eg the anger amplification spiral; managing such situations through conflict recognition, negotiation and resolution; developing exit strategies

4 Understand how professional practice promotes and protects children and young people's rights

Children and young people's rights: how children's rights are rights enshrined in legislation eg the Children Act 2004 and the United Nations Convention on the Rights of the Child (UNCROC) and how these influence professional practice across children and young people's services, including education services; knowing how children and young people's rights have been protected and promoted through integrated working and inter-agency co-operation eg the right to education by implementing the Common Assessment Framework to develop action plans to promote school attendance and prevent school exclusion, decision making about career routes

Risk of learning and development services compromising children's rights: risk of rights being intentionally compromised eg by excluding from activities, not giving choices; risk of rights being unintentionally compromised eg not understanding needs, bias, stereotyping; compromising rights through statutory action; ways in which this can be prevented eg through developing relationships with families and children, agreeing early intervention strategies to prevent statutory action being necessary

Promoting participation of children and young people in decision making: on matters concerning them and any conflict of interests posed by the legislative and/or policy framework of own role; strategies for promoting participation; identifying appropriate evaluation methods for demonstrating how practice can support children and young people's rights; the different roles and responsibilities of other professionals working with children and young people eg social workers, Youth Workers, members of the Youth Offending Team, health professionals (Health Visitors, GPs, Community Nurses and doctors, the school nurse and school health services), educational psychologists, early years professionals; understanding the boundaries of each role, the scope of practice available to each practitioner and the relationship to the LDSS workforce

Scope of professional practice: how the legal framework for education relates to other legislation relevant to children and young people eg Children Act/s 1989 and 2004; opportunities for planning and review; providing informed advice and guidance; seeking feedback; removing barriers to participation

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the key approaches to the delivery of outcome-based services for children and young people	<p>1.1 Analyse key theoretical approaches to outcome based child and young person-centred practice</p> <p>1.2 Evaluate the effect of outcome based approaches on children and young people's services</p> <p>1.3 Explain the different ways in which own service is delivered</p>			
2 Understand the legal and policy framework for the delivery of outcome-based children and young people's services	<p>2.1 Evaluate the effects of legislation and policy changes on the delivery of children and young people's services</p> <p>2.2 Evaluate how professional standards, values and principles influence practice in own job role</p> <p>2.3 Analyse the importance of professionals working in an integrated way to deliver outcome-based services</p>			
3 Be able to promote personal safety in the workplace	<p>3.1 Carry out a comprehensive risk assessment in relation to personal safety</p> <p>3.2 Comply with risk management strategies</p> <p>3.3 Support colleagues to implement risk management strategies in relation to personal safety</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Understand how professional practice promotes and protects children and young people's rights</p>	<p>4.1 Identify justified examples of children's rights being protected and promoted through professional practice</p> <p>4.2 Assess the risks of children and young people's rights being compromised by learning and development services</p> <p>4.3 Analyse the relationship between children and young people's rights and the relevant policy and legislative framework for own job role</p> <p>4.4 Evaluate how professional practice promotes the participation of children and young people in decision making</p>			

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Unit 9: Understand Children and Young Person's Development

Unit code: LDSS Core 5.9

Unit reference number: F/601/9449

QCF level: 5

Credit value: 6

Guided learning hours: 30

Unit summary

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

Assessment requirements

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

Assessment methodology

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

Content

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

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

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

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

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

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

How children and young people's development is influenced by a range of external factors: the effects of poverty and deprivation; abuse (sexual, physical, emotional, neglect); family environment and background eg family structure, parenting styles; culture, housing, community; pre conceptual care; antenatal care; social exclusion; behaviour of mother during pregnancy eg smoking, nutrition, drugs or

alcohol intake, diet; personal choices eg diet, exercise, rest and sleep, leisure activities, media, safe sex; looked after/care status eg foster care, residential care; children as carers; effects of crime; lack of stimulation; educational opportunities; compensatory education

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the pattern of development that would normally be expected for children and young people from birth–19 yrs	<p>1.1 Explain the sequence and rate of each aspect of development that would normally be expected in children and young people from birth–19 years</p> <p>1.2 Analyse the difference between sequence of development and rate of development and why the distinction is important</p> <p>1.3 Analyse the reasons why children and young people’s development may not follow the pattern normally expected</p>			
2 Understand the factors that impact on children and young people’s development	<p>2.1 Analyse how children and young people’s development is influenced by a range of personal factors</p> <p>2.2 Analyse how children and young people’s development is influenced by a range of external factors</p> <p>2.3 Explain how theories of development and frameworks to support development influence current practice.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Understand the benefits of early intervention to support the development of children and young people</p>	<p>3.1 Analyse the importance of early identification of development delay</p> <p>3.2 Explain the potential risks of late recognition of development delay</p> <p>3.3 Evaluate how multi-agency teams work together to support all aspects of development in children and young people</p> <p>3.4 Explain how play and leisure activities can be used to support all aspects of development of children and young people</p>			
<p>4 Understand the potential effects of transition on children and young people's development</p>	<p>4.1 Explain how different types of transitions can affect children and young people's development</p> <p>4.2 Explain the importance of children and young people having positive relationships through periods of transition</p> <p>4.3 Evaluate the effectiveness of positive relationships on children and young people's development</p>			

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

Learner name: _____ Date: _____

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Assessor signature: _____ Date: _____

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

Unit 10: One-to-One Work with Children and Young People

Unit code:	LDSSCP1
Unit reference number:	R/602/5255
QCF level:	5
Credit value:	4
Guided learning hours:	33

Unit summary

This unit provides the basis for conducting one-to-one work with children and young people. It provides learners with understanding of how to structure an interaction so that it progresses and concludes within appropriate boundaries.

Assessment requirements

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

Learning outcomes 3 and 4 should be assessed in relation to real work activities.

Assessment methodology

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

Unit content

1 **Understand the different approaches to one-to-one interactions with children and young people**

Approaches to one-to-one interactions: trait and factor matching eg Parson's matching model based on matching characteristics of individual and job-related abilities; congruence eg match or fit between an individual's inner feelings and outer display (Carl Rogers); person-centred approach (listening, accepting, understanding and sharing); social learning theory eg 'reciprocal determinism' (Albert Bandura), people learn through observing others' behaviour, attitudes, and outcomes of those behaviours; personal construct eg cognitive approach (George Kelly), involves development of personal constructs to anticipate and predict; skilled helper eg Egan's three-stage model to help people solve problems and develop opportunities; narrative (respectful, non-blaming approach, people are the experts in their own lives) eg person's beliefs, skills, principles, and knowledge in the end help them regain their life; developmental eg capability approach

The effect of legislation and policy on one to one interactions with children and young people: legislation eg Children Act 1989, Children Act 2004, Equality Act 2010, Data Protection Act 1998, Education Act 2002, common law duty of confidentiality, Freedom of Information Act 2000; United Nations Convention on the Rights of the Child 1989; codes of practice, policy and procedures of setting; explicit informed consent and implied consent; concept of 'capacity to consent'

How ethical considerations can influence approaches to one-to-one interactions: power relationship eg adult perceived to be in control of interaction inhibiting quality of relationship concept of loco parentis, religious and cultural considerations, the right of children to be informed; confidentiality versus protection eg when child/young person is disclosing abuse and requesting confidentiality; high risk decision making; information relating to others; information relating to potential harm to others eg whistle blowing

2 **Understand the nature of successful one to one interactions with children and young people**

How the environment can influence one-to-one interactions with children and young people: environmental factors eg venue, timing, time available, privacy, physical access, comfort; eliminating interruptions; ethos of trust in organisation; communication systems to aid communication eg loop hearing system, voice software, pictures or symbols; shared values; continuous professional development; culture encouraging mutually supportive relationships with parents and carers

Ways in which children and young people can be supported to feel confident and secure during interactions: establishing a rapport; building trust; discussing extent of confidentiality; removing barriers to communication; using appropriate language; active listening; reflecting; advocacy; open questioning techniques; impartial advice/guidance

How to demonstrate to children and young people that they are respected and valued: listening; non-verbal communication eg gesture, proximity, eye-contact, position, facial expressions; verbal communication eg tone, use of language; acknowledging feelings; not interrupting; respecting opinions/views; unhurried approach; enabling choice; providing opportunities for decision making; inclusive practice; anti-bias approach; knowing children's family background eg cultural background and religion, leisure interests, aspirations

The importance of assessing the needs of individual children and young people: identifying strengths and needs; taking into account preferences and family circumstances; identifying need for advocacy; considering language for effective interactions (using preferred/home language, using preferred method of communication)

The importance of children and young people taking ownership of the planned outcomes of interactions: motivating; ensuring outcomes planned are realistic, appropriate, achievable, manageable, challenging for individuals; valuing children and young people; improving success; promoting resilience; developing problem solving skills

Negative developments that can occur during one-to-one interactions can be mitigated against: negative developments eg unwillingness to communicate, distress, aggression; mitigation eg emotional intelligence (Goleman), active listening, reflecting, responding to non-verbal cues, adapting approach, staying calm, non-critical approach, be honest, reassuring, offer choices, show respect, take concerns seriously

Ways to manage the different stages of interactions: stages eg identifying and clarifying, developing preferred scenario, formulating plans and strategies, ending interaction; staying focused; managing time

3 Be able to initiate and sustain a one-to-one interaction with children and young people

Use an assessment of individual needs to inform one-to-one interactions with children and young people: collecting; interpreting and integrating valid and objective assessment/s; views of children and young people, parents/carers, professionals; applying theoretical principles to inform conclusions; reflecting on current policies and procedures; using professional knowledge and expertise

Agree with children and young people the purpose and boundaries of one-to-one interactions: clarifying objectives of interaction; explaining limits of confidentiality; agreeing boundaries

Support children and young people to identify the outcomes they want to achieve: active listening; sensitive questioning; reflecting; discussing the effects of various choices (pros and cons); using methods to help children and young people to identify desired outcomes eg mind mapping, card statements, games, drawing /painting, technology – cameras, mind mapping software

Use one-to-one interactions to encourage children and young people to plan to overcome barriers to achievement: supporting self-assessment of skills; attributes; identifying learning styles; focussing on solution rather than problem; helping children and young people to identify manageable, appropriate goals/targets; encouraging children and young people to use support services

Respond to children and young people in one-to-one interactions demonstrating interest and respect for their feelings and opinions: active listening; appropriate non-verbal communication eg gesture, proximity, eye-contact, position, facial expressions; appropriate verbal communication eg tone, use of language; acknowledging feelings; not interrupting; respecting opinions/views; unhurried approach; enable choice; providing opportunity for decision making; inclusive practice; anti-bias approach

Use techniques to confirm understanding of communications in one-to-one interactions: non-verbal eg nodding, smiling; reflecting eg paraphrasing; opened-ended questions

Maintain positive progress in one-to-one interactions: awareness of emotional cues; change of approach; paraphrasing; open questioning; change of pace

4 Be able to bring one-to-one interactions to a positive conclusion

Summarise outcomes and plans from one-to-one interactions with children and young people: agree results of interactions with children and young people; verbal summary; written summary; written plan; agree time lines; discuss reviews

End one-to-one interactions in line with agreed boundaries: timely conclusion; agree next meeting; end positively; agree any information sharing

Evaluate, with children and young people, the extent to which the one-to-one interaction has achieved its purpose: consider what happened in interaction eg what went well, what was less successful, did interaction achieve its purpose, how helpful was the interaction, what needs to be done differently, what needs to be done next

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the different approaches to one-to-one interactions with children and young people	<p>1.1 Compare approaches to one-to-one interactions</p> <p>1.2 Analyse the effect of legislation and policy on one-to-one interactions with children and young people</p> <p>1.3 Explain how ethical considerations can influence approaches to one-to-one interactions</p>			
2 Understand the nature of successful one-to-one interactions with children and young people	<p>2.1 Analyse how the environment can influence one-to-one interactions with children and young people</p> <p>2.2 Explain the ways in which children and young people can be supported to feel confident and secure during interactions</p> <p>2.3 Explain how to demonstrate to children and young people that they are respected and valued</p> <p>2.4 Explain the importance of assessing the needs of individual children and young people</p> <p>2.5 Explain the importance of children and young people taking ownership of the planned outcomes of interactions</p> <p>2.6 Evaluate how negative developments that can occur during one-to-one interactions can be mitigated against</p> <p>2.7 Evaluate ways to manage the different stages of interactions</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to initiate and sustain a one-to-one interaction with children and young people</p>	<p>3.1 Use an assessment of individual needs to inform one-to-one interactions with children and young people</p> <p>3.2 Agree with children and young people the purpose and boundaries of one-to-one interactions</p> <p>3.3 Support children and young people to identify the outcomes they want to achieve</p> <p>3.4 Use one-to-one interactions to encourage children and young people to plan to overcome barriers to achievement</p> <p>3.5 Respond to children and young people in one-to-one interactions demonstrating interest and respect for their feelings and opinions</p> <p>3.6 Use techniques to confirm understanding of communications in one-to-one interactions</p> <p>3.7 Maintain positive progress in one-to-one interactions</p>			
<p>4 Be able to bring one-to-one interactions to a positive conclusion</p>	<p>4.1 Summarise outcomes and plans from one-to-one interactions with children and young people</p> <p>4.2 End one-to-one interactions in line with agreed boundaries</p> <p>4.3 Evaluate, with children and young people, the extent to which the one-to-one interaction has achieved its purpose</p> <p>4.4 Negotiate agreement to any follow up actions resulting from one-to-one interactions</p>			

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Unit 11: Supporting Children and Young People to Decide on Outcomes and Course of Action

Unit code:	LDSSCP2
Unit reference number:	Y/602/5256
QCF level:	5
Credit value:	5
Guided learning hours:	29

Unit summary

This unit provides the opportunity for learners to develop knowledge and understanding about how children and young people make decisions and the legal and ethical issues that can arise. The unit also provides learners with the opportunity to support children and young people to make and review decisions.

