

# **Pearson Edexcel Level 3 Diploma in Health and Social Care (Children and Young People) for Wales and Northern Ireland Specification**

Competence-based qualification

For first registration January 2011

Issue 3

## **Edexcel, BTEC and LCCI qualifications**

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

This qualification was previously known as:

Edexcel Level 3 Diploma in Health and Social Care (Children and Young People) for Wales and Northern Ireland (QCF)

The QN remains the same.

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## Summary of Pearson Edexcel Level 3 Diploma in Health and Social Care (Children and Young People) for Wales and Northern Ireland Issue 3 changes

Summary of changes made between previous Issue 2 and this current Issue 3	Page Number
All references to QCF have been removed throughout the specification with the exception of documents from other organisations eg Assessment Guidance in an Annexe	Throughout
Definition of TQT added	2
Definition of sizes of qualifications aligned to TQT	2
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	5
TQT value added	5
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	5
QCF references removed from unit titles and unit levels in all units	17-371

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

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

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## Qualification title covered by this specification

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This specification gives you the information you need to offer the Pearson Edexcel Level 3 Diploma in Health and Social Care (Children and Young People) for Wales and Northern Ireland

<b>Qualification title</b>	<b>Qualification Number (QN)</b>	<b>Accreditation start date</b>
Pearson Edexcel Level 3 Diploma in Health and Social Care (Children and Young People) for Wales and Northern Ireland	501/1427/X	01/01/2011

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

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

## Total Qualification Time (TQT)

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For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

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

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

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

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

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

# Key features of the Pearson Edexcel Level 3 Diploma in Health and Social Care (Children and Young People) for Wales and Northern Ireland

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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.

The Pearson Level 3 Diploma in Health and Social Care (Children and Young People) for Wales and Northern Ireland has been approved as components for the Health and Social Care Advanced Apprenticeship framework.

## What is the purpose of this qualification?

The Pearson Edexcel Level 3 Diploma in Health and Social Care (Children and Young People) for Wales and Northern Ireland confirms competence in the areas of health and social care and serves and is the required qualification for registration and regulatory requirements in the social care sector in Wales and Northern Ireland. It allows learners to specialise in the area of children and young people.

## Who is this qualification for?

This qualification is for all learners aged 16 and above who are capable of reaching the required standards.

Pearson'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.

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

The Pearson Edexcel Level 3 Diploma in Health and Social Care (Children and Young People) for Wales and Northern Ireland will be the only qualification that confirms occupational competence for identified roles in the Health and Social Care workforce in Wales and Northern Ireland.

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

- Senior care assistants/support workers/key workers in residential settings
- Senior healthcare assistants/support workers in community and primary care environments
- Senior healthcare assistants/support workers in acute health environments

- Senior care assistants/support workers/key workers in domiciliary services
- Senior care assistants/support workers/key workers in day services
- Senior support workers in supported living projects
- Community-based senior care assistants/support workers/key workers, including those working in specialist areas eg dementia, learning disabilities
- Personal assistants employed directly by the individual they support or their families
- Emerging new types of workers and multidisciplinary health roles crossing traditional service barriers and delivery models.

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

It is anticipated that learners will progress to Level 5 qualifications for management or senior practitioner roles in health and social care, or to specialist qualifications reflecting the context in which they work.

# What is the qualification structure for the Pearson Edexcel Level 3 Diploma in Health and Social Care (Children and Young People) for Wales and Northern Ireland?

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Individual units can be found in the Units section.

## **Key Information**

1. Total Qualification Time: 580
2. Guided Learning Hours: 419
3. Credit value: minimum of 58 credits

Learners must achieve 40 credits from the mandatory units and a minimum of 18 credits from the optional competence units.

All units must be assessed in accordance with Assessment Principles and/or Skills for Care and Development's Assessment Principles.

## Group A: Mandatory units

SSC unit reference number	Unit reference number	Pearson unit reference number	Unit title	Level	Credit	GLH
SHC 31	J/601/1434	1	Promote Communication in Health, Social Care or Children's and Young People's Settings	3	3	10
SHC 32	A/601/1429	2	Engage in Personal Development in Health, Social Care or Children's and Young People's Settings	3	3	10
SHC 33	Y/601/1437	3	Promote Equality and Inclusion in Health, Social Care or Children's and Young People's Settings	3	2	8
SHC 34	R/601/1436	4	Principles for Implementing Duty of Care In Health, Social Care or Children's and Young People's Settings	3	1	5
CYP Core 3.1	L/601/1693	5	Understand Child and Young Person Development	3	4	30
CYP Core 3.2	R/601/1694	6	Promote Child and Young Person Development	3	3	25
CYP Core 3.3	Y/601/1695	7	Understand How to Safeguard the Wellbeing of Children and Young People	3	3	25
CYP Core 3.4	D/601/1696	8	Support Children and Young People's Health and Safety	3	2	15
CYP Core 3.5	H/601/1697	9	Develop Positive Relationships with Children, Young People and Others Involved in Their Care	3	1	8
CYP Core 3.6	K/601/1698	10	Working Together for the Benefit of Children and Young People	3	2	15
CYP Core 3.7	M/601/1699	11	Understand How to Support Positive Outcomes for Children and Young People	3	3	25
SCMP 1	M/600/9760	12	Assessment and Planning with Children and Young People	3	5	35
SCMP 2	F/600/9780	13	Promote the Wellbeing and Resilience of Children and Young People	3	4	30
SCMP 3	F/601/0315	14	Professional Practice in Children and Young People's Social Care	3	4	30
<b>Total credits from Group A = 40</b>						

## Group B: Optional units

SSC unit reference number	Unit reference number	Pearson unit reference number	Unit title	Level	Credit	GLH
ASM 34	Y/501/0598	15	Administer Medication to Individuals And Monitor the Effects	3	5	30
CYPOP 1	A/601/0121	16	Work with Babies and Young Children to Promote Their Development and Learning	3	6	45
CYPOP 2	D/601/0130	17	Care for the Physical and Nutritional Needs of Babies and Young Children	3	6	45
CYPOP 6	T/601/0134	18	Support Disabled Children and Young People and Those with Specific Requirements	4	6	45
CYPOP 8	M/601/1329	19	Support Young People to Develop, Implement and Review a Plan of Action	3	3	25
CYPOP 9	A/601/1334	20	Provide Information and Advice to Young People	3	3	22
CYPOP 12	F/601/1349	21	Support Young People to Move Towards Independence and Manage Their Lives	3	3	20
CYPOP 13	D/601/1357	22	Support Children and Young People to Achieve Their Learning Potential	3	3	20
CYPOP 14	R/601/1369	23	Support Children and Young People to Have Positive Relationships	3	3	20
CYPOP 15	L/601/2861	24	Support Positive Practice with Children and Young People with Speech, Language and Communication Needs	3	4	28
CYPOP 17	F/600/9777	25	Understand the Needs of Children Who are Vulnerable and Experiencing Poverty and Disadvantage	4	5	40
CYPOP 30	M/600/9807	26	Support the Creativity of Children and Young People	3	3	20
CYPOP 35	A/600/9809	27	Work with Children and Young People in a Residential Care Setting	3	5	35
CYPOP 37	K/601/0132	28	Support Children and Young People in Their Own Home	3	4	30
LLUK 312	J/502/4660	29	Engage Young Parents in Supporting their Children's Development	3	3	20
LLUK313	Y/502/4663	30	Engage Fathers in their Children's Early Learning	3	3	20

SSC unit reference number	Unit reference number	Pearson unit reference number	Unit title	Level	Credit	GLH
CYPOP 40	M/502/3812	31	Engage Parents in their Children's Early Learning	3	3	20
HSC 2028	J/601/8027	32	Move and Position Individuals In Accordance with their Plan Of Care	2	4	26
HSC 3003	L/601/8028	33	Provide Support to Maintain and Develop Skills for Everyday Life	3	4	28
HSC 3023	D/601/7904	34	Support Individuals to Manage their Finances	3	3	20
HSC 3027	K/601/7906	35	Support Individuals to Access Housing and Accommodation Services	3	4	24
HSC 3033	M/601/7907	36	Support Individuals During a Period of Change	3	4	29
HSC 3034	T/601/7908	37	Support Individuals to Prepare for And Settle into New Home Environments	3	3	23
HSC 3045	F/601/3764	38	Promote Positive Behaviour	3	6	44
HSC 3047	F/601/4056	39	Support Use of Medication in Social Care Settings	3	5	40
HSC 3065	T/601/9738	40	Implement the Positive Behavioural Support Model	4	8	61
LD 201	K/601/5315	41	Understand the Context of Supporting Individuals with Learning Disabilities	2	4	35
LD 302	A/601/7215	42	Support Person-Centred Thinking and Planning	3	5	41
LD OP 303	D/601/7353	43	Promote Active Support	3	5	36
LD 310	T/601/5317	44	Understand How To Support Individuals with Autistic Spectrum Conditions	3	3	28
LD 311 C	F/602/0049	45	Support Young People with a Disability to Make the Transition into Adulthood	3	5	40
LD 312	K/601/7047	46	Support Parents with Disabilities	3	6	43
LD OP 314 C	J/602/0053	47	Support Individuals with Self-Directed Support	3	5	35
LDSS MP2	M/600/9788	48	Support Children and Young People to Make Positive Changes in Their Lives	3	4	27
PD OP 3.1	J/601/6150	49	Understand Physical Disability	3	3	22
PD OP 3.5	D/601/5750	50	Support Families who Have a Child with a Disability	3	3	23
SS MU 3.1	M/601/3467	51	Understand Sensory Loss	3	3	21