Assessment requirements

This unit should be assessed according to Skills for Care and Development's QCF Assessment Principles.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 Understand how children and young people make decisions

The factors that influence children and young people's decision making: age and/or stage of development eg theories of moral development (Piaget, Kohlberg), theory of mind; capacity (Bronfenbrenner); culture; religion; financial situation; peer pressure; family influence; health of parent; teacher or other professional; social networks; experience; social and cultural expectations; levels of support

The processes by which children and young people reach decisions: appropriate level of adult support and expectations; recognition that a decision needs to be made; identifying the problem that requires a decision; recognising what happens if a decision is not made; collecting all the facts; considering the choices of action that can be taken; considering the effects of various choices; selecting the best option

The ways in which children and young people gather and use information to inform decisions: information from others eg parents/ carers, other family members, teachers, careers advisers, youth workers, social workers, peers; media eg television, internet; books; information used eg to make decisions about relationships, health choices, career options

How interactions with adults influence decision making for children and young people: relationship built on trust; open and honest; respectful of children's rights; views of children and young people given serious consideration; understanding limits of confidentiality; supportive; inclusive; realistic expectations; over- or under-estimation of young person's abilities; active listening; providing opportunity for children and young people to reflect on decisions

2 Understand the legal and ethical issues relating to children and young people's decision making

How children and young people's access to protection can be affected by the decisions they take: taking decisions which make children and young people vulnerable to abuse and exploitation eg online, meeting strangers, alcohol and drug use; deciding not to disclose abuse eg through fear, to protect others

How children and young people's rights to participation are affected by the decisions they make: understanding their rights to express their views freely in all matters affecting them and for views to be given due weight; access to relevant information; willingness/motivation to participate in decision making; access to decision making; decisions to take part in anti-social behaviour or crime resulting in custodial sentence; behaviour resulting in school exclusion; behaviour resulting in grounding by parents

The ethical issues surrounding the capacity of children and young people to make decisions affecting their lives: adult underestimation of capacity of children and young people to make decisions; adult approaches to children's decision making eg pragmatic, protectionist, democratic; balance between protection and participation; power difference in the adult-child relationship

The legal limits and boundaries to children and young people's decision making: legislation eg Equality Act 2010, Education and Skills Act 2008; Children Act 1989, Children Act 2004; The Adoption and Children Act 2002, Education Act 2002, Mental Capacity Act, 2005 (applies to decisions made by young people over 16); guidelines eg Working together to Safeguard Children (2010), United Nations Convention on the Rights of the Child (Articles 12, 13,15)

3 Be able to support the information needs of children and young people to enable decision making

Support children and young people to identify the information that they need: developing trusting relationship; being available; listening actively; providing advice; making suggestions; providing one-to-one support; group sessions; drop-in sessions

Support children and young people to access information: directing to others eg teachers, career advisers, social workers; books; internet; supporting collation of information; providing impartial advice and guidance; supporting children with special educational needs or disabilities eg providing information in Braille, talking books, electronic aids to access information, advocates; supporting children with English as a foreign language eg access to information in own language

Encourage children and young people to ask questions about information used for decision making: use of open questioning; confirming understanding of information; listening actively

Support children and young people to evaluate information: relevance of information for decision; validity of information; currency of information; accuracy

4 Be able to support children and young people to make decisions about outcomes and courses of action

Support children and young people to identify and consider the outcomes they want to achieve: active listening; sensitive questioning; reflecting; transition plan (statutory requirement for those with special educational needs or disabilities to identify needs regarding independent living, work, housing, transport); using methods to help children and young people to identify desired outcomes eg mind mapping, card statements, games, drawing/painting, use of technology eg cameras, mind mapping software

Work with children and young people to explore different courses of action to achieve identified outcomes: thought shower; support use of information; open questioning; discussion; considering alternative solutions and actions

Support children and young people to consider implications of courses of action: discussing the effects of various choices (pros and cons); long-term and short-term effects; opportunities to review decisions

5 Be able to support children and young people to review decisions and make changes

Encourage children and young people to review courses of action and identified outcomes: supporting reflection; what went well, what was less successful, were actions appropriate, were outcomes met, what needs to be done differently, what needs to be done next

Promote to children and young people the benefits of regular review: opportunity to assess progress; opportunity to revise decisions; maintains focus and motivation; enables adult to sustain support and encouragement; considering alternative routes; actions available; challenging assumptions about themselves; reassuring that decisions are correct

Support children and young people to make changes to decisions following review: providing appropriate level of support; considering the pros and cons of revised decisions; building in further review; plans as working documents

Explain the importance of approaching reviews in a way that reflects and values children and young people's own views of effectiveness and achievement: increases confidence; provides sense of control; gives feeling of empowerment; enables identification of progress and achievements; improves outcomes; encourages independence; promotes trust; non-judgemental

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how children and young people make decisions	<p>1.1 Evaluate the factors that influence children and young people's decision making</p> <p>1.2 Analyse the processes by which children and young people reach decisions</p> <p>1.3 Review the ways in which children and young people gather and use information to inform decisions</p> <p>1.4 Analyse how interactions with adults influence decision making for children and young people</p>			
2 Understand the legal and ethical issues relating to children and young people's decision making	<p>2.1 Analyse how children and young people's access to protection can be affected by the decisions they take</p> <p>2.2 Analyse how children and young people's rights to participation are affected by the decisions they make</p> <p>2.3 Evaluate the ethical issues surrounding the capacity of children and young people to make decisions affecting their lives</p> <p>2.4 Explain the legal limits and boundaries to children and young people's decision making</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to support the information needs of children and young people to enable decision making	3.1 Support children and young people to identify the information that they need 3.2 Support children and young people to access information 3.3 Encourage children and young people to ask questions about information used for decision making 3.4 Support children and young people to evaluate information			
4 Be able to support children and young people to make decisions about outcomes and courses of action	4.1 Support children and young people to identify and consider the outcomes they want to achieve 4.2 Work with children and young people to explore different courses of action to achieve identified outcomes 4.3 Support children and young people to consider implications of courses of action			
5 Be able to support children and young people to review decisions and make changes	5.1 Encourage children and young people to review courses of action and identified outcomes 5.2 Promote to children and young people the benefits of regular review 5.3 Support children and young people to make changes to decisions following review 5.4 Explain the importance of approaching reviews in a way that reflects and values children and young people's own views of effectiveness and achievement			

Learner name: _____
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Unit 12: Mentoring Children and Young People in a Learning Environment

Unit code:	LDSSLM1
Unit reference number:	D/602/5257
QCF level:	5
Credit value:	5
Guided learning hours:	38

Unit summary

The purpose of this unit is to provide learners with an understanding of the theories of motivation and personality development and how they can be used to inform the development and implementation of a structured approach to building and sustaining mentoring relationships. It also includes an understanding of the issues and needs that children and young people may present and some of the causes of those issues. The unit also requires learners to develop and implement a structured approach to the mentoring process.

Assessment requirements

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

The assessment learning outcome 5 of this unit should be in relation to real work activities.

Assessment methodology

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

Unit content

1 Understand the issues and needs that can result in barriers to learning

The issues and needs that can create barriers to learning for children and young people: low self-esteem; poor self-image; angry or aggressive behaviour; introverted behaviour; difficulty in building and sustaining relationships with others; social needs; emotional needs; physical needs; intellectual needs; speech, language and communication needs

The effects of factors and influences in creating barriers to learning for children and young people: issues arising from transitions in the young person's life; learning difficulty/disability eg dyslexia, dyspraxia, dyscalculia, disgraphia, auditory processing disorder, visual processing disorder; physical disability/sensory impairment; communication disorders eg those caused by sensory impairment, speech disorders, expressive language disorder, English as an additional language; socio/economic background eg poverty reducing access to books, computers, the curriculum; parental background eg lower levels of educational attainment, attitudes to learning; bullying; health eg physical health, mental health; effect of factors eg on communication, low resilience to transition, reducing access to books, curriculum

A structured approach to mentoring relationships: receiving the referral; assessing needs; action planning; providing interventions; evaluating effectiveness of interventions; ending the mentoring process; follow-up to see if positive changes made and the benefits of the mentoring programme are being maintained

2 Understand how mentoring supports children and young people to achieve their potential by overcoming barriers to learning

How mentoring approaches support children and young people to overcome barriers to learning: directive approach eg knowledge and information passed on; non-directive approach eg the mentor does not specifically advise the individual; collaborative approach eg team work approach; 1:1 mentoring sessions; individual support to learners as part of an individual action plan; group sessions; developing and agreeing action plans with specific, measurable, attainable, realistic and timely (SMART) objectives; mediation work eg between school and home; apply principles of assessment for learning

How motivational theories can support children and young people to overcome barriers to learning: needs-based theories eg Maslow's Hierarchy of Needs; goal setting theories eg different types of goals motivate individuals differently, goals need to be self-directed and be clear, challenging, achievable; Herzberg two-factor theory (intrinsic and extrinsic motivation); attribution theory; emotional intelligence (Goleman); behaviourism theory eg Skinner

Measures of effectiveness of the learning mentor approach: improved levels of attainment; increased attendance levels; improved student behaviour; reductions in number of exclusions; increased levels of self-esteem of students; increased positive attitudes to learning; increase in student aspirations; self-directed learning; for the school eg promotion of cultural change within the organisation

3 Understand how an integrated theoretical approach promotes successful mentoring relationships with children and young people

Key theories that support mentoring relationships: personality development theories eg Piaget, Erikson, Freud, Kohlberg; social pedagogy eg holistic approach, children and young people viewed as active agents, competent, resourceful

Key features of successful mentoring relationships with children and young people: relationship built on trust and confidentiality; respectful; open and equal; focused; understanding expectations and pressures of mentee and mentor; challenging and supportive; non-threatening; mentee encouraged to take responsibility; collaborative; active listening; providing opportunities for children and young people to try new skills to further learning; encouraging reflection

How an understanding of key theories of personality development supports successful mentoring relationships with children and young people: using reflection eg description (What happened?), analysis (What went well? What was less successful?), clarification (What needs to be done differently?); applying theoretical principles to inform action; to adapt to changing stages of mentoring relationship

4 Understand why it is important to support children and young people through transitions in their lives

Describe the transitional experiences that children and young people may experience during their lives: common transitions eg moving schools/years; personal transitions eg changes in family relationships, death, divorce, moving home, moving to a new area/country, losing a pet, breaking/changing relationships with friends/peers, being a victim of or witness to crime, having a close friend/relative involved with the criminal justice system, serious illness or injury of self, family member or close friend; transitions in personal and social development eg puberty

Positive and negative impacts that transitional experiences may have on children and young people: positive eg making new friends, being exposed to new challenges and opportunities (new sports, different cultural experiences), increased resilience, confidence, self-esteem; negative eg low self-esteem, poor self image, reduced motivation, low attainment, low aspirations, depression, isolation, trauma/fear

The role of learning mentors in supporting children and young people through transitions: assessment of individual needs; responding to individual needs; responding positively to a range of situations; listening and creating opportunities to encourage children and young people to reflect on and understand experiences and use these to learn about themselves and others; building confidence; raising self-esteem; increasing motivation; identifying support systems; working with others eg parents/carers, teachers, other professionals

5 Be able to develop mentoring relationships with children and young people

Establish mentoring relationships with children and young people: building an open, honest, trusting relationship; using active listening; open questioning; clarifying and agreeing roles and responsibilities of the mentor and mentee; determining scope of confidentiality; demonstrating understanding of expectations and pressures of mentee and mentor; challenging and supporting; non-threatening; encouraging mentee to take responsibility; collaborative approach

Use an assessment of individual need to support children and young people to overcome barriers to learning assess skills and abilities: holistic assessment; baseline assessment; forms of assessment eg narrative, time sampling, event sampling, checklist, longitudinal study, diagrammatic (graphs, charts, sociogram); collecting, interpreting and integrating valid and objective assessments; including views of children and young people, teachers, parents/carers, other professionals; applying theoretical principles to inform conclusions; reflecting on current policies and procedures; professional knowledge and expertise; determining skills needed for the successful achievement of goals

Support children and young people to agree an action plan for participating in structured learning opportunities: exploring strengths and weaknesses; considering with the mentee what they know about the problems that they are experiencing; exploring possible solutions; identifying areas for development and change; discussing goals and success criteria; agreeing SMART goals; agreeing targets to match mentees' level of motivation; recording goals and targets

Evaluate the effectiveness of the action plan: monitoring progress; measuring impact of mentoring eg using questionnaires, feedback from others; recording and reinforcing positive change to increase and maintain motivation; encouraging reflection; providing constructive feedback; communicating progress to others eg teachers, parents/carers and others

Agree any necessary changes to the action plan with children and young people: change to planned intervention eg revised targets, goals; referral for specialist assessment or intervention; ending the mentoring process eg acknowledge the completion of targets, praise and acknowledge positive changes

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the issues and needs that can result in barriers to learning	<p>1.1 Analyse the issues and needs that can create barriers to learning for children and young people</p> <p>1.2 Critically evaluate the effects of factors and influences in creating barriers to learning for children and young people</p> <p>1.3 Explain the use of a structured approach to mentoring relationships</p>			
2 Understand how mentoring supports children and young people to achieve their potential by overcoming barriers to learning	<p>2.1 Explain how mentoring approaches support children and young people to overcome barriers to learning</p> <p>2.2 Evaluate how motivational theories can support children and young people to overcome barriers to learning</p> <p>2.3 Evaluate measures of effectiveness of the learning mentor approach</p>			
3 Understand how an integrated theoretical approach promotes successful mentoring relationships with children and young people	<p>3.1 Analyse key theories that support mentoring relationships</p> <p>3.2 Analyse the key features of successful mentoring relationships with children and young people</p> <p>3.3 Evaluate how an understanding of key theories of personality development supports successful mentoring relationships with children and young people</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand why it is important to support children and young people through transitions in their lives	4.1 Describe the transitional experiences that children and young people may experience during their lives 4.2 Evaluate the positive and negative impacts that transitional experiences may have on children and young people 4.3 Analyse the role of learning mentors in supporting children and young people through transitions			
5 Be able to develop mentoring relationships with children and young people	5.1 Establish mentoring relationships with children and young people 5.2 Use an assessment of individual need to support children and young people to overcome barriers to learning 5.3 Support children and young people to agree an action plan for participating in structured learning opportunities 5.4 Evaluate the effectiveness of the action plan 5.5 Agree any necessary changes to the action plan with children and young people			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 13: **Promoting Personal and Social Development through Child and Young Person Centred Learning Opportunities**

Unit code:	LDSSLM2
Unit reference number:	H/602/5258
QCF level:	5
Credit value:	5
Guided learning hours:	38

Unit summary

The purpose of this unit is to provide learners with an understanding of the importance of personal and social development to children and young people and how to use different teaching and learning styles to develop and provide person-centred learning opportunities. The unit also enables learners to design and deliver person-centred learning opportunities that promote the personal and social development of children and young people.

Assessment requirements

This unit should be assessed according to Skills for Care and Development's QCF Assessment Principles.

The assessment of learning outcomes 5 and 6 of this unit should be in relation to real work activities.

Assessment methodology

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

Unit content

1 **Understand key theories of learning and their relationship to children and young person centred learning**

Key theories of learning: sensory stimulation theory (Laird – all the senses are involved in the learning process); reinforcement theory (B F Skinner – positive and negative reinforcement of learning); Cognitive-Gestalt theory (C Rogers, Laird – the importance of experience, problem-solving and the development of insight); holistic theories (all aspects of the personality – intellect, emotions, impulse, intuition and imagination – must be involved in the learning experience); facilitation theory (creating a non-threatening atmosphere to enable new ideas and concepts to be considered without threat from external factors); experiential learning (Kolb – concrete experience, reflective observation, abstract conceptualisation, active experimentation); action learning (practical small group work in which participants learn from each other in a structured environment)

Child and young person-centred learning opportunities: how these theories can be appropriately implemented and combined to maximise person-centred learning opportunities for children and young people eg through curriculum and group/individual activities and lesson planning, across whole school activities, during one-to-one support sessions and in group work; developing appropriate criteria to evaluate the effectiveness of different methods in different circumstances using both process and outcome-based methods and involving the children and young people in such an evaluation; using the evaluation to improve person-centred learning

2 **Understand the impact of teaching and learning styles in the development of person-centred learning opportunities for children and young people**

The importance of teaching styles: how these contribute to person-centred learning opportunities and personal, social and cognitive skills development; the difference between inductive (rule-discovery/bottom up) and deductive (top-down informative/explanatory) teaching models and their uses (Stern); synectics teaching (using metaphor to develop creativity and abstract thinking skills, Joyce, Weil and Cochraine); the concept attainment model (using categorisation and structured inquiry to make connections between the known and the new, Bruner); the development of constructive meaning (Lester, Onore, Kelly); the student-centred, interactive, democratic and interpersonal learning methodology, shared power structures and control of learning opportunities, using the teacher as facilitator of a process approach to reflective learning

The impact of learning styles on the development of person-centred learning: identifying preferred learning styles; aligning visual, auditory, reading/writing and kinaesthetic/tactile learning styles and the key theories when planning person-centred learning opportunities; applying these to own area of work; the importance of positive inter-personal interactions between pupils and staff to implement successful person-centred learning

3 Understand how person-centred learning opportunities promote the personal and social development of children and young people

The influences that impact on the personal and social development of children and young people: key positive and negative influences for individual children and young people; socio-economic background; housing status; family structure eg single parent, reconfigured, nuclear, looked-after children and young people; position in family; influence of siblings and peers; parental influences (parenting style and effectiveness); health issues eg mental ill health, chronic conditions causing interrupted attendance; disability eg sensory impairment; lifestyle influences eg substance misuse by child, young person or family member/s; the effects of these factors on the child or young person's ability to interact and develop relationships with others eg peers, teaching and learning staff and authority figures; how these factors can affect the individual child or young person's vulnerability to peer pressure

The role of person-centred learning opportunities in promoting the personal and social development of children and young people: how different activities can support individual children/young people eg by enhancing self-esteem through supported, sustained effort leading to successful achievement of personal targets, through encouraging team working and peer group interactive learning, through the development of trusting relationships; how person-centred learning can help children or young people address personal issues eg anger management, truancy; reducing the likelihood of exclusion

4 Understand the influence of national, local and school policies on the provision of person-centred learning opportunities for children and young people

Key national policies impacting on learning provision for children and young people: eg Children Act 2004, Education and Inspections Act 2006, United Nations Convention on the Rights of the Child (UNCRC), Every Child Matters Green Paper, National Children's Strategy, Special Educational Needs: Code of Practice (DfES 2001), Professional Standards for Higher Level Teaching Assistants, Core Standards for Teachers; reports and good practice eg Steer Report, Ofsted guidance, The National Curriculum, curriculum guidance (Ofqual), Government White Papers (eg The Importance of Teaching), Raising the Participation Age, ways of keeping abreast of current and emerging practice

Local authority policies impacting on the provision of learning opportunities: how policies relating to admissions, exclusions, SEN statements are applied within own work area and how they influence whole school policies and personalised learning eg what actions can be taken to prevent a child or young person from exclusion; the process to be followed in order to access resources that support learning for SEN children or those experiencing difficulties

Evaluate how school policies impact on the provision of learning opportunities for children and young people: policies implemented by the school that affect teaching and learning eg policies on bullying, anti-discrimination and equality of opportunity; recording and reporting mechanisms; policies relating to information sharing and multi-agency/integrated working; the ways in which teaching and learning opportunities can be constrained or facilitated by school policies; raising issues and suggesting solutions through the appropriate management structures

5 Be able to develop person-centred learning opportunities that support and promote the personal and social development of young people

Resources that support the development of learning opportunities: human resources to provide support for learning eg one-to-one, mentors, teaching and learning assistants, teachers; learning materials (access to, appropriateness for age/stage of development, culturally accessible); adapted materials (enlarged text, coloured overlays, online access software); accommodation eg space, layout, quiet areas; facilities to provide off-site learning opportunities and physical activities; incorporating a wide range of learning opportunities

Individual learning opportunities: working collaboratively in order to provide learning support to individuals; transferring skills and learning to other areas of the curriculum; the value of creative activities to self-esteem, social and emotional development and as a lead in to other forms of learning; issues of competition; identifying a child or young person's interests and ways in which these can be used and built on to provide a range of learning opportunities; how to link these to the curriculum

Group learning opportunities: organising group work eg group size (pairs, threes, fours or more), varying group members, friendship groups, grouping by ability or interest, random groups; the value of group learning opportunities to individual members and to the groups as a whole; implementing theories of group learning and facilitating learning sessions; seeking out opportunities for group learning both on and off site (planning and delivering such opportunities within the framework of learning support and the boundaries of your role); facilitating both formal and informal groups and when each can be used for maximum effectiveness; the value of team activities and dealing with issues of competition; supporting groups undertaking task based work so that each individual feels their contribution is valued

6 Be able to provide person centred learning opportunities that support and promote the personal and social development of young people

Provide learning opportunities for individual children and young people: identifying specific personal and social development and learning needs; developing learning plans with and for individual children or young people; involving families and other professionals; methods that can be used to engage children and young people; how children and young people can be involved in evaluating the effectiveness of planned interventions and activities

Facilitate learning opportunities with groups of children and young people: managing issues related to group learning eg hierarchies, group norms, ensuring everyone is able to contribute, dealing with conflict and dispute; identifying suitable topics, projects and activities for group learning that support personal and social development; knowing the benefits of group learning and engaging children and young people in group activities eg allowing a degree of choice, supporting children or young people to carry out activities, deciding on the level of supervision when facilitating learning opportunities; pace of activity; reinforcing language; role model; using peer support; removing barriers eg environmental language

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand key theories of learning and their relationship to child- and young person-centred learning	<p>1.1 Analyse key theories of learning</p> <p>1.2 Evaluate how learning theories can be used to inform the design of child- and young person-centred learning opportunities</p>			
2 Understand the impact of teaching and learning styles in the development of person centred learning opportunities for children and young people	<p>2.1 Analyse the importance of teaching styles in the development of person-centred learning opportunities</p> <p>2.2 Analyse the impact of learning styles on the development of person-centred learning opportunities</p>			
3 Understand how person-centred learning opportunities promote the personal and social development of children and young people	<p>3.1 Analyse the influences that impact on the personal and social development of children and young people</p> <p>3.2 Explain the role of person-centred learning opportunities in promoting the personal and social development of children and young people</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand the influence of national, local and school policies on the provision of person-centred learning opportunities for children and young people	4.1 Evaluate how key national policies impact on learning provision for children and young people 4.2 Evaluate how local authority policies impact on the provision of learning opportunities for children and young people 4.3 Evaluate how school policies impact on the provision of learning opportunities for children and young people			
5 Be able to develop person centred learning opportunities that support and promote the personal and social development of young people	5.1 Establish the availability of resources to support the development of learning opportunities 5.2 Develop individual learning opportunities that promote the personal and social development of the child or young person 5.3 Develop group learning opportunities that promote the personal and social development of children and young people			
6 Be able to provide person-centred learning opportunities that support and promote the personal and social development of young people	6.1 Provide learning opportunities for individual children and young people to support and promote their personal and social development 6.2 Facilitate learning opportunities with groups of children and young people that promote their personal and social development			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 14: Developing Strategies for Improving Attendance at School

Unit code:	LDSSEW1
Unit reference number:	D/602/5260
QCF level:	5
Credit value:	4
Guided learning hours:	29

Unit summary

This unit is designed to provide the knowledge and skills required to work with children, young people, their families and carers to improve attendance at school. It covers work with learning providers and with individual children and young people to support the development and implementation of strategies to improve attendance.

Assessment requirements

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

This should be assessed in relation to real work activities.

Assessment methodology

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

1 **Understand factors that influence levels of attendance and current strategies for improvement**

Internal factors: health factors; conditions causing chronic ill health eg asthma, diabetes, congenital heart disease; complex medical conditions eg cancers, genetic conditions and those requiring ongoing medical treatment; physical disabilities; developmental delay; autistic spectrum disorders; attention deficit hyperactivity disorder (ADHD); learning disabilities; psycho-social factors eg behavioural problems resulting from reactive attachment disorder (RAD); mental health issues eg depression, anxiety; lack of social and emotional literacy; levels of self-esteem and resilience; social and emotional disadvantage affecting attitudes to learning; lack of self-esteem associated with fear of failure; educational disaffection and lack of engagement or ability to cope with learning; specific disorders relating to non-attendance eg school phobia, separation anxiety

External factors: universal factors eg age, gender, culture, ethnicity, care history; family factors eg negative attitudes to schooling and education, physical or mental family illness, substance abuse, poor or abusive parenting, domestic violence, criminality; social and financial disadvantage preventing full participation eg lack of money for correct school uniform, school trips, books and resources

The learning environment: providing a positive learning environment, (implementing physical, social and emotional safety and risk assessment); effective classroom management (setting clear and agreed boundaries for behaviour and conduct); the importance of modelling appropriate behaviour; recognising and rewarding appropriate/positive pupil behaviour; applying strategies and sanctions for dealing with inappropriate behaviour according to the school's policies, processes and procedures eg bullying policies and dealing with inappropriate peer culture; the importance of avoiding the stereotyping of pupils by those within the learning environment

Strategies for improving attendance: the importance of reviewing current methods of monitoring attendance eg whole-school approaches, school policy on attendance, registration periods, term-time holiday requests, reward schemes, fast track penalties, attendance colour banding in registers, individual pupil management strategies; current practice eg implementing the support and challenge to schools (Behaviour Challenge/Steer Report), positive action and whole school behaviour strategies; the importance of having clear protocols for involving pupils, parents and school staff (teaching and non-teaching) in such a review; evaluating the effectiveness of current policy, using different methodologies eg quantitative and qualitative data, and using the findings to inform and modify the policy as necessary

2 Understand key approaches to behaviour and full attendance

The impact of legislation: the statutory requirements relating to attendance eg the Education (Pupil Registration) (England) Regulations 2006 and Amendment 2010, the Education (School Attendance Targets) (England) Regulations 2007); the home country equivalent in the other countries of the UK covering registration and attendance requirements such as twice daily registration; the implications of Children Act 1989 and 2004, The Education Act 1996 and 2002, Crime and Disorder Act 1998, School Standards and Framework Act 1998, Anti-Social Behaviour Act 2003 on school's responsibilities for managing behaviour and attendance and the implications of such legislation for policy and practice; Equality Act 2010 (ensures inclusion, reasonable adjustments, covers race, equality, disability, special needs); the roles and responsibilities of staff in relation to policies and how LA monitoring procedures, Ofsted inspection and associated guidance can support schools with managing behaviour and attendance

Multi-agency approaches to behaviour and attendance: how schools can access help from a range of agencies and promote a team based approach to managing behaviour and attendance eg the roles and responsibilities of school staff, Education Welfare Officers (EWO's), mentors, parents and carers, other agencies (police, Youth Offending teams, social services, psychology services, health services, mental health services and voluntary agencies eg substance misuse agencies); engaging these agencies to develop joint protocols that support attendance and behaviour eg referral procedures, communication channels, based on current best practice

The advantages of a whole school approach to behaviour and attendance: developing a holistic and inclusive approach to improving attendance; how this can improve learning and what this means for own area of responsibility eg effective planning, policies and procedures, engagement with families and other agencies, effective monitoring and data analysis to inform action, clear communications, individual case management systems, anti-bullying and anti-cyber-bullying policies, the monitoring of vulnerable groups of pupils and good working relationships with other agencies; developing the managerial know how and using a solution-focused approach to behaviour and attendance, sources of help and guidance eg the Primary National Strategy materials; involving and engaging all teaching and non-teaching staff in policy development

3 Understand how policies and practices can impact on attendance

The impact of the curriculum on behaviour and attendance: the importance of thorough curriculum planning when developing a curriculum that is interesting, stimulating and able to engage all pupils in order to improve behaviour and attendance; curriculum content eg personal, social, health, education (PSHE), social and emotional aspects of learning (SEAL); methods of delivering this eg effective timetabling, using theories of learning and knowledge of learning styles to deliver creative and engaging learning, covering agreed content at an appropriate level for all learners in that lesson; strategies that can be employed eg rotating lessons to build in physical activity, interactive learning and creativity into the timetable; the importance of extra curricular activities to provide alternative methods of encouraging self-esteem and engagement with learning

Attendance monitoring and data collection: the contribution that attendance monitoring and data collection can make to improving attendance eg how data is used to measure the percentage of truancy and poor attendance and identify individual pupils who are having difficulty with attendance; what action to take; the different ways of informing parents eg letters, phone calls, home visits; the advantages and disadvantages of each method of communication; how this contributes to school improvement

The impact of teaching practice on behaviour and attendance: the importance of a positive learning environment and what this means for teaching practice eg encouraging mutual respect between staff and pupils and between pupils through ground rules, clear boundaries for behaviour, a non-patronising, non-discriminatory approach, behaviour management techniques and good classroom management; the importance of lesson planning to ensure that the needs of all pupils are addressed in a creative and interesting way; resources and support for teaching practice (ways to engage pupils in planning lessons as appropriate); the negative implications of poor teaching practice on behaviour and attendance eg pupil boredom and disengagement leading to compensatory and disruptive behaviour, lack of respect and the impact of this on learning, the need to prioritise classroom management over teaching and learning

Impact of pupil codes of conduct on attendance: understanding children and young people's developmental need for structure and routine and the links with safety and self-confidence; how codes of conduct can provide boundaries and a framework to support personal behaviour goals for those pupils with behaviour issues; how structure and routine can contribute to learning by providing a safe environment

4 Supporting learning providers to improve attendance

Monitoring attendance: how this helps to identify pupils not receiving education (not in education, employment or training - NEET); the links between attendance and school performance and outcomes for children and young people eg the increased likelihood of anti-social/criminal behaviour, substance abuse, teen pregnancy, low uptake of further education and training and subsequent unemployment; the spiral of truancy as poor attendance leads to pupils falling behind and the effect on self-esteem