SSC unit reference number	Unit reference number	Pearson unit reference number	Unit title	Level	Credit	GLH
SS OP 3.1	F/601/3473	52	Understand Models of Disability	3	3	26
SS OP 3.2	K/601/3483	53	Promote Effective Communication with Individuals with Sensory Loss	3	4	30
SS OP 3.3	A/601/5190	54	Support Individuals with Multiple Conditions and/or Disabilities	3	4	31
SS OP 3.4	J/601/3541	55	Support Individuals in the Use of Assistive Technology	4	4	32
SS OP 3.6	D/601/3545	56	Support the Promotion of Awareness of Sensory Loss	3	3	23
SS OP 3.7	H/601/3546	57	Support Individuals to Access Education, Training or Employment	4	4	31
SS OP 3.8	R/601/5180	58	Enable Individuals to Negotiate Environments	3	5	34
FC1	T/503/578	59	Understand the Context of Supporting Children and Young People Through Foster Care	5	3	45
FC2	A/503/5879	60	Practice as a Foster Carer	5	3	46
FC3	M/503/5877	61	Support Positive Attachments for Children and Young Children	7	3	55
<b>Total for Group B = a minimum of 18 credits</b>						

## How is the qualification graded and assessed?

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

- assessing competence-based and knowledge-based units
- internal quality assurance
- definitions.

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:

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

### **Types of evidence (to be read in conjunction with the assessment strategy in Annexe C)**

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

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

The abbreviations may be used for cross-referencing purposes.

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

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

# Centre recognition and approval

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## Centre recognition

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

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met.

Centres already holding Pearson approval are able to gain qualification approval for a different level or different sector via Edexcel online.

## Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations.

Pearson will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

## Quality assurance

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

## What resources are required?

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

## Unit content

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

# Unit format

Each unit in this specification contains the following sections.

<b>Unit title:</b>					This is the formal title of the unit that will appear on the learner's certificate.
<b>Unit code:</b>					This is the unit owner's reference number for the specified unit.
<b>Unit reference number:</b>					This code is a unique reference number for the unit.
<b>Level:</b>					All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.
<b>Credit value:</b>					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.
<b>Guided learning hours:</b>					Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.
<b>Unit summary:</b>					This provides a summary of the purpose of the unit.
<b>Assessment requirements/evidence requirements:</b>					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
<b>Assessment methodology:</b>					This provides a summary of the assessment methodology to be used for the unit.
<b>Learning outcomes:</b>	<b>Assessment criteria:</b>	<b>Evidence type:</b>	<b>Portfolio reference:</b>	<b>Date:</b>	
			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:** **Promote Communication in Health, Social Care or Children’s and Young People’s Settings**

<b>Unit code:</b>	SHC 31
<b>Unit reference number:</b>	J/601/1434
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>Guided learning hours:</b>	10

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**Unit summary**

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

**This is a mandatory unit.**

**Assessment requirements**

This unit must be assessed in accordance with the Skills for Care and Development’s 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 why effective communication is important in the work setting**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Learning outcomes and assessment criteria

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

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

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**Unit 2:** Engage in Personal Development in Health, Social Care or Children’s and Young People’s Settings

<b>Unit code:</b>	SHC 32
<b>Unit reference number:</b>	A/601/1429
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>Guided learning hours:</b>	10

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**Unit summary**

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

**This is a mandatory unit.**

**Assessment requirements**

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

**Assessment methodology**

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

## Content

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

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

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

### 2 Be able to reflect on practice

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

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

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

### **3 Be able to evaluate own performance**

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

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

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

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

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

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

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

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

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

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

## Learning outcomes and assessment criteria

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

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

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**Unit 3: Promote Equality and Inclusion in Health, Social Care or Children’s and Young People’s Settings**

<b>Unit code:</b>	SHC 33
<b>Unit reference number:</b>	Y/601/1437
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>Guided learning hours:</b>	8

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**Unit summary**

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

**This is a mandatory unit.**

**Assessment requirements**

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

**Assessment methodology**

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

## Content

### 1 **Understand the importance of diversity, equality and inclusion**

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

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

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

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

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

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

### 2 **Be able to work in an inclusive way**

*Legislation and codes of practice*: Codes of practice of sector; policies of work place setting; Human Rights Act 1998; Disability Discrimination Act 2005; Special Educational Needs and Disability Act 2001; Race Relations (Amendment) Act 2000; the Equality Act 2010 (due to become law in October 2010); European Convention on Human Rights

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

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

*Inclusive practice:* observing the social model of disability; engaging in reflective practice; encouraging choice; empowering individuals; encouraging independence; removing barriers to access; promoting equality and rights; providing opportunity and access to services according to needs; using appropriate language

*Support others to promote equality and rights:* understanding and sharing information about the needs of individuals; demonstrating ways to value differences and recognise similarities between individuals; highlighting the benefits of diversity eg cultural enrichment, the arts, food, social cohesion; model the use of appropriate language; taking part in staff training activities; following procedures of the setting; demonstrating fair practice in interactions; acknowledge rights of others; providing information on disciplinary and complaints procedures

*Challenging discrimination:* identifying and challenging discriminatory behaviour; recognising stereotypes in attitudes or written materials; understanding and adapting own beliefs and attitudes; knowing how to report concerns; reviewing and developing policy and procedures

## Learning outcomes and assessment criteria

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

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**Unit 4:** **Principles for Implementing Duty of Care in Health, Social Care or Children’s and Young People’s Settings**

<b>Unit code:</b>	SHC 34
<b>Unit reference number:</b>	R/601/1436
<b>Level:</b>	3
<b>Credit value:</b>	1
<b>Guided learning hours:</b>	5

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**Unit summary**

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

**This is a mandatory unit.**

**Assessment requirements**

This unit must be assessed in accordance with Skills for Care and Development’s 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 how duty of care contributes to safe practice

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

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

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

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

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

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

### 3 Know how to respond to complaints

*Responding to complaints:* eg listen to complainant, refer complainant to policy, suggest that complaint is made in writing, report complaint to line manager

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

## Learning outcomes and assessment criteria

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

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## **Unit 5: Understand Child and Young Person Development**

**Unit code:** CYP Core 3.1

**Unit reference number:** L/601/1693

**Level:** 3

**Credit value:** 4

**Guided learning hours:** 30

### **Unit summary**

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

**This is a mandatory unit.**

### **Assessment requirements**

This unit should be assessed in line with the Skills for Care and Development's 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 expected pattern of development for children and young people from birth–19 years**

*Expected pattern of development birth–19 years:* stages 0–3, 3–7, 7–12, 12–16 years; sequence usually same for all children; rate of development individual; gross motor physical development eg infant reflexes, development of locomotion, balance and coordination; fine motor physical development eg infant reflexes, use of pencil, brushes, tools, increase in control of tools; physical maturity eg puberty, sexual maturity; communication eg infant responses, single words, sentences, increase in vocabulary; intellectual/cognitive eg object permanence, use of symbols, development of abstract concepts and thinking skills; social development eg social interaction, cooperation with others, development of friendships, peer groups; emotional and behavioural development eg attachment, multiple attachments, self-concept, self-esteem, confidence, personal identity; moral development eg Kohlberg's stages of moral development

*Sequence of development:* broadly the same sequence; normal ranges of development

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

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

*Personal factors influencing development:* health status; disability; sensory impairment; learning difficulties; genetic inheritance; other factors eg motivation, adult expectations, bullying, family background, social, cultural, financial, economic and environmental factors

*Theories of development and frameworks affecting practice:* competing theories; Cognitive/Constructivist (Piaget) eg learner-centred educational philosophy, learning through play; Psychoanalytical (Freud) eg drives, development of morality; Humanist (Maslow) eg self-motivation, self-concept; Social Learning Theory (Bandura) eg learning from observing others, role modelling; Operant Conditioning (Skinner) eg encouraging natural, desirable behaviours through reinforcement; Behaviourist (Watson) eg behaviour is learned; social pedagogy eg holistic approach to children's experiential learning

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

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

*Recording, reporting and sharing information:* sharing information with parents or carers and children; sharing findings as appropriate and according to the procedures and policies of the setting; referring concerns eg particular difficulties, suspected abuse, legal evidence to an appropriate professional such as the SENCO; procedures in familiar setting

*Reasons why development is not following expected patterns:* disability; emotional or physical difficulties; environmental factors; cultural reasons; social factors; particular learning needs; communication difficulties

*Different types of intervention:* social worker eg support for looked-after children; speech and language therapist eg support with communication difficulties; psychologist eg support with learning and behavioural difficulties; psychiatrist eg support with emotional difficulties; youth justice eg support for young offenders, support to stop children and young people offending; specialist nurse eg support for children/young people with specific health needs; additional learning support eg support in the classroom; physiotherapist eg support for gross motor skills development; assistive technology eg technologies to enable pupils who have specific needs to access the curriculum, computer programs, speech recognition device hearing aid; health visitor eg liaison with the family on health issues

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

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

*Multi-agency teams supporting speech, language and communication:* speech and language therapist; special educational needs coordinator (SENCO); teacher; school support worker; sensory support teacher; Autism advisory teacher; educational psychologist; parents/carers

*Play and activities to support speech, language and communication:* whole-class and small-group activities; strategies eg body language including gestures, pointing, facial expressions; young children eg puppets, pictures, games, songs and rhymes; signs; technology eg story tapes, CDs, computer programs, interactive whiteboards; modelling language

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

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

*Impact of transitions:* physical impact eg growth spurts, losing or gaining weight; behavioural impact eg anxiety, bed-wetting, withdrawal, moodiness, using illegal substances; attitudinal impact eg being rude, losing interest, reluctance to join in; difficulty in building relationships and emotional and social development; lack of trust; loss of self-esteem; understanding that transition can have positive effects eg increase in interest, development of self-identity, eagerness to learn, development of friendships

*Importance of positive relationships:* effects on emotional, physical, psychological and cognitive development; provides stability, consistency and security; someone to talk to; someone who understands how they may be affected, provides opportunities for children or young people to explore the effects of transitions on their lives, provides opportunities for children and young people to express feelings about impact of transitions for self and others, opportunities for child or young person to develop empathy for others undergoing transitions, opportunities to support and encourage decision-making, independence and recognition of choices and consequences, opportunities to identify any situation arising from the transition that might require referral to an appropriate person or authority

## Learning outcomes and assessment criteria

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

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

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## **Unit 6: Promote Child and Young Person Development**

<b>Unit code:</b>	CYP Core 3.2
<b>Unit reference number:</b>	R/601/1694
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>Guided learning hours:</b>	25

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### **Unit summary**

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

**This is a mandatory unit.**

### **Assessment requirements**

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

Learning outcomes 1, 2, 3, 5 and 6 must be assessed in a real work environment. Reflection on practice should be included in the assessment evidence.

### **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 assess the development needs of children or young people and prepare a development plan**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**6 Be able to support children and young people experiencing transitions**

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

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

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

## Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to promote the development of children or young people	2.1 Implement the development plan for a child or young person according to own role and responsibilities, taking into account that development is holistic and interconnected 2.2 Evaluate and revise the development plan in the light of implementation 2.3 Explain the importance of a person-centred and inclusive approach and give examples of how this is implemented in own work 2.4 Listen to children or young people and communicate in a way that encourages them to feel valued 2.5 Encourage children or young people to actively participate in decisions affecting their lives and the services they receive according to their age and abilities			
3 Be able to support the provision of environments and services that promote the development of children or young people	3.1 Explain the features of an environment or service that promotes the development of children and young people 3.2 Demonstrate how own work environment or service is organised to promote the development of children or young people			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Understand how working practices can impact on the development of children and young people	4.1 Explain how own working practice can affect children and young people's development 4.2 Explain how institutions, agencies and services can affect children and young people's development			
5	Be able to support children and young people's positive behaviour	5.1 Demonstrate how they work with children and young people to encourage positive behaviour 5.2 Evaluate different approaches to supporting positive behaviour			
6	Be able to support children and young people experiencing transitions	6.1 Explain how to support children and young people experiencing different types of transitions 6.2 Demonstrate provision of structured opportunities for children or young people to explore the effects of transitions on their lives			

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*(if sampled)*



**Unit 7: Understand How to Safeguard the Wellbeing of Children And Young People**

**Unit code:** CYP Core 3.3

**Unit reference number:** Y/601/1695

**Level:** 3

**Credit value:** 3

**Guided learning hours:** 25

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**Unit summary**

This unit covers the understanding, knowledge and competences required to support the safeguarding of children and young people. The unit contains material on e-safety.

**This is a mandatory unit.**

**Assessment requirements**

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

## Unit Content

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

*Current legislation, guidelines, policies and procedures regarding the safeguarding of children and young people:* legislation applicable to own home country eg Children Act 1989, Children Act 2004, Every Child Matters (England), Legislation Children Act 1989, Education Act 2002, Children Act 2006; UN Convention on the Rights of the Child (1989); Guidelines applicable to own home country eg Working Together to Safeguard Children 2010, What to do if you're worried that a child is being abused 2006, Safeguarding Children and Safer Recruitment in Education 2007, Safeguarding Disabled Children 2009; Common Assessment Framework (CAF); child protection policies and procedures applicable to local setting or organisation including safeguarding and protecting, reporting and recording, e-safety, bullying and cyber bullying Care Orders, local authority guidelines; areas of child protection applicable to own home country eg early intervention, improving accountability and coordination of children's services, improving support for parents and carers, a childcare workforce strategy

*Child protection within the wider concept of safeguarding children and young children:* child protection is action taken to protect specific children who are suffering, or who are at risk of suffering from significant harm, policies and procedures; safeguarding is broader definition and includes preventing risks of harm to the welfare of children and young people

*National and local guidelines, policies and procedures for safeguarding affecting day-to-day work with children and young people:* applicable to own home country and applicable to day to day practice; childcare practice eg policies and procedures regarding propriety and behaviour, intimate personal care, physical contact; child protection eg Criminal Records Bureau checks (CRB), setting's policies for recording and reporting suspected abuse, whistle-blowing policies; risk assessment eg hazard recognition, vigilance of practitioners, indoors, outdoors, trips and outings, visitors to school; ensuring the voice of the child or young person is heard eg advocacy; supporting children and young people and others who may be expressing concerns eg believe child/young person, take action; provide up-to-date training for all workers in safeguarding issues

*Inquiries and serious case reviews:* local safeguarding children boards (LSCB) Regulations (2006); process for serious case reviews (SCR) in document Working Together to Safeguard Children 2010; SCRs required in situations where a child or young person has died due to known or suspected abuse or neglect; reviews may be carried out where a child or young person has been seriously harmed or has suffered life-threatening injuries; purpose of SCR is for agencies to determine the lessons which are to be learned about the way in which professionals have worked and make recommendations

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

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

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

*Child/young person-centred approach:* the wishes and feelings of children must be identified and taken account of; children must be involved in decision making eg involving the child or young person in meetings, asking for their opinion when discussing matters relating to them; children must be treated with respect

*Partnership working in the context of safeguarding:* the importance of the role of all parties in child protection; different agencies may be involved in safeguarding; communication essential to ensure the safety and protection of children; essential to act on concerns as soon as they arise in order to ensure early intervention; prevent children/young people slipping through the net; learning lessons from past failures eg Victoria Climbié case 2000

*Roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed:* Children's Social Care (act when concerns raised about a child, carry out assessment of child's needs, interview child or young person and family, gather information from other agencies, lead Child Protection Conference, take action if child or young person in immediate danger); police (make decision about whether crime has been committed, take emergency action if child or young person is in immediate danger); health professionals eg general practitioners, doctors in emergency departments (examine/observe a child or young person thought to be at risk of abuse or who has suffered abuse); health visitors; the Local Safeguarding Children Board (LSCB) (role and responsibility to oversee the work of other agencies, includes experts from the range of children's services, reviews all serious cases of abuse); The National Society for the Prevention of Cruelty to Children (NSPCC) (charity with statutory power to take action when children are at risk of abuse, provides helplines for children and for people who are worried about a child or young person, supports families); school (provides support for children or young people who are known to be on the 'at risk' register); psychologist eg work with child or young person and family; probation eg work with offenders

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

*Importance of ensuring children and young people are protected from harm within the work setting:* applicable to own home country and setting or organisation eg responsibility of adults in certain settings to act in *loco parentis*; effect of harm on children and young persons' wellbeing and development; all aspects of the setting require consideration eg health and safety issues, behaviour, bullying, safeguarding, internet safety, safety on off-site trips

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

*Reporting concerns about poor practice:* whistle blowing policy; confidentiality; protection from repercussions towards the individual who reported the incident or those whose practice is being questioned; avoiding discrimination or victimisation

*Steps practitioners can take to protect themselves within their everyday practice in the work setting and on off site visits:* follow Child Protection, Anti-Bullying, Health and Safety, E-Safety policies and procedures of setting with regards to propriety and behaviour, intimate personal care, physical contact, non-use of mobile phones while with children/ young people, use of photography and video; informing colleagues of whereabouts and actions

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

*Signs, symptoms, indicators and behaviours causing concern:* different forms of abuse, neglect, emotional, physical, sexual; recognising symptoms, indicators and behaviours that may cause concern in the context of safeguarding

*Actions to be taken if a child or young person alleges harm or abuse:* taking action in line with policies and procedures of own setting; provide reassurance for the child; record the disclosure including date, time, what was said; remain non-judgemental; take allegations seriously; listen carefully to child or young person; avoid asking excessive number of questions; report the disclosure to the senior designated manager or the setting's Child Protection or Safeguarding Officer

*The rights of children, young people and their carers in situations where harm or abuse is suspected or alleged:* right to be listened to; right to protection; right to have their opinion taken into account when decisions are being made; the right to be treated with respect and care without judgement; right to be investigated through the correct channels and the outcome documented

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

*Different types of bullying and the potential effects on children and young people:* physical, verbal, emotional and cyber-bullying; physical abuse includes pushing, kicking, hitting, pinching and other forms of violence or threats; verbal abuse includes name-calling, insults, sarcasm, spreading rumours and persistent teasing; emotional abuse includes tormenting, excluding, ridicule and humiliation; cyber-bullying includes the use of information and communication technology particularly mobile phones and the internet, to deliberately upset somebody; other types of bullying eg homophobic or gender based, racist, bullying relating to age, special educational needs and disabilities; effects on emotional development eg self-esteem, mental health; effects on social development eg isolation, effects on cognitive development eg concentration, learning and achievement; school attendance following the policies and procedures of the setting or organisation in response to concerns about bullying