Supporting the use and interpretation of attendance monitoring data analysis: understand the different methods of registration and coding eg manual or electronic and the different types of electronic system; managing registration systems eg how often electronic registers should be printed out, recognising mistakes and coding errors and what action to take, how long registers should be kept open according to school policy; the legal requirements of registration; methods of interrogating and analysing the data to provide information to support improvements in attendance

Supporting the implementation of whole school systems: developing policies that reflect best practice and the role of staff training to ensure coherent application of such policies eg a named lead manager for attendance, clear communication of attendance policies, procedures and responsibilities; the importance of having home-school contracts in place setting out the roles of parents/carers in supporting attendance; the need for key staff to receive attendance data routinely so that trends are identified for groups and individuals (late attendance and unauthorised absences); the importance of integrating behaviour, anti-bullying and attendance policies and ways in which this can be achieved; the importance of a pro-active approach to implementation

Reviewing current policies and practices in behaviour and attendance management: first day of absence procedures; the effectiveness of internal and external communication systems eg checking contact numbers, names and addresses routinely; the rewards and sanctions in place for good/poor attendance and how effective these are; ensuring that the school development plan includes behaviour and attendance; seeking feedback from children, young people and families

5 Supporting children young people and their families to improve attendance

Barriers to school attendance: issues impacting on school attendance eg bullying, peer group pressure, negative interpersonal interaction with teachers and authority figures; internal and external factors affecting attendance and overcoming these working in partnership with colleagues, parents/carers and other agencies

Supporting children and young people and their families to develop and implement strategies to improve attendance: working with families to support children and young people with behaviour and decision making; the boundaries of own role and when to refer to other agencies; what alternative education provision is available; the importance of monitoring the attendance of looked-after children separately and having clear arrangements in place to support pupil attendance from hard-to-reach communities eg traveller communities; the importance of demonstrating strong attendance and punctuality to act as a role model; raising awareness so families understand the importance of school attendance eg how much school is being missed if children or young people are taken away on holiday in term time, the difficulty they are likely to have in catching up and the implications for their overall education; the legal obligation placed on parents to educate their children and the possible sanctions eg parenting orders

Work with local communities to combat non-attendance: the role of the education welfare officer (EWO) in supporting attendance and the strategies that can be used with parents and the wider community to overcome non-attendance eg making contact numbers available for people to report schoolchildren in the local area during school hours

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand factors that influence levels of attendance and current strategies for improvement	<p>1.1 Explain how internal factors influence attendance</p> <p>1.2 Explain how external factors influence attendance</p> <p>1.3 Analyse how the learning environment can impact on attendance</p> <p>1.4 Evaluate current strategies for improving attendance</p>			
2 Understand key approaches to behaviour and full attendance	<p>2.1 Analyse the impact of legislation on approaches to behaviour and attendance</p> <p>2.2 Evaluate multi-agency approaches to behaviour and attendance</p> <p>2.3 Assess the advantages of a whole school approach to behaviour and attendance</p> <p>2.4 Analyse the value of a holistic and inclusive approach to improving attendance</p>			
3 Understand how policies and practices can impact on attendance	<p>3.1 Analyse how the curriculum can impact on behaviour and attendance</p> <p>3.2 Assess the contribution of attendance monitoring and data collection to improving attendance</p> <p>3.3 Explain how improving teaching practice can impact on attendance</p> <p>3.4 Explain how introducing pupil codes of conduct can impact on attendance</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to support learning providers to improve attendance	4.1 Monitor attendance to identify those children and young people not receiving education 4.2 Support learning providers to use and interpret attendance monitoring data analysis 4.3 Support the implementation of whole school systems to encourage attendance 4.4 Support the implementation of first day of absence procedures 4.5 Review current policies and practices in behaviour and attendance management to inform improvement plans			
5 Be able to support children young people and their families to improve attendance	5.1 Work with children and young people and their families to identify barriers to school attendance 5.2 Provide support for children and young people and their families to develop and implement strategies to improve attendance 5.3 Develop strategies to work with local communities to combat non-attendance			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 15: Implementing Statutory Action in Relation to Attendance at School

Unit code:	LDSSEW2
Unit reference number:	H/602/5261
QCF level:	5
Credit value:	4
Guided learning hours:	28

Unit summary

This unit is about the role of education welfare officers in initiating and following up statutory action to enforce school attendance. It requires learners to understand the legal basis for action and to explore the issues raised by statutory action.

Assessment requirements

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

Learning outcomes 3 and 4 of this unit should be assessed in relation to real work activities.

Assessment methodology

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

Unit content

1 **Understand the legislation and regulations surrounding the attendance at school of children and young people**

The legislative and policy context relating to school attendance for children and young people: the requirements and regulations concerning school attendance under the law eg The Education Act 1996 and 2002, the Children Act 1989, the Education (Pupil Registration) (England) Regulations 2006 and Amendment 2010, the Education (School Attendance Targets) (England) Regulations 2007), Police and Criminal Evidence Act 1984 and associated guidance, Crime and Disorder Act 1998; School Standards Framework act 1998, Anti-Social Behaviour act 2003, the home country equivalent in the other countries of the UK; the roles and responsibilities of the Local Authority, parents/carers and school staff in relation to attendance; the implications for children and young people eg the positive and negative impact of compulsory schooling on children and young people including those with emotional or behavioural issues, temporary or permanent physical or health problems; the school's responsibilities for managing behaviour and attendance and how such legislation is reflected in policy and practice

2 **Understand the effects of statutory action in relation to education on children and young people, their families and schools**

The outcomes of statutory action in relation to education for children and young people: the types of statutory action and range of legal interventions that can be used in situations where attendance is an issue eg fast track, school attendance orders, penalty notices, education supervision orders, parenting contracts and parenting orders; outcomes eg improvement in attendance, prosecution, alternative provision

How statutory action affects professional relationships with children, young people and their families: building and maintaining helpful relationships with school staff such as teachers, classroom assistants, sport and leisure staff and other education providers; building relationships with the wider workforce supporting children and families eg Education Welfare Officers, social workers, doctors and psychologists; positive effects eg building relationships, improved communication; negative effects eg breakdown in trust, lack of respect

How statutory action can support the achievement of positive outcomes for children, young people and their families: eg through discussion to determine the underlying issues for non-attendance and action planning to provide supportive educational strategies; as a result of early intervention strategies employed through multi-agency working with eg social workers, police and youth work; how action supports achievement and outcomes eg by ensuring children's welfare and safeguarding, an entitlement to education, raising aspiration and expectations, reduces likelihood of anti-social behaviour or crime

3 Be able to prepare for taking statutory action in relation to education

Preparing evidence that non-statutory alternative strategies have been unsuccessful: understand what common alternative strategies to statutory action can be implemented eg enforcing home-school contracts; working with parents/carers, action planning with teachers, providing classroom support, implementing behaviour contracts, mentoring, peer group pairing; understand the role of documentation and record keeping in providing evidence of actions taken

Communicate with all relevant people regarding the statutory action: parents/carers, other professionals involved with the child, young person and their family eg social workers, health professionals, youth workers; providing information in a format that is consistent with policies on confidentiality

Prepare useable evidence for legal proceedings: using reports, records and other documents as evidence of the school's interventions and attendance strategies; writing a concise and accurate report that is educationally focused and objective; importance of registers as legal documents; the importance of following timescales and obtaining the appropriate signatures; importance of making reference to any statement of SEN when covering pupil's achievements; providing fair and accurate coverage of pupil performance and details of attendance; the roles and responsibilities of other individuals involved; accurately documenting communication and multi-agency work

4 Be able to initiate and follow up statutory action

Submit documentation to initiate statutory proceedings: the role of the school policy, procedures and process for initiating statutory proceedings against parents; the correct policy and procedures for submitting evidence; why it is important to follow due process; the guidance available for LAs; how this guidance/process is implemented eg in formal caution interviews; use of the Police and Criminal Evidence Act 1984 Code of Practice for prosecution for school non-attendance eg in relation to interviewing; understanding what documentation is appropriate and admissible as evidence and what is not

Provide ongoing support to children and young people and families following statutory action: eg agreeing support mechanisms for children, young people and families to encourage school attendance including multi-agency work and referrals; types of strategies that can be used to support children, young people and families eg the role and use of the Common Assessment Framework; Family Intervention Projects and other similar joint initiatives; sources of help and assistance in your local area

Maintain relationships with families following statutory action: eg communicating with children, young people and families in a way that demonstrates a supportive rather than punitive attitude eg in an open, honest and transparent manner using a range of communication skills to build trust; demonstrating that you are acting in the child or young person's best interests to improve the outcome of their educational experience; behaving as a "critical friend"

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the legislation and regulations surrounding the attendance at school of children and young people	1.1 Analyse the legislative and policy context relating to school attendance for children and young people			
2 Understand the effects of statutory action in relation to education on children and young people, their families and schools	2.1 Report on research into the outcomes of statutory action in relation to education for children and young people 2.2 Analyse how statutory action affects professional relationships with children, young people and their families 2.3 Analyse how statutory action can support the achievement of positive outcomes for children, young people and their families			
3 Be able to prepare for taking statutory action in relation to education	3.1 Prepare evidence that non-statutory alternative strategies have been unsuccessful 3.2 Communicate with all relevant people, regarding the statutory action 3.3 Prepare useable evidence for legal proceedings			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to initiate and follow up statutory action	4.1 Submit documentation to initiate statutory proceedings in accordance with policy and procedure 4.2 Provide ongoing support to children and young people and families following statutory action 4.3 Maintain relationships with families following statutory action			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 16: Support Children and Young People to Participate in the Design and Delivery of Services

Unit code: LDSSO1

Unit reference number: K/602/5262

QCF level: 5

Credit value: 3

Guided learning hours: 22

Unit summary

This unit is about enabling children and young people to participate in the delivery and design of children and young people's services.

Assessment requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles, using a real work environment.

Additional information

Legislation and codes of practice may include:

- Children Act 1989 and 2004
- UN Rights of the Child
- values and principles of working with children and young people.

Methods of support may include:

- capacity building within the organisation to support children and young people's participation
- capacity building among children and young people.

Barriers may include:

- accessibility
- sensory impairment
- social skills
- self-esteem
- speech, language and communication needs
- learning disability

- peer pressure
- family pressure.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how children and young people can participate in service design and delivery	<p>1.1 Explain the legislation and codes of practice that promote the rights of children and people to participate</p> <p>1.2 Explain the value of children and young people's participation in service design and delivery</p> <p>1.3 Analyse the legal implications of children and young people's participation in service design and delivery</p>			
2 Be able to provide opportunities for children and young people to participate in designing and delivering services	<p>2.1 Implement systems and processes that facilitate the participation of children and young people</p> <p>2.2 Support children and young people to understand their role in decision making activities</p> <p>2.3 Develop methods of support that enable children and young people to participate</p> <p>2.4 Identify barriers to participation</p> <p>2.5 Support children and young people to overcome barriers to participation</p>			
3 Be able to monitor and evaluate participation of children and young people in designing and delivering services	<p>3.1 Monitor children and young people's participation in designing and delivering services</p> <p>3.2 Develop evaluation processes for children and young people's participation</p>			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 17: Working with Groups of Children and Young People to Support Learning and Development

Unit code:	LDSS02
Unit reference number:	M/602/5263
QCF level:	5
Credit value:	4
Guided learning hours:	27

Unit summary

The unit is concerned with facilitating groups of children and young people to participate in group work and develop skills and teamwork.

Assessment requirements

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

The assessment of this unit should be through real work activities with children and young people.

Additional information

Theories may include:

- stages of group development (Tuckman etc)
- interpersonal relations and development (Encounter groups etc)
- group facilitation (eg delphi etc)
- discourse (eg brainstorming etc)
- social group work (Wilson etc)
- group action learning (Lewin etc).

Group dynamics may include:

- norms
- roles
- relationships
- status
- social influence.

Inclusive approach may include:

- identifying and addressing barriers
- providing individual support to enable participation
- no blame culture
- culture of respect and shared concern.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the theories and principles of group facilitation and group dynamics	<p>1.1 Analyse how the principles of group dynamics work with children and young people</p> <p>1.2 Assess how group dynamics can encourage children and young people to work together</p> <p>1.3 Evaluate how theories of group facilitation can support learning and development</p> <p>1.4 Analyse why group processes, limits, boundaries and expectations are important to successful facilitation</p>			
2 Be able to facilitate group work with children and young people	<p>2.1 Agree the aims and purpose of the group with children and young people</p> <p>2.2 Facilitate groups using an inclusive approach</p> <p>2.3 Manage group boundaries, expectations and any conflicts</p> <p>2.4 Use a range of techniques to prepare group activities that meet the needs of individual children and young people</p> <p>2.5 Encourage children and young people to participate in groups to develop their interests</p> <p>2.6 Reflect on own facilitator role with groups of children and young people, colleagues and partners to inform practice</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to evaluate group work with children and young people to support learning and development	3.1 Evaluate the impact of group work on learning and development of skills, abilities and interests of children and young people 3.2 Use the evaluation of group work to inform practice			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Unit 18: Employment of Children and Young People

Unit code:	LDSS03
Unit reference number:	A/602/5265
QCF level:	4
Credit value:	2
Guided learning hours:	17

Unit summary

This unit provides learners with the opportunity to develop knowledge about the legislation and regulations for the employment of children and young people. Learners also have the opportunity to apply skills in providing information and advice about the employment of children and young people and the issuing and monitoring of work licences and permits.

Assessment requirements

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

This unit should be assessed in relation to real work activities.

Additional information

Others may include:

- employers
- children and young people
- parents
- carers
- teachers
- youth workers.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand legislation and regulation relating to the employment of children and young people	<p>1.1 Evaluate how children's rights and entitlements are protected by employment related legislation and regulation</p> <p>1.2 Evaluate how employers' systems and policies protect children and young people at work</p>			
2 Be able to provide information advice and guidance on the employment of children and young people	<p>2.1 Assess the information that is required by employers to comply with legislation and regulations when employing children and young people</p> <p>2.2 Review information sources and assess their accuracy and currency</p> <p>2.3 Give information to others on the employment of children and young people</p> <p>2.4 Provide advice and guidance on the employment of children and young people</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to issue licenses for the employment of children and young people</p>	<p>3.1 Complete documentation to support the issuing of work licenses, performance licenses and work permits</p> <p>3.2 Use legislative and regulatory criteria to establish the suitability of employment for children and young people</p> <p>3.3 Validate information from employers to confirm suitability of employment for children and young people</p> <p>3.4 Develop systems and processes to verify compliance with work permits and licences</p> <p>3.5 Explain how to respond to non-compliance with work permits, work licences and performance licences</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 19: Acting as an Advocate

Unit code:	LDSS04
Unit reference number:	F/602/5266
QCF level:	4
Credit value:	4
Guided learning hours:	27

Unit summary

This unit provides the skills and knowledge to enable the learner to advocate on behalf of children and young people, putting forward their views. It also distinguishes between advocating on behalf of children and young people and acting as an independent advocate in the best interest of the child/young person.