*Policies and procedures for dealing with bullying:* procedures to prevent bullying in the setting; all staff, parents, carers and children or young people made aware of the procedures that should be followed and the consequences of bullying; follow anti-bullying policy; deal immediately with any incidents of bullying; record or report to the designated person according to the setting's policy; parents or carers to be informed; measures introduced following discussion with all parties concerned

*How to support a child or young person and/or their family when bullying is suspected or alleged:* guidelines from local authority; follow guidelines and procedures of the setting; reassure child or young person and their parents or carers; work as a member of the team to support the child or young person; inform child or young person about websites or organisation that provide help and support eg ChildLine, Kidscape

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

*Support children and young people's self-confidence and self-esteem:* supporting the development of self-confidence eg through team games, group activities, praise of personal success, recognition of achievement and progress, celebrating successes, valuing children/young people as individuals, celebrating differences and similarities; empowering children and young people to be better equipped to keep themselves safe eg teaching children and young people how to recognise and deal with approaches from strangers, strategies for what to do if they got lost, saying 'no' if someone tries to touch them in a confusing or unsafe way, refusing to keep secrets of any kind, learning to shout and run away in a frightening situation and promptly informing an adult

*Importance of supporting resilience:* resilient children and young people are better equipped to resist stress and adversity, cope with change and uncertainty, recover faster and more completely from traumatic events or episodes; positive affects on long-term wellbeing

*Reasons to work with children and young people to ensure they have strategies to protect themselves:* to help them assess risks; to enable them to make decisions; to give them independence

*Empowering children and young people to make positive and informed choices that support their wellbeing and safety:* listen to children and young people; encourage children and young people to express their feelings and concerns; maintain observations recording child or young person's behaviour; use strategies and activities that increase the child or young person's confidence, encourage children and young people to think about their own personal safety and to think about possible strategies they could use in a range of situations; provide information about organisations to protect them eg NSPCC, ChildLine, Kidscape

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

*Risks and possible consequences for children and young people of being online and of using a mobile phone:* social networking sites eg personal information such as telephone numbers, photographs, email addresses, information such as school name, clubs they attend, where they meet up, can be pieced together, personal information online also becomes accessible to individuals other than their friends; internet eg children in the setting should be unable to access inappropriate material due to filters which setting's computers are required to have, home computers may not have filters in place; buying online eg risk of identity theft; mobile phones eg can be a means of bullying children

*Reducing risk to children and young people from internet and mobile phone use;* clear e-policy for setting or organisation; internet filters eg Child Safety Online Kitemark; emphasise importance of keeping personal details private; privacy settings on social networking sites; information workshops for parents about e-safety

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people</p>	<p>1.1 Outline current legislation, guidelines, policies and procedures within own UK home nation affecting the safeguarding of children and young people</p> <p>1.2 Explain child protection within the wider concept of safeguarding children and young people</p> <p>1.3 Analyse how national and local guidelines, policies and procedures for safeguarding affect day-to-day work with children and young people</p> <p>1.4 Explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice</p> <p>1.5 Explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing</p>			
<p>2 Understand the importance of working in partnership with other organisations to safeguard children and young people</p>	<p>2.1 Explain the importance of safeguarding children and young people</p> <p>2.2 Explain the importance of a child- or young person-centred approach</p> <p>2.3 Explain what is meant by partnership working in the context of safeguarding</p> <p>2.4 Describe the roles and responsibilities of the different organisations which may be involved when a child or young person has been abused or harmed</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Understand the importance of ensuring children and young people’s safety and protection in the work setting</p>	<p>3.1 Explain why it is important to ensure children and young people are protected from harm within the work setting</p> <p>3.2 Explain policies and procedures that are in place to protect children and young people and adults who work with them</p> <p>3.3 Evaluate ways in which concerns about poor practice can be reported while ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected</p> <p>3.4 Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off-site visits</p>			
<p>4 Understand how to respond to evidence or concerns that a child or young person has been abused or harmed</p>	<p>4.1 Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding</p> <p>4.2 Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting</p> <p>4.3 Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand how to respond to evidence or concerns that a child or young person has been bullied	5.1 Explain different types of bullying and the potential effects on children and young people 5.2 Outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place 5.3 Explain how to support a child or young person and/or their family when bullying is suspected or alleged			
6 Understand how to work with children and young people to support their safety and wellbeing	6.1 Explain how to support children and young people's self-confidence and self-esteem 6.2 Analyse the importance of supporting resilience in children and young people 6.3 Explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety 6.4 Explain ways of empowering children and young people to make positive and informed choices that support their wellbeing and safety			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Understand the importance of e-safety for children and young people	7.1 Explain the risks and possible consequences for children and young people of being online and of using a mobile phone  7.2 Describe ways of reducing risk to children and young people from: <ul style="list-style-type: none"> <li>- social networking</li> <li>- internet use</li> <li>- buying online</li> <li>- using a mobile phone</li> </ul>			

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## **Unit 8: Support Children's and Young People's Health and Safety**

**Unit code:** CYP Core 3.4

**Unit reference number:** D/601/1696

**Level:** 3

**Credit value:** 2

**Guided learning hours:** 15

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### **Unit summary**

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

**This is a mandatory unit.**

### **Assessment requirements**

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

Assessment of learning outcome 2 must take place in a real work environment. Simulation is not permitted for this learning outcome.

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

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

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

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

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

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

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

*Dealing with hazards:* acting immediately to make sure that others are not put in danger; removing hazards if appropriate; directing others away from the area; sending for another adult if required; reporting and recording

*Health and safety risk assessment:* checking all areas of setting; identifying hazard; assessing risks from each hazard; establishing procedures for managing to an acceptable level risks from hazards that cannot be removed; making improvements in line with changing circumstances and requirements or service; recording and reporting

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

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

*A balanced approach to risk assessment:* taking into account the child or young person's age, needs and abilities; avoiding excessive risk taking and avoiding being excessively risk-adverse; presenting a balanced view point; promoting managed risk taking and challenge; recognising the importance of risk and challenge to a child or young person's development; work with children and young people to identify hazards and manage risk; role model assessing and managing risk

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

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

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

## Learning outcomes and assessment criteria

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

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

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**Unit 9:** **Develop Positive Relationship with Children, Young People and Others Involved in Their Care**

**Unit code:** CYP Core 3.5

**Unit reference number:** H/601/1697

**Level:** 3

**Credit value:** 1

**Guided learning hours:** 8

**Unit summary**

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

**This is a mandatory unit.**

**Assessment requirements**

This unit must be assessed in a real work environment. Unit should be assessed in line with the Skills for Care and Development's 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 **Be able to develop positive relationships with children and young people**

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

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

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

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

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

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

## Learning outcomes and assessment criteria

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

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*(if sampled)*



## **Unit 10: Working Together for the Benefit of Children and Young People**

**Unit code:** CYP Core 3.6

**Unit reference number:** K/601/1698

**Level:** 3

**Credit value:** 2

**Guided learning hours:** 15

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### **Unit summary**

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

**This is a mandatory unit.**

### **Assessment requirements**

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

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

### **Assessment methodology**

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

## Content

### 1 Understand integrated and multi-agency working

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

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

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

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

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

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

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

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

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

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

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

## Learning outcomes and assessment criteria

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

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

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*(if sampled)*



## **Unit 11: Understand How to Support Positive Outcomes for Children and Young People**

**Unit code:** CYP Core 3.7

**Unit reference number:** M/601/1699

**Level:** 3

**Credit value:** 3

**Guided learning hours:** 25

### **Unit summary**

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

**This is a mandatory unit.**

### **Assessment requirements**

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

### **Assessment requirements**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Equality, diversity and inclusion in the context of positive outcomes for children and young people:* Every Child Matters (England) and any other current legislation; the Children Act 2004, the Education Reform Act 1988, the Race Relations Act 1976 (due to be replaced by the Equality Act 2010 in October 2010), the Sex Discrimination Act 1975, the Disability Discrimination Act 1995 (due to be replaced by the Equality Act 2010 in October 2010); Equal Opportunities Policy of own setting; support services use the social model of disability and work towards removing barriers which restrict life choices for children and young people; services planned according to the individual child or young person's needs and abilities in order to maximise chances of success; all practitioners should have a child-centred or young person-centred approach; child or young person needs to be involved in decision making as appropriate for their age and abilities

## Learning outcomes and assessment criteria

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

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

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*(if sampled)*

## **Unit 12: Assessment and Planning with Children and Young People**

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

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### **Unit summary**

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

**This is a mandatory unit.**

### **Assessment requirements**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Learning outcomes and assessment criteria

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

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

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

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*(if sampled)*



## **Unit 13: Promote the Wellbeing and Resilience of Children and Young People**

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

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### **Unit summary**

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

**This is a mandatory unit.**

### **Assessment requirements**

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

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

### **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 importance of promoting positive wellbeing and resilience of children and young people**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Support children and young people to recognise, value and meet their health needs:*

*Encourage children and young people to make positive choices about all of their health needs:*

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

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

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

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

## Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to provide children and young people with a positive outlook on their lives	3.1 Demonstrate work with children or young people in a manner that is open, trustworthy, respectful and reliable 3.2 Explain how a solution-focused approach will encourage children and young people to have a positive outlook on their lives 3.3 Support and encourage children and young people to respond positively to challenges and disappointments 3.4 Demonstrate ways to encourage and support children and young people to express their feelings, views and hopes 3.5 Support children and young people to reflect on the impact of their own actions and behaviour			
4 Be able to respond to the health needs of children and young people	4.1 Support children and young people to recognise, value and meet their health needs as appropriate to their age and level of understanding 4.2 Encourage children and young people to make positive choices about all of their health needs 4.3 Assess any risks or concerns to the health and wellbeing of children and young people and take appropriate action 4.4 Explain the importance of informing relevant people when there are concerns about a child or young person's health or wellbeing 4.5 Record concerns about a child or young person's health or wellbeing following recognised procedures			

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Assessor signature: \_\_\_\_\_

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*(if sampled)*



## **Unit 14: Professional Practice in Children and Young People's Social Care**

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

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### **Unit summary**

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

### **Assessment requirements**

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

**This is a mandatory unit.**

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

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

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

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

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

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

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

*Impact of professional relationships on children and young people:* the range of ways children and young people may respond to professionals, eg uncertainties about how to behave or relate to professionals, possible feelings of powerlessness, power relationships; positive impact these relationships can have on the child or young person and their future success eg build sense of self-esteem, offer support, provide opportunity for child or young person to express their feelings, concerns and ideas

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

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

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

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

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

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

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

**4 Be able to develop effective working relationships with professional colleagues**

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

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

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

*How current equalities legislation affects work with children, young people and families:* equalities legislation as appropriate to UK home nation eg the Children Act 2010, the Education Reform Act 1988, The Race relations Act 1976 (due to be replaced by the Equality Act 2010 in October 2010), The Sex Discrimination Act 1975, The Disability Discrimination Act 1995 (due to be replaced by the Equality Act 2010 in October 2010); how workplace policies and codes of practice are influenced by these major pieces of legislation giving direction and cohesion

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

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

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

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

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

## Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to meet professional responsibilities by reflecting on own performance and practice	3.1 Explain the professional responsibility to maintain current and competent practice 3.2 Engage with professional supervision in order to improve practice 3.3 Seek, and learn from, feedback on own practice from colleagues and children and young people 3.4 Explain the importance of understanding the limits of personal competence and when to seek advice			
4 Be able to develop effective working relationships with professional colleagues	4.1 Respect and value the professional competence and contribution of colleagues 4.2 Explain own rights and expectations as a professional and how to assert them			
5 Understand the implications of equalities legislation for working with children, young people and families	5.1 Explain how current equalities legislation affects work with children young people and families 5.2 Identify examples of good practice in promoting equality and explain how and why they are effective			
6 Understand the value of diversity and the importance of equality and anti-discriminatory practice	6.1 Explain what is meant by diversity 6.2 Explain what is meant by anti-discriminatory practice giving examples of how it is applied in practice with children, young people and families 6.3 Describe the effects of discrimination and explain the potential results for children and young people			

Learner name: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_

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*(if sampled)*

## Unit 15: Administer medication to individuals, and monitor the effects

Unit code:	ASM 34
Unit reference number:	Y/501/0598
Level:	3
Credit value:	5
Guided learning hours:	30

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### Unit summary

This unit is for those who prepare for, administer and monitor the effects of medication on individuals. The unit applies to all medication used for and by individuals, both prescribed and non-prescribed.

### Forbidden combination

This unit must not be taken with:

Unit 39: Support the Use of Medication in Social-Care Settings (HSC 3047, F/601/4056).

### Assessment requirements

This unit must be assessed according to Skills for Health's Assessment Principles.

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

### Special Considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of the evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

**Required sources of performance and knowledge evidence:**  
**Observation and/or expert witness testimony** is the **required** assessment method to be used to evidence some part of this unit.

If the assessor is unable to observe the learner they will identify an expert witness in your workplace who will provide testimony of your work-based performance. The assessor or expert witness will observe the learner in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

### **Other sources of performance and knowledge evidence:**

The assessor will identify other sources of evidence to ensure that the most reliable and efficient mix of evidence-gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of the learner's performance can be established.

- **Work products:** these are non-confidential records made, or contributed to, by the learner eg information leaflets on medication services.
- **Confidential records:** these may be used as evidence but must not be placed in the learner's portfolio. They must remain in their usual location and be referred to in the assessor records in the learner's portfolio eg case records and care plans.
- **Questioning:** questions may be oral or written. In each case the question and the learner's answer will need to be recorded eg describe the common types of medication including their effects and potential side effects.
- **Professional discussion:** this should be in the form of a structured review of the learner's practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that the learner knows and understands principles which support practice; policies, procedures and legislation, and that the learner can critically evaluate their application eg identify the current legislation, guidelines policies and protocols relevant to the administration of medication.
- **Original certificates:** certificates of training and records of attendance must be authentic, current and valid. The assessor will also want to check the content of such training so that this can be matched to the standards and check that the learner has retained and can apply learning to practice.
- **Case studies, projects, assignments and candidate/reflective accounts of the learner's work:** these methods are most appropriately used to cover any outstanding areas of the qualification. Occasionally, because an event happens rarely or may be difficult to observe, the learner may be able to use a candidate/reflective account to provide some of the evidence for this unit eg describe the common adverse reactions to medication, how each can be recognised and the appropriate action(s) required.
- **Witness Testimony**

Colleagues, allied professionals and individuals with whom the learner works may be able to provide testimony of their performance. The assessor will help the learner to identify the appropriate use of witnesses.

## **Unit Guidance**

The evidence for this unit is likely to come from:

- a the observation of the candidate working with an individual
- b confidential care plans and case records, and
- c the candidate's explanation of their work with this and other individuals recorded either through professional discussion or a reflective account.

## **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand legislation, policy and procedures relevant to administration of medication	1.1 Identify current legislation, guidelines policies and protocols relevant to the administration of medication			
2 Know about common types of medication and their use	2.1 Describe common types of medication including their effects and potential side effects 2.2 Identify medication which demands the measurement of specific physiological measurements 2.3 Describe the common adverse reactions to medication, how each can be recognised and the appropriate action(s) required 2.4 Explain the different routes of medicine administration			
3 Understand procedures and techniques for the administration of medication	3.1 Explain the types, purpose and function of materials and equipment needed for the administration of medication via the different routes 3.2 Identify the required information from prescriptions/medication administration charts			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Prepare for the administration of medication	4.1 Apply standard precautions for infection control 4.2 Explain the appropriate timing of medication eg check that the individual has not taken any medication recently 4.3 Obtain the individual's consent and offer information, support and reassurance throughout, in a manner which encourages their cooperation and which is appropriate to their needs and concerns 4.4 Select, check and prepare correctly the medication according to the medication administration record or medication information leaflet			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Administer and monitor individual's medication	5.1 Select the route for the administration of medication, according to the patient's plan of care and the drug to be administered, and prepare the site if necessary 5.2 Safely administer the medication: a in line with legislation and local policies b in a way which minimises pain, discomfort and trauma to the individual 5.3 Describe how to report any immediate problems with the administration 5.4 Monitor the individual's condition throughout, recognise any adverse effects and take the appropriate action without delay 5.5 Explain why it may be necessary to confirm that the individual actually takes the medication and does not pass the medication to others 5.6 Maintain the security of medication and related records throughout the process and return them to the correct place for storage 5.7 Describe how to dispose of out-of-date and part-used medications in accordance with legal and organisational requirements			

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Assessor signature: \_\_\_\_\_

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*(if sampled)*



**Unit 16:** **Work with Babies and Young Children to Promote their Development and Learning**

<b>Unit code:</b>	CYPOP 1
<b>Unit reference number:</b>	A/601/0121
<b>Level:</b>	3
<b>Credit value:</b>	6
<b>Guided learning hours:</b>	45

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**Unit summary**

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

**Assessment requirements**

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

**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 development and learning of babies and young children**

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

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

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

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

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

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

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

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

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

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

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

## **3 Understand the attachment needs of babies and young children**

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

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

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

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

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

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

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

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

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

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

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

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

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

## Learning outcomes and assessment criteria

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

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

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

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*(if sampled)*



**Unit 17:** **Care for the Physical and Nutritional Needs of Babies and Young Children**

**Unit code:** CYPOP 2

**Unit reference number:** D/601/0130

**Level:** 3

**Credit value:** 6

**Guided learning hours:** 45

**Unit summary**

The unit is designed to assess competence in caring for the physical and nutritional needs of babies and young children. This would normally cover children from birth to their 3rd birthday.