Assessment requirements

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

The assessment of this unit should be in relation to real work activities.

Additional information

Legal and ethical requirements may include:

- Children Act 2004
- Mental Capacity Act
- best interest conflicts
- parental pressure
- knowledge of criminal intent/act
- knowledge of intent to harm self or others.

Models of advocacy may include:

- best interest
- self-advocacy
- Mental Capacity Act advocate.

Range of individuals may include:

- individual children and young people
- parents/carers
- other professionals eg social workers, teachers, healthcare professionals.

Relevant information may include:

- the expectations, views and feelings of the child/young person
- all documentation relevant to the advocacy process
- policies, procedures, guidance and protocols with other organisations involved in the advocacy process
- the limits and boundaries of the advocacy process and why it is important to maintain them
- any compromises that may be negotiated within the plan.

The purpose of the advocacy process may include:

- to present the best interests of the child/young person *or*
- to act as an independent advocate to represent the views of the child or young person.

Relevant people may include:

- courts/tribunals/children's hearings
- social services
- healthcare professionals
- education services.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the role of advocacy in supporting children and young people	<p>1.1 Analyse the aims and legal and ethical requirements of advocacy in supporting the interests of children and young people</p> <p>1.2 Evaluate the models of advocacy</p> <p>1.3 Analyse the limits of the advocacy role in supporting the interests of children and young people</p>			
2 Be able to establish relationships with those involved in the advocacy process	<p>2.1 Explain the range of individuals with whom it is important to establish working relationships</p> <p>2.2 Communicate with all the people involved in the advocacy process</p> <p>2.3 Maintain professional relationships with all the people involved in the advocacy process</p>			
3 Be able to prepare for the advocacy process	<p>3.1 Obtain relevant information for the advocacy process</p> <p>3.2 Agree a detailed plan for the advocacy process with the child or young person</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to provide advocacy services	4.1 Identify the purpose of the advocacy process 4.2 Present the views, feelings and information expressed in the plan to relevant people 4.3 Review the outcome of the advocacy process against the advocacy plan including the expectations of the child or young person 4.4 Follow all legal and ethical requirements to record the advocacy process and outcomes 4.5 Evaluate own performance in the advocacy process			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 20: Integrating and Promoting Careers Education and Guidance into the Curriculum

Unit code:	LDSS05
Unit reference number:	J/602/5267
QCF level:	5
Credit value:	3
Guided learning hours:	23

Unit summary

Learners will plan for and promote the value of integrated careers education and guidance and will evaluate provision and make recommendations for improvements.

Assessment requirements

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

The assessment of this unit should be in relation to real-work activities.

Additional information

The plan for the integration of careers education and guidance (CEG) into the curriculum may include:

- a clear specification for CEG goals in relation to curriculum planning
- policies and ethos of the educational establishment and how CEG would fit into that
- how to communicate with stakeholders to promote good working relationships
- information on CEG resources that are available to support the integration of CEG into the curriculum
- the support available to help staff to integrate CEG into the curriculum
- who needs to be involved and ways of gaining their commitment
- how the process of CEG integration will be monitored.

Accepted standards may include:

- National Occupational Standards
- National Minimum Standards
- quality programme criteria
- Professional Body codes of practice.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the theory and practice of careers education and guidance and its importance in the curriculum	<p>1.1 Evaluate how careers education and guidance can support young people to make informed choices about their future</p> <p>1.2 Analyse the ways in which careers education and guidance can be provided to young people</p> <p>1.3 Explain the importance of integrating careers education and guidance into the curriculum</p>			
2 Be able to plan to integrate careers education and guidance into the curriculum	<p>2.1 Identify opportunities for the integration of careers education and guidance into the curriculum</p> <p>2.2 Develop a plan to integrate careers education and guidance into the curriculum</p>			
3 Be able to promote the integration and provision of careers education and guidance within the curriculum	<p>3.1 Review information and evidence for careers education and guidance to ensure its accuracy and currency</p> <p>3.2 Develop a communications strategy to promote careers education and guidance</p> <p>3.3 Implement a communications strategy to promote careers education and guidance</p> <p>3.4 Review the effectiveness of the communications strategy in promoting careers education and guidance</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to evaluate the provision of careers education and guidance within the curriculum	4.1 Evaluate the quality of careers education and guidance provision against accepted standards 4.2 Develop proposals for improving the quality of provision 4.3 Communicate proposals for improvement			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 21: Managing the Exclusion and Reintegration of Children and Young People

Unit code: LDSS06

Unit reference number: R/602/5269

QCF level: 4

Credit value: 3

Guided learning hours: 26

Unit summary

This unit is about managing the provision of alternative learning for children and young people who have been excluded from school and supporting children and young people, their parents and carers through exclusion and managing the reintegration process.

Assessment requirements

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

The assessment of this unit should be in relation to real work activities.

Additional information

Legislation, guidance and local protocols may include:

- rights and responsibilities in relation to permanent and fixed exclusion as they affect children, young people, their families and carers
- legislation relating to exclusion of children and young people of statutory school age and its implication for local authorities and learning providers
- roles and responsibilities of other agencies in relation to excluded children and young people.

The key social influences may include:

- socio/economic factors
- home background/parenting experiences
- learning difficulty
- mental health
- substance misuse
- peer pressure.

Information may include:

- special assessments if available
- any information about the child/young person and their current situation
- the reasons for the proposed exclusion
- the thoughts and feelings of the child/young person.

Alternative learning plan may include:

- alternative learning provision
- any required assessment of the child/young person
- support available to the child/young person, their parents and carers
- progress review arrangements
- criteria for reintegration.

Follow up support may include:

- direct support work with child/young person
- direct support work with parents and carers
- facilitating access to other support services
- contributing to the assessment for reintegration.

Individual reintegration and learning plan may include:

- necessary information for the receiving learning provider
- information about the receiving learning provider
- learning activities and programmes agreed with the child/young person
- processes and procedures for transfer
- how the ongoing progress of the child/young person will be monitored
- additional support available and how to access it
- how to identify when any additional support is no longer required.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the factors involved in excluding children and young people from school	<p>1.1 Explain the legislation, guidance and local protocols governing the exclusion of children and young people from school</p> <p>1.2 Analyse the key social influences that may cause behaviour that results in exclusion</p>			
2 Understand the strategies for managing exclusion and reintegration of children and young people	<p>2.1 Analyse the strategies available for managing exclusion from school</p> <p>2.2 Analyse the strategies available for reintegrating excluded children and young people into school</p>			
3 Be able to support excluded children and young people	<p>3.1 Assess the information available about excluded children and young people</p> <p>3.2 Develop an alternative learning plan with the child or young person</p> <p>3.3 Provide follow up support to the child or young person and their parents or carers to encourage re-integration</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to manage the reintegration process	4.1 Conduct reviews of progress with children and young people to evaluate readiness for reintegration 4.2 Develop a reintegration and learning plan with children and young people 4.3 Provide information and support to the receiving learning provider			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 22: Supporting Learning Mentor Provision

Unit code:	LDSS07
Unit reference number:	D/602/5081
QCF level:	5
Credit value:	3
Guided learning hours:	22

Unit summary

This unit is about promoting the role of learning mentors within the wider school curriculum and the quality of learning mentor provision within the educational establishment. It also about support for individual learning mentors within the educational establishment.

Assessment requirements

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

The assessment of this unit should be in relation to real-work activities.

Additional information

Policy and plan may include:

- how learning providers will ensure the effective use of learning mentors
- what information must be provided to learning mentors
- aims of the provision and key activities
- referral criteria and processes
- case planning frameworks
- monitoring and evaluating the impact of the work.

Personal development plans may:

- establish roles and responsibilities
- identify opportunities for regular case load and performance review sessions
- identify opportunities for the provision of learning and development support
- establish success criteria against which to monitor learning mentor performance.

Feedback may be:

- from employing educational establishment
- evidence of improved pupil behaviour and attendance
- evidence of enhanced pupil attainment.

Performance review process that may:

- follow best practice for the conduct of performance reviews
- evaluate performance against agreed success criteria
- provide feedback on performance to individual learning mentors
- establish and agree an action plan to improve performance and how this will be implemented and monitored.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the role of learning mentors within educational establishments	<p>1.1 Analyse the impact of the values and ethos of education providers on learning mentor provision within own area of responsibility</p> <p>1.2 Evaluate how learning mentor provision can enhance existing policies and learning programmes in educational establishments within own area of responsibility</p> <p>1.3 Analyse how learning mentor provision can support education providers to meet the individual needs of children and young people</p>			
2 Be able to support education providers to integrate learning mentor provision into their mainstream provision	<p>2.1 Collaborate with education providers to identify how learning mentors will work to complement existing curricular activity</p> <p>2.2 Contribute to plans for learning mentor provision in own area of responsibility</p>			
3 Be able to co-ordinate learning mentor provision	<p>3.1 Evaluate learning mentor provision in own area of responsibility to determine whether the needs of children and young people are being met</p> <p>3.2 Agree personal development plans with individual learning mentors</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to review the performance of learning mentors	4.1 Analyse feedback on individual learning mentor performance 4.2 Conduct individual performance reviews with learning mentors			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the role of learning mentor provision within national and regional educational strategies			
	1.1 Analyse the role of learning mentors within national and regional educational strategies			
	1.2 Evaluate how the different values, ethos and management ethics of education providers may affect learning mentor provision			
2	Be able to co-ordinate learning mentor networks across different educational providers			
	2.1 Develop a strategy including an operational plan for development of learning mentor networks			
	2.2 Use accepted national standards for learning mentor provision to inform the development of local quality standards			
	2.3 Support education providers to integrate learning mentor provision			
3	Be able to plan to improve the effectiveness of learning mentor networks			
	3.1 Assess the effectiveness of learning mentor networks			
	3.2 Provide feedback to learning mentor networks on how performance could be improved			
	3.3 Develop an improvement plan for the network			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 24: Supporting Young People into Employment, Education and Training

Unit code:	LDSS09
Unit reference number:	M/602/5084
QCF level:	5
Credit value:	3
Guided learning hours:	22

Unit summary

This unit is about providing information advice and support to young people to enable them to secure employment, education and training.

Assessment requirements

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

This unit should be assessed in relation to real-work activities.

Additional information

Data may include:

- labour market intelligence
- employment statistics
- job opportunity information
- destination trends
- employment trends
- national, regional and local data.

Range of opportunities may include:

- national schemes
- local schemes
- statutory agencies
- private agencies
- voluntary agencies

Range of methods may include:

- interview
- questions and discussion
- examination of CV.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the available options for young people's employment, education and training			
2	Be able to identify opportunities that are appropriate for individual young people			
	1.1 Analyse data to identify opportunities for young people			
	1.2 Evaluate the range of opportunities available for young people			
3	Be able to support young people's job seeking activities			
	1.3 Explain how young people can access opportunities			
	2.1 Interview young people to establish their suitability and approach to employment, education and training			
	2.2 Assess young people's skills, abilities potential and requirements using a range of methods			
	2.3 Evaluate opportunities to match them to the actual or potential ability of young people			
	3.1 Promote job opportunities to young people			
	3.2 Produce a plan to prepare the young person for a job interview			
	3.3 Evaluate the outcomes of job seeking to inform future action			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 25: Lead the Management of Transitions

Unit code:	LDSSO10
Unit reference number:	F/602/2853
QCF level:	5
Credit value:	4
Guided learning hours:	29

Unit summary

The purpose of this unit is to provide the learner with the opportunity to develop knowledge, understanding and skills to support workers engaging with individuals who are experiencing transitions and changes.

Assessment requirements

The assessment of this unit should comply with the Skills for Care and Development's QCF Assessment Principles.

Additional Information

Factors may include:

- positive/negative identity and self esteem
- stable/unstable relationships and networks
- secure/insecure attachments
- experience of discrimination/social exclusion
- experience of abuse or harm.

Others may include:

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

Additional support may include:

- training
- emotional support
- support to manage tensions and dilemmas.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the impact of change and transitions on the wellbeing of individuals	<p>1.1 Explain ways in which transitions and significant life events affect individuals' wellbeing</p> <p>1.2 Analyse how theories on change inform approaches to the management of transitions.</p> <p>1.3 Explain the concept of resilience in relation to transitions and significant life events</p> <p>1.4 Analyse the factors that affect individuals' ability to manage transitions and changes</p>			
2 Be able to lead and manage provision that supports workers to manage transitions and significant life events	<p>2.1 Explain how solution focused practice is used to support the management of transitions</p> <p>2.2 Promote a culture that supports and encourages individuals to explore challenges</p> <p>2.3 Support workers to encourage individuals to identify their own strengths and abilities</p> <p>2.4 Support workers to engage with individuals and others to identify outcomes and targets that build on their strengths and abilities</p> <p>2.5 Ensure workers support individuals to implement plans to meet identified outcomes and targets</p> <p>2.6 Enable workers to identify any additional support they may require to support individuals through transition and change</p>			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 26: Working in Courts and Formal Meetings

Unit code:	LDSSO11
Unit reference number:	F/602/5087
QCF level:	4
Credit value:	2
Guided learning hours:	15

Unit summary

This unit is for people who appear in court and formal meetings such as case conferences or other hearings.

Assessment requirements

This unit should be assessed according to Skills for Care and Development's QCF Assessment Principles.

This unit should be assessed in relation to real work situations.

Additional information

Formal meetings may include:

- case conferences
- tribunals
- reviews
- hearings.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the legal frameworks, requirements and conventions of the courts and other formal meetings	<p>1.1 Explain the importance of accurate preparation of evidence and documentation</p> <p>1.2 Review the purpose of formal procedures and court conventions</p> <p>1.3 Compare and contrast the working of courts with other formal meetings</p>			
2 Be able to prepare evidence and documentation for courts and formal meetings	<p>2.1 Collate evidence and information for court and formal meeting reports in the format and timescale required</p> <p>2.2 Verify evidence and information for court and formal meeting reports</p>			
3 Be able to operate in court and formal meetings	<p>3.1 Give evidence or information as required by the court or formal meeting</p> <p>3.2 Clarify evidence or information with clear responses to questions</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 27: Understand Motivational Theory and Practice in Learning and Development Settings

Unit code:	LDSSO13
Unit reference number:	J/602/5088
QCF level:	5
Credit value:	3
Guided learning hours:	28

Unit summary

The aim of this unit is to provide the learner with knowledge of motivational theories and their application to practice.