**Assessment requirements**

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

**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 provide respectful physical care for babies and young children**

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

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

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

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

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

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

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

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

### 3 **Be able to provide opportunities for exercise and physical activity**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to provide respectful physical care for babies and young children</p>	<p>1.1 Demonstrate culturally and ethnically appropriate care for babies and young children for:</p> <ul style="list-style-type: none"> <li>- skin</li> <li>- hair</li> <li>- teeth</li> <li>- nappy area</li> </ul> <p>1.2 Demonstrate in own practice how to take into account the preferences of carers in the provision of physical care and explain why this is important</p> <p>1.3 Demonstrate in own practice how you engage with babies or young children in a respectful manner and provide personalised physical care tailored to their needs</p> <p>1.4 Explain organisational or regulatory procedures that protect babies, young children and practitioners when providing personal care and why these are necessary</p>			

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

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

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*(if sampled)*



## **Unit 18: Support Disabled Children and Young People and Those with Specific Requirements**

<b>Unit code:</b>	CYPOP 6
<b>Unit reference number:</b>	T/601/0134
<b>Level:</b>	4
<b>Credit value:</b>	6
<b>Guided learning hours:</b>	45

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### **Unit summary**

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

### **Assessment requirements**

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

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

### **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 principles of working inclusively with disabled children and young people and those with specific requirements**

*Legal entitlements of disabled children and young people for equality of treatment and principles of working inclusively:* legislation applicable to own home nation eg Children Act 1989, Children Act 2004, Disability Discrimination Act 1995, Disability Discrimination Act 2005, Special Educational Needs and Disability Act (SENDA) 2001, Equality Act 2010, Disability Equality Duty, Disability Equality Schemes; Aiming High for Disabled Children, 2009; Codes of practice of sector eg Special Educational Needs Code of Practice 2001, Disability Rights Commission (DCR) Code of Practice 2002, Early Years Action / Early Years Action Plus, School Action, / School Action Plus, Statement of Special Educational Needs; policies and procedure of work place setting

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the principles of working inclusively with disabled children and young people and those with specific requirements</p>	<p>1.1 Outline the legal entitlements of disabled children and young people for equality of treatment and the principles of working inclusively placing the child/young person in the centre</p> <p>1.2 Compare service-led and child-and young person-led models of provision for disabled children and young people</p> <p>1.3 Critically analyse the difference between the social model and medical model of disability and how each model affects provision</p> <p>1.4 Explain the importance of:</p> <ul style="list-style-type: none"> <li>- advocacy</li> <li>- facilitated advocacy for children and young people who require it</li> <li>- the personal assistant role</li> </ul> <p>1.5 Explain the importance of encouraging the participation of disabled children and young people</p>			

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

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

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*(if sampled)*



**Unit 19:** **Support Young People to Develop, Implement and Review a Plan of Action**

**Unit code:** CYPOP 8

**Unit reference number:** M/601/1329

**Level:** 3

**Credit value:** 3

**Guided learning hours:** 25

**Unit summary**

The purpose of this unit is to provide learners with the skills and knowledge to enable them to work with individual young people to help them develop an action plan.

**Assessment requirements**

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

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

**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 for young people of developing a personal action plan for their future development needs	1.1 Explain why young people should be encouraged to develop a personal action plan to support their future development 1.2 Evaluate the role of the support worker in encouraging young people to develop the action plan			
2 Be able to support young people to develop an action plan	2.1 Explain the preliminary and preparatory actions to take when supporting young people to develop an action plan 2.2 Demonstrate how young people are encouraged to identify their needs and aspirations 2.3 Demonstrate in own practice work with young people to identify and evaluate the range of options available to them 2.4 Demonstrate in own practice work with young people to develop an action plan			
3 Be able to support young people to work towards implementation of their action plan	3.1 Give examples from own practice of support required by young people implementing actions within their plan 3.2 Demonstrate how to give practical support for young people working towards implementation of actions within their plan			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to support young people to review and revise their action plan	4.1	Explain why it is important for young people to review their progress against their action plan			
		4.2	Demonstrate in own practice how to review the action plan with young people			
5	Be able to review own role in supporting the development and implementation of the young person's action plan	5.1	Explain why it is important to review own contribution to the development and implementation of the young person's action plan			
		5.2	Evaluate own contribution to the process			

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*(if sampled)*



**Unit 20: Provide information and advice to children and young people**

**Unit code:** CYPOP 9

**Unit reference number:** A/601/1334

**Level:** 3

**Credit value:** 3

**Guided learning hours:** 22

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**Unit summary**

The aim of this unit is to provide the learner with the skills and knowledge to enable them to provide accurate, up-to-date and impartial information and advice to children and young people, to enable them to make an informed choice about their future.

**Assessment requirements**

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

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

**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 role of practitioners in providing information and advice to children and young people**

*Importance of providing accurate and up to date information and advice:* planning for future education and employment eg selection of exam subjects, education pathways, FE/HE, training schemes/working and learning, apprenticeships, employment, work experience, voluntary work; financial implications eg benefits, maintenance allowances, education grants and loans, sponsorships, bursaries, internships; types of contracts eg short-term, fixed term, part-time, full-time, temporary, permanent; pay and working conditions eg minimum wage, shift patterns, working environments, holiday and sickness arrangements; signposting to current support agencies or professionals eg careers advisors, Connexions, Job Centres, advice and guidance centres, admissions officers

*Role of practitioners in providing impartial information and advice:* support in making informed choices, protect from exploitation; support in preparing for employment eg CVs, interview skills, personal presentation; signposting for personal issues and relationships eg counselling, health services, advocacy and legal help, personal safety

### 2 **Be able to establish and address the information and advice needs of children and young people**

*Encourage participation and engagement:* use of effective communication skills eg active listening, positive body language, summarising, checking and reflecting back; use of effective conversation skills eg inviting feedback, open questions; use of appropriate environment; use of communication systems or personnel to support physical or sensory need

*Information and advice needs:* eg interests and motivation, academic qualifications, certificates such as First Aid, achievements such as school awards, scouting awards, sports awards, work experience/employer testimonials, progress files, school reports, health and fitness activities, hobbies

*Appropriate sources:* publicity leaflets eg careers, colleges, university and higher education prospectuses, careers leaflets, Connexions, Job Centre advertisements, newspaper advertisements; web based and IT sources eg UCAS, career planning software, CV builders; access to information by young people with physical or sensory needs, or languages other than English; appropriate ways of finding information to find out needs of child or young person eg verbal information, internet searching, documentary information, contact information for organisations

*Verify the accuracy and currency of information:* eg publication dates, contact names, up-to-date telephone numbers, currency of systems and procedures, up-to-date financial information, current benefits information

*Managing choices different from those of carers: eg listening skills, encouraging explanation for choices, offering realistic alternatives, mediating, diffusing arguments, negotiating, showing diplomacy and understanding, signposting to relevant support and information for all parties*

**3 Be able to provide children and young people with appropriate information and advice to enable them to make informed choices**

*Importance of providing opportunities for informed choices: empowers child or young person with sense of ownership, independence and control, builds confidence and self-esteem, presents measurable and realistic goals, supports appropriate career planning*

*Choices available: eg full-time education, apprenticeships, higher education, employment*

*How to check that the young person has understood the range of available options: eg question, repeat, summarise, ask for clarification, make lists, use mind maps and/or flow diagrams, set out actions and targets with deadlines, ask young person to write down main points of meeting, check understanding via support personnel where there are physical or sensory needs or language differences*

*Record interaction following organisational procedures and legal requirements: eg data protection, confidentiality*

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the role of practitioners in providing information and advice to children and young people	1.1 Explain the importance of providing accurate and up-to-date information and advice to children and young people 1.2 Explain the role of practitioners in providing impartial information and advice to children and young people			
2 Be able to establish and address the information and advice needs of children and young people	2.1 Encourage the participation of and engagement with children and young people to establish their information and advice needs 2.2 Select information from appropriate sources that will best meet the needs of the young person 2.3 Verify the accuracy and currency of information before presenting it to the young person 2.4 Explain approaches to managing situations when the child and young person's choices are different from leave those of their carers			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to provide children and young people with appropriate information and advice to enable them to make informed choices	3.1 Explain why it is important to provide opportunities for children and young people to make informed choices 3.2 Evaluate with the young person the choices available to them 3.3 Demonstrate in own practice how to check that the young person has understood the range of options available to them. 3.4 Record the interaction with the young person following all organisational procedures and legal requirements			

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**Unit 21:** **Support Young People to Move Towards Independence and Manage their Lives**

<b>Unit code:</b>	CYPOP 12
<b>Unit reference number:</b>	F/601/1349
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>Guided learning hours:</b>	20

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**Unit summary**

This unit provides understanding and competence to support young people to move towards independence. This should ideally be undertaken over a period of time so that young people are well prepared as they grow older and are ready to be independent adults. This unit is equally important whether young people are leaving care, foster care or the family home.