Assessment requirements

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

This unit can be assessed in a work-based or learning context.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand motivational concepts and theories in learning and development	<p>1.1 Evaluate key theories of motivation</p> <p>1.2 Analyse the link between self-control and motivation</p>		
2	Understand the principles of motivational design in learning and development	2.1 Compare and contrast models of motivational design		
3	Understand how to apply motivational design to educational practice	<p>3.1 Assess methods of implementing concepts of perceptual or inquiry arousal into the design and delivery of learning opportunities</p> <p>3.2 Analyse strategies that can be used to establish relevance of learning topics</p> <p>3.3 Assess methods that can be used to improve learner confidence</p>		

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 28: Supporting the Social and Emotional Aspects of Learning

Unit code:	LDSS014
Unit reference number:	L/602/5089
QCF level:	5
Credit value:	4
Guided learning hours:	28

Unit summary

To enable understanding of the importance of the social and emotional experiences of children and young people to learning and development.

Assessment requirements

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

The assessment of this unit should be in relation to real work activities.

Additional information

Theories may include:

- brain structure, function and learning (MacLean, LeDoux, Damasio, Jensen)
- Social and emotional events; home or school-based
- negative emotions, eg stress, fear, anxiety, disappointment, anger, sadness, hurt.

Social and emotional skills may include:

- self-awareness
- managing feelings
- motivation
- empathy
- social skills and relationships.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the importance of children and young people's social and emotional skills to their learning and development			
	1.1 Analyse theories about the effects of stress on learning and performance			
	1.2 Analyse links between learning and social and emotional development			
2	Understand strategies that support social and emotional learning and development			
	2.1 Analyse links between the implementation of social and emotional learning and school performance			
	2.2 Evaluate the benefits of a whole school approach to social and emotional learning and development			
	2.3 Explain key strategies for involving parents in social and emotional learning and development			
3	Be able to implement programmes that promote social and emotional learning and development			
	3.1 Produce curriculum plans that support social and emotional learning provision			
	3.2 Provide learning opportunities that promote social and emotional development			
	3.3 Evaluate the programme to inform future development			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 29: Supporting Young People to Maintain Health and Wellbeing

Unit code:	LDSS015
Unit reference number:	F/602/5090
QCF level:	5
Credit value:	4
Guided learning hours:	31

Unit summary

The purpose of this unit is to ensure the provision of structured, appropriate support for young people's health and wellbeing by implementing structures, policies and protocols, raising awareness and providing general and targeted information, advice and guidance on health issues.

Assessment requirements

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

This unit must be assessed in a real-work environment.

Additional information

Stages of adolescent development includes:

- puberty and early adolescence from 11 – 13 years
- mid-adolescence from 14 – 16 years
- late adolescence from 16 – 19 years
- gender differences throughout adolescence
- individual differences in rate of development.

Influences may include:

- personal
- social
- psychological
- family and peer group
- media and advertising
- self-esteem and resilience.

Systems and protocols may include:

- confidentiality
- access, timing and location
- training for staff
- child protection
- referral
- liaison with health professionals.

Health and wellbeing topics may include:

- substance misuse; smoking, drugs and alcohol
- eating disorders
- contraception, pregnancy and sexual health
- developing and maintaining relationships
- keeping safe
- nutrition and health
- personal hygiene

Information and guidance materials containing:

- accurate information on health topics
- where to get more information
- what services are available
- how to access additional help.

Signs and symptoms may include:

- disclosure of a health problem or abuse
- physical signs eg abnormal weight loss or gain (body dysmorphia)
- neglect of personal appearance
- psychological signs eg mood swings, constant low mood
- hyperactivity, irritability, constant lethargy.

Action may include:

- as agreed with the young person
- in line with policies and protocols eg safeguarding and child protection.

Plan for delivery may include:

- curriculum
- mode of delivery
- materials
- locations
- publicity
- staff training and development.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the issues and risks to health and wellbeing encountered by young people	<p>1.1 Analyse the implications of stages of adolescent development for providing information and support to young people</p> <p>1.2 Compare the influences on young people's risk-taking behaviour</p> <p>1.3 Analyse young people's understanding of their individual rights and responsibilities for health and wellbeing</p>			
2 Be able to provide support to young people to maintain health and wellbeing	<p>2.1 Structure accessible systems and protocols for providing information, advice and guidance</p> <p>2.2 Produce information and guidance materials on health and wellbeing topics requested by young people</p> <p>2.3 Present timely information on risks to health and wellbeing in discussions with young people</p> <p>2.4 Act on signs and symptoms that indicate young people's health and wellbeing is compromised or at risk</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to manage health and relationship education programmes	3.1 Prepare a plan for the delivery of health and relationship education 3.2 Deliver health and relationship education that actively involves young people 3.3 Evaluate health and relationship education programmes to inform practice			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Unit 30: Understand how to Manage a Team

Unit code:	LDSS016
Unit reference number:	D/602/3170
QCF level:	4
Credit value:	3
Guided learning hours:	20

Unit summary

The purpose of this unit is to assess the learner's knowledge and understanding necessary to support and enable team development.

Assessment requirements

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

Additional information

Models may include:

- team development activities
- induction into a new team.

Approaches may include groups such as quality circles.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the attributes of effective team performance	<p>1.1 Define the key features of effective team performance</p> <p>1.2 Compare the models used to link individual roles and development with team performance</p>			
2 Know how to support team development	<p>2.1 Analyse the stages of team development</p> <p>2.2 Identify barriers to success and how these can be overcome</p> <p>2.3 Analyse the effect group norms may have on team development</p> <p>2.4 Differentiate between beneficial conflict and destructive conflict in teams</p> <p>2.5 Evaluate methods of dealing with conflict within a team</p> <p>2.6 Compare methods of developing and establishing trust and accountability within a team</p>			
3 Know how to promote shared purpose within a team	<p>3.1 Evaluate ways of promoting a shared vision within a team</p> <p>3.2 Review approaches that encourage sharing of skills and knowledge between team members</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to promote a 'no-blame culture' within a team	4.1 Define the meaning of a 'no blame culture' 4.2 Evaluate the benefits of a 'no-blame culture' 4.3 Describe how systems and processes can be used to support a 'no-blame culture' 4.4 Describe strategies for managing risks associated with a 'no-blame culture'			
5 Understand different styles of leadership and management	5.1 Compare different styles of leadership and management 5.2 Reflect on adjustments to own leadership and management style that may be required in different circumstances			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 31: **Lead and Manage a Team within a Health and Social Care or Children and Young People's Setting**

Unit code:	LDSS017
Unit reference number:	H/602/3171
QCF level:	6
Credit value:	7
Guided learning hours:	46

Unit summary

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

Assessment requirements

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

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

Assessment methodology

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

Content

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

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

Challenges: established teams eg resistance to change, practice becomes routine; developing teams eg new members, induction, recruitment and appointment; methods of overcoming challenges eg listening to team members, shared responsibilities, delegating roles and responsibilities, changing workloads

Management styles: Mintzberg; situational leadership; leading by example; leading by direction

Maintaining trust and accountability: use of supervision; team meetings; shared goals; delegation and allocation of roles and responsibilities

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

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

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

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

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

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

Communication: through meetings, supervision and appraisals, open channels of communication, verbal, written, relationship with other

Working with others: carers; significant others; other professionals; people who use services; effective communication,

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

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

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

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

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

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

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

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

Set personal objectives: based upon learning needs and staff development, through supervision and appraisals

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

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

Solution focused approach: effective communication; methods to overcome challenges; effective use of resources; effective use of time; effective use of personnel

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

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

Feedback: verbal; written; informal and formal; meetings; one-to-one, supervision and appraisals; giving feedback individually eg using positive and negative critique, self-assessment and reflection as part of process; feedback to teams eg use of reports and audits, positive and negative critique, ensuring shared responsibility

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the features of effective team performance within a health and social care or children and young people's setting	<p>1.1 Explain the features of effective team performance</p> <p>1.2 Identify the challenges experienced by developing teams</p> <p>1.3 Identify the challenges experienced by established teams</p> <p>1.4 Explain how challenges to effective team performance can be overcome</p> <p>1.5 Analyse how different management styles may influence outcomes of team performance</p> <p>1.6 Analyse methods of developing and maintaining:</p> <ul style="list-style-type: none"> - trust - accountability <p>1.7 Compare methods of addressing conflict within a team</p>			
2 Be able to support a positive culture within the team for a health and social care or children and young people's setting	<p>2.1 Identify the components of a positive culture within own team</p> <p>2.2 Demonstrate how own practice supports a positive culture in the team</p> <p>2.3 Use systems and processes to support a positive culture in the team</p> <p>2.4 Encourage creative and innovative ways of working within the team</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to support a shared vision within the team for a health and social care or children and young people's setting	3.1 Identify the factors that influence the vision and strategic direction of the team 3.2 Communicate the vision and strategic direction to team members 3.3 Work with others to promote a shared vision within the team 3.4 Evaluate how the vision and strategic direction of the team influences team practice			
4 Be able to develop a plan with team members to meet agreed objectives for a health and social care or children and young people's setting	4.1 Identify team objectives 4.2 Analyse how the skills, interests, knowledge and expertise within the team can meet agreed objectives 4.3 Facilitate team members to actively participate in the planning process 4.4 Encourage sharing of skills and knowledge between team members 4.5 Agree roles and responsibilities with team members			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to support individual team members to work towards agreed objectives in a health and social care or children and young people's setting	5.1 Set personal work objectives with team members based on agreed objectives 5.2 Work with team members to identify opportunities for development and growth 5.3 Provide advice and support to team members to make the most of identified development opportunities 5.4 Use a solution-focused approach to support team members to address identified challenges			
6 Be able to manage team performance in a health and social care or children and young people's setting	6.1 Monitor and evaluate progress towards agreed objectives 6.2 Provide feedback on performance to: - the individual - the team 6.3 Provide recognition when individual and team objectives have been achieved 6.4 Explain how team members are managed when performance does not meet requirements			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 32: Plan change in Own Area of Responsibility

Unit code:	LDSS018
Unit reference number:	R/600/9654
QCF level:	5
Credit value:	6
Guided learning hours:	30

Unit summary

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

Assessment requirements

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

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

Additional information

Actors may include:

- internal
- external.

Challenges may include:

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

Others may include:

- individuals
- practitioners
- families and friends of individuals
- advocates

- colleagues
- other professionals within and beyond the organisation
- others with an interest in the service.

Impact may include:

- risks
- costs
- benefits.

Service provision may include:

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

Change management plan may include:

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

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

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

Individuals are those accessing care or services.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to plan change	<p>1.1 Analyse, compare and evaluate tools and techniques for planning change</p> <p>1.2 Identify and explain the change required</p>			
2 Be able to develop plans for change in own area of responsibility	<p>2.1 Identify and explain the change required</p> <p>2.2 Develop a plan to effect the required change</p> <p>2.3 Assess development requirements needed to ensure the success of the planned change</p> <p>2.4 Evaluate the risks and benefits associated with the plan and consider contingency requirements based on identified risks</p>			
3 Be able to develop systems for monitoring and developing progress	<p>3.1 Determine appropriate systems to monitor and assess the progress of change</p>			
4 Be able to evaluate barriers and determine ways to overcome resistance to planned change	<p>4.1 Evaluate barriers that may hinder the planned change</p> <p>4.2 Determine ways to overcome resistance to planned change</p>			
5 Be able to develop a communication strategy to facilitate the process for change	<p>5.1 Evaluate a range of communication methods to support the process of change</p> <p>5.2 Develop a communication strategy to facilitate the process for change and review with feedback to continue the process of change</p>			

Learner name: _____
Learner signature: _____
Assessor signature: _____
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Unit 33: Supporting Policies and Procedures that are in the Interests of Children and Young People

Unit code:	LDSS019
Unit reference number:	J/602/5091
QCF level:	4
Credit value:	3
Guided learning hours:	21

Unit summary

This unit provides learners with the skills and knowledge to understand the current policies, systems and procedures that are working in the interests of children and young people and challenge those that are not.

Assessment requirements

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

The assessment of this unit should be in relation to real work activities

Additional information

Organisational, local, regional and national policies may include:

- exclusion policies
- alternative education provision
- parenting orders
- parenting support and procedures
- anti-bullying policy
- equality of opportunity policy
- policies for the statementing of children and young people
- information exchange, processes and procedures.

Effectiveness of current organisational, local, regional and national policies and procedures may include:

- the difference between organisational failures and failures of individual practice

- the roles and responsibilities of different service providers and the limits of their responsibilities
- quality audit systems and their contribution in measuring effectiveness
- limits of own responsibility.

Plan may include:

- Evidence for the need to change the policies and/or procedures and how it was gathered
 - direct observation of policies and procedures in practice
 - feedback from end users
 - feedback from colleagues
- Proposals for positive solutions to the issues
- Timescales for the introduction of new policies, systems and procedures in place
- How the changes should be promoted
- How to challenge inappropriate or inaccurate justifications of existing policies and procedures

Appropriate authorities

- School senior management team
- Multi-agency team around the child/young person
- Children’s social services
- Third party arbitrators

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 understand current policies, systems and procedures that impact on the lives of children and young people	<p>1.1 explain how current policies and procedures impact on the lives of children and young people</p> <p>1.2 evaluate the effectiveness of current policies and procedures in improving outcomes for children and young people</p> <p>1.3 analyse the causes of failure of policies and procedures to improve outcomes for children and young people</p>			
2 be able to challenge policies, systems and procedures that are not improving outcomes for children and young people	<p>2.1 explain the ways in which policies and procedures can be challenged</p> <p>2.2 develop a plan for challenging ineffective or inappropriate policies and procedures</p> <p>2.3 present the plan to appropriate authorities</p>			
3 be able to promote changes to policies and procedures that will improve outcomes for children and young people	<p>3.1 develop an implementation plan for new policies and procedures</p> <p>3.2 support the introduction and maintenance of new policies and procedures</p> <p>3.3 evaluate the effectiveness of new policies and procedures in improving outcomes for children and young people</p>			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
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Date: _____

Unit 34: Communicating and Engaging with Vulnerable Young People Requiring Legal Advice

Unit code:	LDSS020
Unit reference number:	L/602/5092
QCF level:	5
Credit value:	3
Guided learning hours:	21

Unit summary

This unit is about the skills and knowledge required by people who have particular responsibility for engaging with vulnerable young people who require legal advice.