**Assessment requirements**

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

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

**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 way that young people move from dependence to independence**

*Difficulties in moving to independence:* emotional reasons eg incomplete attachment, loneliness, absence of positive role models, damaging or unsatisfactory relationships; physical and intellectual reasons eg disabilities, learning difficulties, mental health problems, risks, threats; social reasons eg disrupted living arrangements, multiple placements, abuse or exploitation

*Independence – relative to stage of development and level of understanding and ability:* eg social maturity, cognitive maturity, ability to process information, organisational and time management skills, motivation and determination, assertiveness and ability to negotiate, self-advocacy, self-care skills, physical needs and dependence

*Transitions and movement between dependence and independence:* eg leaving school, home, care setting, partnerships, relationship breakdown, end of training/apprenticeship/work placement, physical health/mental health needs, pregnancy, financial status, employment, unemployment, benefits

## **2 Be able to prepare young people for the practical challenges of independence**

*Shopping, storing and preparing food for a healthy, balanced diet:* shopping eg budgeting, understanding produce 'sell by', 'use by' and 'best before' dates, nutritional values and labelling, government recommendations for daily food intake, eating for health; storing food eg temperature, expiry dates, refrigerator/freezer storage, dry foods, tins, jars and drinks; preparing food eg hygiene of surfaces, separate boards and utensils, hand washing, safe preparation of meat and fish, oven temperatures, cooking times; healthy, balanced diet eg nutrition essentials, food groups and portions, fibre, salt/sugar content, fat content, additives, fresh fruit and vegetables

*Prepare plans for maintaining health and well being:* health eg registering with GP and dentist, attending medical screening, regular dental check ups, seeking medical advice; well being eg healthy balanced diet, safe limits for alcohol consumption, smoking cessation advice, regular exercise, rest and sleep, hobbies and relaxation

*Information to manage and maintain accommodation:* manage eg where to find rented accommodation, how to rent a flat/room/house, legal position of tenants/lodgers, keeping a rent book/receipts, understanding rental agreements/contracts/periods of notice/bonds; maintenance eg regular basic maintenance such as changing light bulbs, simple DIY such as putting up pictures, curtain rails, hooks, gardening, essential repairs such as water heaters, central heating boilers, plumbing and sanitation, reading meters, understanding landlord/tenant responsibilities

*Managing personal finances:* eg budgeting, understanding how bank accounts work, avoiding and/or managing debt, understanding credit, avoiding financial abuse, understanding consumer rights, seeking financial advice

*Why practical support and advice for independence is long term:* changes occur dependent on eg life skills, short term or long term emotional health, cognitive and language skills, memory and understanding, social skills, physical and sensory needs, personal safety and vulnerability, fluctuations in financial stability, benefits status; needs eg assessment of practical/life skills, out reach support, 24 hour contact points, safe and secure accommodation, mentoring, consistency and availability of support, key person

### **3 Be able to prepare young people for the emotional challenges of independence**

*Recognising society norms of acceptable behaviour and interaction:* eg dealing with challenges, demonstrating self-control, coping with change, making positive relationships, using acceptable language, making decisions, understanding and keeping within the law

*Where to find support for isolation or loneliness:* eg self-help groups, youth centres or clubs, sports clubs, key workers, family support workers, social workers, pastoral support in schools and colleges, drop-in centres, friends, on-line social networks

*How to support those worried and unsure about becoming independent:* eg listen, share anxieties, offer constructive solutions to problems, be positive, offer practical support, act as advocate/mediator/negotiator

*Supporting the development of resilience:* eg encouraging positive interactions, co-operation, participation, promoting a positive self-image, encouraging ownership, personal empowerment and control, minimising defensiveness and aggression, show interest in achievements, support educational and personal goals

*The importance of 'home':* eg feelings of stability, security, familiarity, safety, confidence, happiness, feeling of well being

### **4 Be able to prepare young people to assess personal risks and protect themselves**

*Risks in day to day situations:* eg pubs and clubs, shopping in crowds, obtaining cash, shopping on line, meeting people through the internet, opening the door to strangers, purchasing on the doorstep

*Assessing risks:* eg awareness of alcohol related behaviour, theft, bank/credit card fraud, credibility of internet contacts, stranger danger, reliability of doorstep sales

*Minimising risks* eg going out in pairs or groups, informing of whereabouts and expected return times, providing personal contact information, protecting bag or wallet from theft, awareness of credit and debit card fraud, danger of giving personal details over the internet, dangers of meeting internet contacts, checking identity of doorstep sellers and strangers, fitting door chains and spy holes

*Information and skills for self-protection:* sensible precautions eg planning journeys, having contingency plans if arrangements change, spreading valuables about person and out of sight, being aware of pick pockets, keeping in touch with friends/family/carers, avoiding being alone on public transport or taxis, moving away from people if feeling uncomfortable, avoiding distractions such as sending text messages on mobile phone or listening to music, knowing how to reverse charges from public telephone, knowing how to contact emergency services

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the way that young people move from dependence to independence</p>	<p>1.1 Explain the reasons why some young people may find it difficult to move to independence</p> <p>1.2 Explain the concept that independence is relative to each individual young person's stage of development and level of understanding and ability</p> <p>1.3 Explain the reasons why independence is not always permanent and that some young people may go through transitions and move between dependence and independence at various times</p>			
<p>2 Be able to prepare young people for the practical challenges of independence</p>	<p>2.1 Demonstrate how to work with young people to ensure that they can shop, store and prepare food that will provide a healthy, balanced diet</p> <p>2.2 Prepare plans with young people that will assist them in maintaining their own health and wellbeing</p> <p>2.3 Provide young people with information to prepare them to manage and maintain accommodation and to find advice if necessary</p> <p>2.4 Provide young people with information about how to manage personal finances</p> <p>2.5 Explain why practical support and advice for independence is a long term project</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to prepare young people for the emotional challenges of independence	3.1 Demonstrate how to encourage young people to recognise the importance of society norms of acceptable behaviour and interaction 3.2 Provide young people with information about where to find support if they feel isolated or lonely 3.3 Explain how to support young people who may feel worried and ambivalent about becoming independent 3.4 Demonstrate how to support young people to develop resilience in order to face challenges and disappointments 3.5 Explain the importance of having somewhere that is 'home'			
4 Be able to prepare young people to assess personal risks and protect themselves	4.1 Explain to young people how to assess risks in day-to-day situations 4.2 Demonstrate how to prepare young people to minimise risks 4.3 Provide young people with information and skills to protect themselves and know when to seek help			

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**Unit 22:** **Support Children and Young People to Achieve their Learning Potential**

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

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**Unit summary**

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

**Assessment requirements**

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

Learning outcomes 2 and 3 should be assessed in a real work situation.

**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 legislation and policies that underpin education and learning for children and young people	1.1 Describe the legislation that affects children and young people's access to education and learning opportunities 1.2 Explain how policies have influenced access to learning opportunities for children and young people			
2 Be able to support children and young people to work out what they want to learn and achieve	2.1 Demonstrate how to encourage children or young people to recognise how their interests, talents and abilities can help to achieve their aspirations 2.2 Work with a child or young person to help them to see how they can build on their interests, talents and abilities			

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

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## **Unit 23: Support Children and Young People to Have Positive Relationships**

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

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### **Unit summary**

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

### **Assessment requirements**

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

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

### **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 importance of positive relationships for the development and well being of children and young people**

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

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

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

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

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

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

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

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

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

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

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

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

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

## Learning outcomes and assessment criteria

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

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

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**Unit 24:** **Support Positive Practice with Children and Young People with Speech, Language and Communication Needs**

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

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**Unit summary**

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

**Assessment requirements**

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

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to place children and young people at the centre of professional practice when working with children and young people with speech, language and communication needs</p>	<p>3.1 Review and identify the particular issues and implications of own work setting for children and young people’s speech, language and communication</p> <p>3.2 Demonstrate ways to adapt and modify own communication, resources and tasks to support children and young people’s speech, language and communication</p> <p>3.3 Demonstrate effective ways to find out the views of children and young people and take them into account in planning and delivering practice</p>			
<p>4 Understand how to work with others to support the social, emotional and cognitive needs of children and young people</p>	<p>4.1 Explain how speech, language and communication needs can affect social, emotional and cognitive development in children and young people</p> <p>4.2 Explain how social, emotional and cognitive needs can affect children and young people’s speech, language and communication</p> <p>4.3 Review and report on the roles of other professionals in supporting children and young people and explain how to access additional support</p>			

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**Unit 25:** **Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage**

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

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**Unit summary**

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

**Assessment requirements**

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

**Assessment methodology**

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

## Learning outcomes and assessment criteria

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

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

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

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## **Unit 26: Support the Creativity of Children and Young People**

<b>Unit code:</b>	CYPOP 30
<b>Unit reference number:</b>	M/600/9807
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>Guided learning hours:</b>	20

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### **Unit summary**

This unit provides competence in working with children and young people to develop their creativity and innovative thinking. The unit explores day-to-day creativity for living and participation in organised creative activities.

### **Assessment requirements**

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

Learning outcomes 2, 3 and 4 should be assessed in a real work situation.

### **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 how creativity promotes wellbeing for children and young people**

*Benefits of creativity for the wellbeing of children and young people:* creativity as key aspect of effective learning and development; adults should draw on creativity of children and young people in planning and carrying out learning activities; encourages problem-solving, flexibility and imagination, provides opportunity for reflection and reasoning, allows children and young people to try out ideas and experiment, enables children and young people to apply what they have already learnt

*Potential benefits of different types of creative activity:* different types of creative activity eg solitary, shared, group, sedentary (eg writing), active (eg gardening, sport), cerebral (eg chess, computer games) benefits of different types of creativity include emotional and social development, intellectual development, ability to express own ideas, participate in teamwork, bond with adults and peers; eg model making can promote problem-solving, intellectual development, imagination, eg music and dance can have emotional benefits enabling children and young people to express themselves and participate in physical exercise

*Formal and informal creative activity:* formal activity tends to be adult-led; informal tends to be child-initiated; aiming for balance between child-initiated and adult-led experiences; different types of informal creative activity eg creative thinking, cooking, baking, flower arranging, decorating, computer gaming; different types of formal creative activity eg drama groups, music groups, art classes, creative writing groups, discussion and debating groups, fashion design classes, architectural design or drawing

### **2 Be able to encourage children and young people to recognise and value their own and others' creativity**

*Working with children and young people to promote and encourage creativity:* provide opportunities in setting for appropriate creative activities; guide and support creative experiences without taking over, encourage child-initiated or young person-initiated creativity; show genuine interest; praise and encourage creativity; 'scaffold' learning