Assessment requirements

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

The assessment of learning outcomes 2 and 3 of this unit should be in relation to real work activities.

Additional information

Forms and levels of communication may include:

- appropriate level of spoken language
- appropriate level of written language
- electronic forms of communication
- non-verbal communication.

Key messages may include:

- legal and organisational protocols relating to confidentiality
- who the client is ie not the parent or carer
- professional boundaries, why they are important and how they are maintained.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the importance of communicating and engaging with vulnerable young people who require legal advice	<p>1.1. Analyse why it is important to communicate and engage with vulnerable young people who require legal advice</p> <p>1.2 Evaluate the use of different forms and levels of communication when working with vulnerable young people</p>			
2 Be able to support vulnerable young people to express their concerns relating to their legal rights	<p>2.1 Explain why vulnerable young people may build barriers to communication</p> <p>2.2 Overcome barriers to communication with vulnerable young people</p> <p>2.3 Work with vulnerable young people to determine their concerns</p>			
3 Be able to support vulnerable young people to find solutions to their concerns about their legal rights	<p>3.1 Communicate key messages to vulnerable young people who require legal advice</p> <p>3.2 Provide information and advice to vulnerable young people to address their concerns about their legal rights</p> <p>3.3 Facilitate access to other services if the concern is outside own level of competence</p>			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 35: Providing Legal Advice to Young People

Unit code:	LDSS021
Unit reference number:	R/602/5093
QCF level:	5
Credit value:	4
Guided learning hours:	29

Unit summary

This unit provides the knowledge and skills to enable learners to provide advice to young people on their rights and responsibilities under the law and to support young people to access specialist advice and services.

Assessment requirements

This unit should be assessed according to Skills for Care and Development's QCF Assessment Principles.

The assessment of this unit should be in relation to real work activities.

Sources may include:

- official acts
- accepted case law and guidance
- electronic sources
- organisational manuals and guidance.

Areas of legislation, case law and guidance may include:

- money, debt and welfare rights
- education
- housing and homelessness
- health and wellbeing including mental health and social services
- abuse including physical, mental, sexual and the impact of domestic abuse
- youth justice and the youth justice system
- employment
- consumer and contract law
- forced marriage and honour killings.

Appropriate communication methods may include:

- appropriate tone and level of language
- appropriate written language
- electronic communication tools
- appropriate non-verbal communication.

The range of specialist advice and support services may include:

- access to a legal advocate (barrister, advocating solicitor, case worker)
- access to social services
- access to health services including CAMHS.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand legislation, case law and guidance relating to the legal rights and responsibilities of young people	<p>1.1 Evaluate the sources of information on the areas of legislation, case law and guidance relevant to young people</p> <p>1.2 Analyse the accuracy, relevance and currency of the information</p> <p>1.3 Explain the importance of recording case notes using organisational protocols and procedures</p>			
2 Be able to establish concerns that young people have in relation to their rights and responsibilities under the law	<p>2.1 Use appropriate communication methods to establish a professional relationship with young people</p> <p>2.2 Establish the concerns that young people have in relation to their rights and responsibilities under the law</p>			
3 Be able to provide appropriate advice and guidance to young people on their rights and responsibilities under the law	<p>3.1 Evaluate the presenting concerns to identify any that require immediate action</p> <p>3.2 Advise young people on the options available to them in relation to their rights and responsibilities under the law</p> <p>3.3 Communicate to young people the possible consequences of not following the advice</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to provide young people with access to specialist advice and support on their rights and responsibilities under the law	4.1 Evaluate the range of specialist advice and support services available 4.2 Support young people to access specialist advice and support services			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 36: Understand Theories of Careers Guidance

Unit code:	LDSS022
Unit reference number:	K/602/5097
QCF level:	5
Credit value:	3
Guided learning hours:	26

Unit summary

This unit enables learners to review and evaluate a range of theoretical models of careers guidance and analyse how they can impact on the guidance process.

Assessment requirements

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

This is a knowledge-based unit and can therefore be assessed outside the real working environment.

Theories of careers guidance may include:

- trait factor
- person-environment fit
- personal construct theory
- socio-economic approach
- DOTS
- EGAN
- FIRST
- Cognitive Information Processing.

Ethical principles and values may be:

- person centred
- confidential
- independent
- current
- accurate.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the impact of economic factors and government policy on careers guidance	1.1 Analyse how the economic climate impacts on the requirement for and provision of careers guidance 1.2 Evaluate the impact of local and national political imperatives on careers guidance		
2	Understand the key theories of careers guidance	2.1 Critically evaluate the main theories of careers guidance 2.2 Analyse how the different theories of careers guidance impact on the personal experience of young people		
3	Understand how to apply ethical principles and values to careers guidance	3.1 Evaluate the impact of ethical principles and values on the delivery of careers guidance 3.2 Explain how to apply ethical principles and values in careers guidance interviews		

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 37: Understand the Principles of Teaching and Learning

Unit code:	LDSS023
Unit reference number:	K/602/5102
QCF level:	5
Credit value:	3
Guided learning hours:	26

Unit summary

To enable learners to gain an understanding of the key pedagogical models of teaching and learning and when they can be used to enhance the learning experience and achievement of young people. Learners will also understand the impact of personal and organisational ethos and values on teaching and learning practice.

Assessment requirements

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

This is a knowledge-based unit and can therefore be assessed outside the real working environment.

Additional information

Pedagogic models used in teaching may include:

- inductive teaching
- deductive teaching
- synectic teaching (use of metaphor)
- concept attainment
- constructive meaning.

Theories of learning may include:

- sensory stimulation theory
- reinforcement theory
- cognitive-gestalt theory
- holistic theory
- facilitation theory

- experiential learning
- action learning.

Main policies and protocols may include:

- equality of opportunity policy
- anti-bullying policy and practice
- person-centred learning policy
- policies to involve parents and carers in school activities.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the key pedagogic models used in teaching	<p>1.1 Critically evaluate the main pedagogic models used in teaching</p> <p>1.2 Analyse how the pedagogic models could be used to enhance the learning and achievement of students</p>			
2 Understand the main theories of learning	<p>2.1 Critically evaluate the main theories of learning</p> <p>2.2 Analyse how personal learning styles affect learning</p> <p>2.3 Analyse how identifying an individual's learning style can be used to enhance the effectiveness of teaching and learning</p>			
3 Understand the impact of personal ethics and values	<p>3.1 Critically evaluate how own ethical and value base can impact on the effectiveness of teaching and learning</p> <p>3.2 Analyse how to minimise any negative effects of own ethical and value base on the effectiveness of the learning process</p>			
4 Understand the importance of an organisation's ethos and values on teaching and learning	<p>4.1 Analyse the main policies and protocols within an educational organisation that demonstrate the ethos and values</p> <p>4.2 Evaluate the potential impact of an organisation's ethos and values on the effectiveness of teaching and learning practice</p>			

Learner name: _____

Date: _____

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(if sampled)

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Unit 38: Working with Challenging and Disengaged Children and Young People to Support Learning and Development

Unit code:	LDSS024
Unit reference number:	M/602/5103
QCF level:	5
Credit value:	4
Guided learning hours:	29

Unit summary

The purpose of this unit is to provide an understanding of the theoretical approaches to understanding and managing challenging behaviour. Learners will support children and young people to understand the effects of behaviour and will be able to promote positive changes to behaviour, learning and development.

Assessment requirements

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

This unit should be assessed in a real work environment.

Causes of challenging behaviour may include:

- unmet needs – emotional, social, cognitive
- dysfunctional relationships eg attachment failure, abuse
- biological causes – eg syndromes and learning disabilities, epilepsy
- medical causes – eg diabetic episodes, urinary tract infection, pain.

Theoretical approaches to understanding and managing challenging behaviour may include:

- developmental (cognitive/learning difficulties)
- behaviourist (learned behaviour)
- social (reactive, social disadvantage)
- emotional (self-esteem)
- motivational (motivational theory)
- neuroscience.

Functional assessment may include:

- observation of behaviour expressed in context
- the Antecedent, Behaviour, Consequence (ABC) approach to determine the purpose of the behaviour
- holistic strategies for preventing, reducing or encouraging alternative behaviours.

Recognised approaches to discussions may include:

- ethical
- confidential
- non-judgemental.

Others may include:

- the children and young people concerned
- parents and carers
- colleagues.

Targeted interventions may include:

- behavioural strategies eg applied behaviour analysis
- operant conditioning
- positive behaviour support
- strategies to address the underlying causes of challenging behaviour, eg working with parents.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand challenging behaviour and disengagement	<p>1.1 Evaluate the definitions of challenging behaviour</p> <p>1.2 Analyse the causes of challenging behaviour</p> <p>1.3 Evaluate theoretical approaches to managing challenging behaviour</p> <p>1.4 Analyse the role of functional assessment in informing intervention strategies</p> <p>1.5 Analyse the links between challenging behaviour and disengagement</p>			
2 Be able to support children and young people to understand the impact of their behaviour on their learning and development	<p>2.1 Support children and young people to reflect on the effects of their behaviour on their learning and development</p> <p>2.2 Use recognised approaches when discussing personal issues with children and young people</p> <p>2.3 Model appropriate behaviour when working with children and young people</p>			
3 Be able to promote positive behaviour change with children and young people	<p>3.1 Work with others to monitor behaviour</p> <p>3.2 Deliver targeted interventions that help children and young people manage their behaviour to improve learning and development</p> <p>3.3 Evaluate the effect of targeted interventions on the behaviour, learning and development of children and young people.</p>			

Learner name: _____
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Unit 39: Engaging Parents in supporting Children and Young People's Learning

Unit code:	LDSS025
Unit reference number:	F/602/5106
QCF level:	5
Credit value:	3
Guided learning hours:	21

Unit summary

The aim of this unit is to provide knowledge of the importance of parents and parental engagement to learning and also knowledge and understanding of the links between parenting and learning and the ways in which parents can be supported in their parenting, and ways in which the school can encourage parental engagement.

Assessment requirements

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

This unit should be assessed in a real work environment.

Additional information

Models of parenting, eg:

- authoritarian
- liberal
- assertive
- parenting as an adaptive process.

Parenting programmes; approaches and techniques, eg:

- behavioural approaches eg social learning, positive reinforcement, negotiation and alternatives to punishment
- relationship approaches eg developing parental skills in listening and communicating with children and young people; understanding behaviour in context.

Parental difficulties impacting on engagement, eg

- practical difficulties – working parents, access difficulties
- psychological difficulties – parents who were disaffected learners, who had poor school experiences, who have self-esteem issues
- difficulties due to social or health problems – domestic violence, substance abuse, disability, minority groups.

National and local services, eg:

- Home Start
- Parenting UK
- Voluntary and Charitable organisations eg 4Children. Referral pathways for parents with health or social difficulties.

Legal requirements eg:

- parenting orders and the implications for relationships with the school community,
- requirements for education of children and parental responsibilities.

Ways of working with parents eg

- whole school approaches eg parent-partnership agreements
- work with specific groups eg children transferring from primary, parents as first teachers or those needing curriculum support in a specific area
- working with target groups eg children in difficulty, in danger of exclusion
- ethical principles eg
 - confidentiality
 - trust and integrity
 - right to autonomy
 - fairness and mutual respect
 - informed consent
 - recognition of diversity and pluralistic values.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the role of parents in children and young people's learning	<p>1.1 Analyse how models of parenting affect learning</p> <p>1.2 Evaluate how the approaches and techniques used in parenting programmes can help parents promote learning</p> <p>1.3 Assess ways to minimise the difficulties parents may experience in engaging with schools</p>			
2 Understand the services and interventions available to support parents	<p>2.1 Evaluate national and local services providing support for parents</p> <p>2.2 Analyse the implications of legal requirements for working with parents</p> <p>2.3 Analyse the role of family learning in supporting parents</p>			
3 Be able to work with parents to promote school engagement	<p>3.1 Work with parents according to their needs</p> <p>3.2 Develop effective home-school communication policies</p> <p>3.3 Develop policies, practices and protocols for dealing with angry, upset and aggressive parents</p>			

Learner name: _____
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Unit 40: Developing Procedures and Practice to Deal with Concerns and Complaints

Unit code:	LDSSO26
Unit reference number:	J/602/2336
QCF level:	5
Credit value:	6
Guided learning hours:	40

Unit summary

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

Assessment requirements

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

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

Additional information

Others may include:

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____
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(if sampled)

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Unit 41: Manage Physical Resources

Unit code: LDSS027 (E8)

Unit reference number: K/600/9711

QCF level: 4

Credit value: 3

Guided learning hours: 25

Unit summary

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

Assessment requirements

This unit must be assessed according to the Management Standards Centre's Assessment Strategy.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the importance of sustainability when using physical resources	<p>1.1 Explain the importance of using sustainable resources</p> <p>1.2 Explain the potential impact of resource use on the environment</p> <p>1.3 Explain how to use resources effectively and efficiently</p> <p>1.4 Describe actions one can take to minimise any adverse environmental impact of using physical resources</p>			
2 Be able to identify resource requirements for own area of responsibility	<p>2.1 Consult with colleagues to identify their planned activities and corresponding resource needs</p> <p>2.2 Evaluate past resource use to inform expected future demand</p> <p>2.3 Identify resource requirements for own area of responsibility</p>			
3 Be able to obtain required resources for own area of responsibility	<p>3.1 Submit a business case to procure required resources</p> <p>3.2 Review and agree required resources with relevant individuals</p> <p>3.3 Explain an organisation's processes for procuring agreed resources</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to monitor and review the quality and usage of resources in own area of responsibility	4.1 Monitor the quality of resources against required specifications 4.2 Identify differences between actual and planned use of resources and take corrective action 4.3 Analyse the effectiveness and efficiency of resource use in own area of responsibility 4.4 Make recommendations to improve the effectiveness and efficiency of resource use			

Learner name: _____ Date: _____

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(if sampled)

Unit 42: **Source, Evaluate and use Labour Market Intelligence with Clients**

Unit code:	LDSSO28
Unit reference number:	T/502/8431
QCF level:	6
Credit value:	3
Guided learning hours:	20

Unit summary

This unit aims to develop the learner's critical understanding of the range and sources of LMI and how to use it with clients.

Assessment requirements

This unit must be assessed according to Lifelong Learning UK's Assessment Strategy.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the Labour Market Intelligence required by clients	<p>1.1 Analyse the rationale for presenting Labour Market Intelligence to clients</p> <p>1.2 Critically evaluate the nature of available regional, national and international Labour Market Intelligence</p> <p>1.3 Analyse the nature and role of organisations producing Labour Market Intelligence</p>		
2	Understand methods for using Labour Market Intelligence with clients	<p>2.1 Evaluate methods to synthesise Labour Market Intelligence</p> <p>2.2 Evaluate methods to present Labour Market Intelligence to clients</p> <p>2.3 Analyse methods to evaluate the use of Labour Market Intelligence by clients</p>		
3	Be able to use Labour Market Intelligence with clients	<p>3.1 Explain the purpose of Labour Market Intelligence to clients</p> <p>3.2 Explore with clients their Labour Market Intelligence needs</p> <p>3.3 Synthesise sources of Labour Market Intelligence to aid understanding by clients</p> <p>3.4 Provide support to clients in interpreting Labour Market Intelligence to meet needs</p>		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to evaluate the use of Labour Market Intelligence by clients	4.1 Apply evaluation methodologies to the use of Labour Market Intelligence by clients 4.2 Analyse evaluation evidence to determine future use of Labour Market Intelligence with clients			

Learner name: _____ Date: _____

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Unit 43: Managing a Personal Caseload as an Adviser for Children and Young People

Unit code:	LDSS029
Unit reference number:	J/602/5107
QCF level:	4
Credit value:	2
Guided learning hours:	16

Unit summary

This unit provides the knowledge and skills to enable the learner to manage a personal caseload in order to prioritise cases according to the needs of children and young people and process cases effectively.

Assessment requirements

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

The assessment of this unit should be in relation to real work activities.

Additional information

The priorities may include:

- need to take emergency action on behalf of client
- timelines for any court/tribunal actions
- additional actions required on behalf of the child or young person.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the importance of managing personal case load	<p>1.1 Explain why managing a personal case load is important to the provision of services to children and young people</p> <p>1.2 Assess the priorities to be considered when managing personal case load</p>			
2 Be able to manage personal case load	<p>2.1 Provide a clear rationale for priorities in own case load</p> <p>2.2 Record case notes according to organisational policies and procedures</p> <p>2.3 Evaluate management of own personal caseload to make improvements</p>			
3 Understand the consequences of mis-managing a personal case load	<p>3.1 Analyse the possible consequences to the child or young person of poor case management</p> <p>3.2 Evaluate the potential consequences to the organisation of poor case management</p> <p>3.3 Analyse the possible consequences for an adviser of mis-managing a personal caseload</p>			

Learner name: _____ Date: _____

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(if sampled)

Unit 44: Provide Ongoing Support to Clients

Unit code:	LDSSO30
Unit reference number:	D/601/5618
QCF level:	4
Credit value:	2
Guided learning hours:	15

Unit summary

This unit aims to develop the learner's critical understanding of the types of ongoing support available and how to agree and provide on-going support to clients.

Assessment requirements

See Lifelong Learning UK's (LLUK) Awarding Organisation Guidance for Career Information, Advice and Guidance for Adults in England.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the need for and types of ongoing support available for clients	1.1 Explain why clients may need on-going support 1.2 Evaluate the types of on-going support available for clients 1.3 Evaluate the role of own organisation and other individuals and organisations in the provision of on-going support to clients			
2 Agree the need for and provide ongoing support for clients	2.1 Agree with clients their need for ongoing support in order to progress their plan of action 2.2 Explain to clients what ongoing support is available to them 2.3 Agree with clients the ongoing support that would meet their needs 2.4 Agree with clients the need to exchange information with other services in order to help them 2.5 Provide the ongoing support agreed with clients 2.6 Liaise with other individuals and services to enable them to provide ongoing support to clients 2.7 Record all relevant on-going support information using organisational procedures			

Learner name: _____
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Unit 45: Develop Support for Young People with Mental Health Problems

Unit code:	LDSS031
Unit reference number:	D/502/9153
QCF level:	4
Credit value:	6
Guided learning hours:	40

Unit summary

This unit is aimed at those working in a range of settings with young people with mental health problems. It assesses the knowledge and skills needed to provide and develop support for young people with mental health problems.

Assessment requirements

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

Additional Information

Factors may include:

- physical health
- medical health care
- social well-being
- sexual well-being
- harmful behaviours

Support may include:

- information sources
- agencies
- services

Issues may include:

- social
- emotional
- psychological

Others may include:

- colleagues
- workers in other agencies
- families
- carers
- others who are important to the young person

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the context of supporting young people with mental health problems	<p>1.1 Explain the statutory and legal frameworks that exist to protect young people with mental health problems</p> <p>1.2 Analyse factors that can reduce or compound the needs of young people with mental health problems</p> <p>1.3 Describe the support available to support young people with mental health problems, their families, carers and significant others</p>			
2 Be able to assess issues affecting young people with mental health problems	<p>2.1 Analyse issues that may be faced by young people with mental health problems</p> <p>2.2 Assess the impact of issues on the needs of a young person with mental health problems</p>			
3 Be able to support young people with mental health problems	<p>3.1 Use a range of methods to build self-confidence and self-esteem in a young person with mental health problems</p> <p>3.2 Work with a young person with mental health problems to increase independence in daily living</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to develop the information or support available to young people with mental health problems	<p>4.1 Review the effectiveness of the information or support provided to young people with mental health problems, their families, carers and significant others</p> <p>4.2 Work with other agencies to improve information or support available to young people with mental health problems.</p>			
5 Be able to develop information or support for those supporting young people with mental health problems.	<p>5.1 Support others to understand a young person's mental health problems and factors affecting them</p> <p>5.2 Review the effectiveness of the information or support provided to the families, carers and significant others of young people with mental health problems,</p> <p>5.3 Work with other agencies to improve information or support available to the families, carers and significant others of young people with mental health problems.</p>			
6 Be able to review the application of statutory and legal frameworks in relation to young people with mental health problems	<p>6.1 Assess the extent to which the statutory and legal frameworks for protecting young people with mental health problems are applied in own setting</p> <p>6.2 Review the extent to which the support offered to young people with mental health problems balances the rights and interests of the young person with the inherent risks and legal duties of care</p>			

Learner name: _____
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Unit 46: Working with Disengaged Families with Complex and Challenging Needs

Unit code:	LDSSO32
Unit reference number:	L/602/5108
QCF level:	5
Credit value:	4
Guided learning hours:	28

Unit summary

This unit aims to provide practitioners with the skills and knowledge to work with families who are disengaged or have complex and challenging needs.

Assessment requirements

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

This unit should be assessed in a real-work environment.

Additional information

Physical, financial, health and relationship problems eg

- inadequate, insecure or inappropriate housing
- financial mismanagement, debt and financial deprivation
- drug, alcohol or mental health problems
- disability, learning difficulty, illiteracy
- separation, divorce, serial relationships, domestic abuse, emotional trauma.

Impact:

- stress affecting parenting capacity – inconsistent and/or inadequate parenting (failure to provide love, physical and emotional nurturing for child or young person)
- unpredictable behaviour affecting emotional health of child or young person
- shame, leading to secrecy and avoidance – absenteeism and truancy
- chaotic and unpredictable lifestyle and the consequences (ill health, unwanted pregnancy, homelessness etc).

Reasons eg

- stigma
- fear and suspicion of authority and the law
- illegal practices within the family (sexual abuse, drug production and dealing, burglary, prostitution, protectionism, dog breeding and fighting)
- domestic violence and abuse.

Behaviours may include:

- aggression – commonly verbal assault, bullying, threats
- avoidance of contact and communication, of school
- challenges to professional knowledge and authority, eg by professional parents with control issues
- frequent ill health and absence
- signs of neglect – dirty, unkempt, hungry children; or children exhibiting signs of emotional distress, eg soiling or incontinence, rocking, self-harm etc.

A plan to include:

- own training and development, eg assertiveness training
- a clear approach to working with parents, eg family partnership model or modification of this
- aims, objectives and intended outcomes
- goal setting with parents
- a timeframe
- how safeguarding issues will be addressed
- criteria for monitoring and evaluation, review and modification.

Formal and informal, eg

- formal, eg through the common assessment framework, parent's evenings etc
- informal, eg through school activities, home visits, opportunistic contact.

Relationship building skills:

- developing trust through a non-judgemental approach, empathetic listening to demonstrate understanding
- the importance of highlighting the strengths and positive aspects of parenting and children's behaviour and progress
- the ability to negotiate, discuss and explore issues.

Strategies:

- the importance of having a firm theoretical and evidence-based practice
- the importance of a professional approach
- the importance of clear, detailed and unambiguous documentation and reports

- behaviour
- aggressive
- uncooperative
- manipulative.

Share information may include:

- through databases
- through formal procedures
- through documented, informal discussions
- within organisational protocols.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the issues faced by families who are disengaged	<p>1.1 Analyse the relationship between issues faced by families</p> <p>1.2 Analyse the impact of issues on parenting capacity</p> <p>1.3 Analyse the reasons for families' disengagement</p> <p>1.4 Analyse behaviours that can be shown by disengaged families</p>			
2 Be able to address the needs of families who are disengaged	<p>2.1 Evaluate own skills for working with families who have complex needs</p> <p>2.2 Communicate with disengaged families</p> <p>2.3 Maintain relationships with families who are disengaged</p> <p>2.4 Develop strategies for dealing with parental behaviour</p>			
3 Be able to contribute to a multi-agency approach to interventions with disengaged families with complex and challenging needs	<p>3.1 Analyse ways of working with families who are disengaged</p> <p>3.2 Share information in accordance with organisational policy and procedures</p> <p>3.3 Work in partnership with other agencies to support disengaged families</p> <p>3.4 Evaluate the effectiveness of partnership working to inform practice</p>			

Learner name: _____
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Further information

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

Useful publications

Related information and publications include:

- *Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications* published annually
- functional skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on the Edexcel website.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

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

Professional development and training

Edexcel supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

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

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Progression pathways

QCF Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Short Courses	Occupational
5		<p>Edexcel BTEC Level 4 HNC Diploma in Health and Social Care (QCF)</p> <p>Edexcel BTEC Level 5 HND Diploma in Health and Social Care (QCF)</p> <p>Edexcel BTEC Level 4 HNC Diploma in Health and Social Care (Management) (QCF)</p> <p>Edexcel BTEC Level 5 HND Diploma in Health and Social Care (Management) (QCF)</p> <p>Edexcel BTEC Level 4 HNC Diploma in Health and Social Care (Health) (QCF)</p> <p>Edexcel BTEC Level 5 HND Diploma in Health and Social Care (Health) (QCF)</p> <p>Edexcel BTEC Level 4 HNC Diploma in Health and Social Care (Applied Social Studies) (QCF)</p>		<p>Edexcel Level 5 Diploma in Leadership for Health and Social Care and Children's Services for England (QCF)</p> <p>Edexcel Level 5 Diploma in Leadership for Health and Social Care Services (Adults' Advanced Practice) Wales and Northern Ireland (QCF)</p> <p>Edexcel Level 5 Diploma in Leadership for Health and Social Care Services (Adults' Management) Wales and Northern Ireland (QCF)</p> <p>Edexcel Level 5 Diploma in Leadership for Health and Social Care Services (Adults' Residential Management) Wales and Northern Ireland (QCF)</p>

QCF Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Short Courses	Occupational
5		<p>Edexcel BTEC Level 5 HND Diploma in Health and Social Care (Applied Social Studies) (QCF)</p> <p>Edexcel BTEC Level 4 HNC Diploma in Health and Social Care (Care Practice) (QCF)</p> <p>Edexcel BTEC Level 5 HND Diploma in Health and Social Care (Care Practice) (QCF)</p>		<p>Edexcel Level 5 Diploma in Leadership for Health and Social Care Services (Children and Young People's Advanced Practice) Wales and Northern Ireland (QCF)</p> <p>Edexcel Level 5 Diploma in Leadership for Health and Social Care Services (Children and Young People's Management Wales) (QCF)</p> <p>Edexcel Level 5 Diploma in Leadership for Health and Social Care Services (Children and Young People's Residential Management) Wales (QCF)</p>
4				

QCF Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Short Courses	Occupational
3	GCE Health and Social Care Higher Diploma in Society, Health and Development	Edexcel BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Health and Social Care (QCF)	Edexcel BTEC Level 3 Certificate in Preparing to Work in Adult Social Care (QCF)	Edexcel Level 3 Diploma in Health and Social Care (Adults) for England Edexcel Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland Edexcel Level 3 Diploma in Health and Social Care (Children and Young People) for Wales and Northern Ireland
2	GCSE (Double and Single Award) in Health and Social Care Advanced Diploma in Society, Health and Development Foundation Diploma in Society, Health and Development	Edexcel BTEC Level 2 Certificate, Extended Certificate and Diploma in Health and Social Care Advanced Diploma in Society, Health and Development (QCF)	Edexcel BTEC Level 2 Certificate in Preparing to Work in Adult Social Care (QCF) Edexcel BTEC Level 2 Award in Awareness of Dementia (QCF) Edexcel BTEC Level 2 Certificate in Dementia Care (QCF) Edexcel BTEC Level 2 Certificate in Supporting Individuals with Learning Disabilities (QCF)	Edexcel Level 2 Diploma in Health and Social Care (Adults) for England Edexcel Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland

QCF Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Short Courses	Occupational
1		Edexcel BTEC Level 1 Award/Certificate/Diploma in Health and Social Care (QCF)		
Entry		Edexcel BTEC Entry Level Award in Health and Social Care (Entry 3) (QCF)		

Annexe B: Quality assurance

Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel recognised centre and must have approval for qualifications that it is offering.
- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.
- Edexcel 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 Edexcel qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Edexcel. Edexcel is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality-assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them in providing robust quality-assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Edexcel operates a quality-assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Edexcel.

The Edexcel quality-assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer
- annual visits by occupationally competent and qualified Edexcel 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 C: Centre certification and registration

Edexcel Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Edexcel will maintain the integrity of Edexcel QCF NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Edexcel will exercise the right to:

- direct centres to take action
- limit or suspend certification
- suspend registration.

The approach of Edexcel in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Edexcel 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 Edexcel qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications for further details (www.edexcel.com).

Annexe D: Assessment principles

Skills for Care and Development's Assessment Principles

1 Introduction

- 1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via an alliance of six organisations: Care Council for Wales, Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.
- 1.2 This document sets out those principles and approaches to QCF unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework. The information is intended to support the quality-assurance processes of Awarding Organisations that offer qualifications in the sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements
- 1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.
- 1.4 Where Skills for Care and Development qualifications are joint with Skills for Health, Skills 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 be utilised as an assessment method only for competence-based learning outcomes 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 SSCs will be consulted.
- 4.4 **Qualified to make quality assurance decisions:**
Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

4.5 Expert witness:

An expert witness must:

- have a working knowledge of the QCF units on which their expertise is based
- be occupationally competent in their area of expertise
- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff

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