*Importance of encouraging children and young people to recognise and value creativity:* valuing creativity and demonstrating positive acceptance helps children and young people to see creativity and self-expression in a positive light, children and young people learn to value own talents and skills and those of others, development of self-esteem and sense of achievement can be transferred to other areas of life

*Encouraging children or young people to explore their opportunities for creative activity:* eg help children and young people relate creativity to everyday life experiences and events eg leisure activities, school work, community projects, charity fundraisers, explain how one creative skill can be linked to another eg music and dance, poetry and song lyrics, listen carefully to ideas of children and young people and offer constructive feedback

### **3 Be able to support children and young people to take part in creative activities**

*Resources to support children and young people to take part in organised creative activities:* indoor and outdoor space; time and opportunity; sensitive, supportive interactions from adults; access to a range of suitable resources and materials

*Encouraging children or young people who are taking part in organised creative activities:* engaging in positive interactions with children and young people during creative activities; offering advice or feedback when requested without being intrusive; recognising that risk and challenge is part of the creative process for child or young person; helping them to identify what went well and what could have been done differently or achieved more successfully

*Importance of encouraging carers to support children and young people's creative activities:* creative development has greater impact when its principles are shared and equally valued both in the setting and within the home environment

### **4 Be able to participate in creative, day-to-day activities with children and young people**

*Importance of spending creative time with children and young people:* positive impact on all round development of child or young person eg developing team work skills, bonding with adults and peers, developing problem solving skills, thinking skills, supports emotional development and self-esteem

*Spend time with children and young people in creative activity:* eg actively encourage children and young people to initiate their own learning and make choices and decisions as appropriate to their age and abilities, make use of everyday opportunities(both planned and spontaneous) to develop creative thought and expression in child or young person, ask appropriate questions to extend and support child's curiosity and thinking, show interest in and respect for child or young person's thoughts, feelings and ideas so that child or young person is encouraged to express their thoughts, feelings and ideas

*Supporting children and young people to recognise how creativity can be used in all aspects of life:* help children and young people recognise links between creative activity and everyday experiences; recognise and highlight skills used for different tasks; identify how skills are transferable between activities

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how creativity promotes wellbeing for children and young people	1.1 Explain evidence, approaches and theories about the benefits of creativity for the wellbeing of children and young people 1.2 Identify the potential benefits of different types of creative activity 1.3 Explain the difference between formal and informal creative activity			
2 Be able to encourage children and young people to recognise and value their own and others' creativity	2.1 Demonstrate how to work with children and young people to promote and encourage creativity 2.2 Explain the importance of encouraging children and young people to recognise and value creativity 2.3 Demonstrate how to encourage children or young people to explore their opportunities for creative activity			
3 Be able to support children and young people to take part in creative activities	3.1 Identify potential resources to support children and young people to take part in organised creative activities 3.2 Demonstrate encouragement and positive feedback to children or young people taking part in organised creative activities 3.3 Explain the importance of encouraging carers to support children and young people's creative activities			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to participate in creative, day-to-day activities with children and young people	4.1 Explain the importance of spending creative time with children and young people and the benefits that can result 4.2. Demonstrate how to spend time with children and young people in creative activity 4.3 Demonstrate how to support children and young people to recognise how creativity can be used in all aspects of life			

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**Unit 27:** **Work with Children and Young People in a Residential Care Setting**

<b>Unit code:</b>	CYPOP 35
<b>Unit reference number:</b>	A/600/9809
<b>Level:</b>	3
<b>Credit value:</b>	5
<b>Guided learning hours:</b>	35

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**Unit summary**

This unit provides generic knowledge and competence for practitioners working in residential care, regardless of the theoretical approach used. Many areas of competence for working with children and young people are common to all practitioners, but this unit explores the specific skills and understanding needed to share a living space with children and young people.

**Assessment requirements**

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

Learning outcomes 3, 4 and 5 must be assessed in real work situations. Simulation is not permitted for these learning outcomes.

**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 legal, policy, rights and theoretical framework for residential care for children and young people**

*Framework:* Children's Act 1989, Children's Act 2004, Every Child Matters 2003; Care Matters 2006, national minimum standards: Children's care homes, Human Rights Act 1998, Children Leaving Care Act 2000, attachment theory, separation/loss theory, Local Authority circulars (eg LAC (2004)), Office for National Statistics

### 2 **Understand own role and professional responsibilities in a residential care setting**

*Code of practice:* professional bodies; General Social Care Council (GSCC), Care Council for Wales, Northern Ireland Social Care Council code of practice

*Organisational policies:* Continuous Professional Development (CPD), quality issues, complaints and appeal procedures, confidentiality, human rights, Equal opportunities policies, anti-discriminatory practice, whistle-blowing

*Practitioner role:* importance of team work, inclusive practice, non judgemental attitude, assessment method, report writing and care planning, assertiveness, effective communicator, building a trusting relationship, developing partnerships with the local community (projects, volunteering, mentors), record keeping, sharing information, staff supervision and support

### 3 **Be able to work with children and young people through the day-to-day activities involved in sharing a living space**

*Positive working practices:* importance of choice and allowing dignity, respect; sharing of residential tasks appropriate to young person's age and in line with policies and legislation, recognise young people's need for independence, need for young people to share the views meaningfully and in a variety of ways, importance of young people taking ownership of living space, helping young people to understand the importance of attending care review meetings and others, importance of worker being a good role model through own behaviour and using positive reinforcement, encourage children and young people to attend school, complete homework, involve in activities

#### **4 Be able to work with children and young people in a residential setting**

*The role of the setting:* assist young people to consider and share with each other what would allow them to live together, allow young people to devise 'house rules' and to share their views on what should occur when the 'rules' are not adhered to, clear boundaries, understand the stages of forming groups, ie Tuckman's theory, effect on self image, self identity and self esteem, conflict resolution, plan positive activities for children and young people to engage in to minimise boredom, assisting in developing coping strategies and stress management

*The role of the practitioner:* acting as a positive role model, assessing the needs of each child, supporting children's links with their families and local community, establishing guidelines for behaviour, giving social spiritual and emotional support, helping children and young people to access and use community education, health and leisure services, giving advice on independent living to those who are about to leave care, creating a safe and happy living environment, referral to support agencies, coordinating services to meet the needs of the child/young person

#### **5 Be able to safeguard children and young people in a residential care setting**

*Safeguarding:* importance of personal safety (could be via talks from relevant local agencies: PCSO, YOT worker); inter agency practice, listening to children and young people, working in an open and transparent way, risk assessment, implications of Serious Case Reviews/legislation/policies on missing children/young people on care provided, reporting arrangements where abuse inside and/or outside the setting is suspected, reporting recording and sharing information, following organisational policies

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the legal, policy, rights and theoretical framework for residential care for children and young people</p>	<p>1.1 Outline current theoretical approaches to residential provision for children and young people</p> <p>1.2 Explain the relevant legal and rights framework that underpins work with children and young people in residential care</p> <p>1.3 Explain the influence of current policies and legislation on residential care provision</p> <p>1.4 Describe how the life chances and outcomes of children and young people in residential care compare with those who are not</p>			
<p>2 Understand own role and professional responsibilities in a residential care setting</p>	<p>2.1 Explain the requirements of professional codes of conduct and how they apply to day-to-day work activities</p> <p>2.2 Explain how to ensure that own practice is inclusive and anti-discriminatory and how to challenge practice that is not</p> <p>2.3 Analyse how power, prejudice and discrimination can affect children and young people</p> <p>2.4 Explain how to fulfil own responsibilities to colleagues through responsible, constructive and cooperative team working</p> <p>2.5 Explain the professional requirement to maintain current, competent practice</p> <p>2.6 Explain the importance of maintaining positive relationships with people in the local community</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to work with children and young people through the day-to-day activities involved in sharing a living space	3.1 Demonstrate how to develop relationships with children or young people through jointly undertaking practical activities 3.2 Demonstrate ways to work with children or young people to plan, review and evaluate activities and agreements for group living 3.3 Demonstrate in own practice how to encourage children or young people to take responsibility for their own plans 3.4 Demonstrate how to link planning day-to-day activities in a residential setting links to the overall care plan for a child or young person 3.5 Demonstrate how to encourage positive behaviour through modelling and reinforcement in all aspects of group living			
4 Be able to work with children and young people in a residential setting	4.1 Demonstrate how to facilitate agreement of arrangements for living together regardless of group size 4.2 Demonstrate how to address and resolve conflict and disagreements with and between children or young people in a residential setting 4.3 Use an understanding of group dynamics to promote and encourage children or young people to achieve positive outcomes in all aspects of their lives			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to safeguard children and young people in a residential care setting	5.1 Demonstrate how to equip children or young people to feel safe and to manage risks 5.2 Explain the practical application of legislation, policies and procedures and key messages for research and child protection enquiries for residential care settings 5.3 Describe how to take action to protect children and young people in residential care from risks of harm or abuse from outside or inside the residential setting			

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**Unit 28:** **Support Children or Young People in their Own Home**

<b>Unit code:</b>	CYPOP 37
<b>Unit reference number:</b>	K/601/0132
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>Guided learning hours:</b>	30

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**Unit summary**

This unit is aimed at support workers who work with children or young people and their carers in the community. It provides the understanding and competence about working in someone else's home in order to support the achievement of positive outcomes.

**Assessment requirements**

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

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

**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
<p>1 Understand roles and responsibilities in relation to supporting children or young people in their own home</p>	<p>1.1 Outline the policies and procedures and codes of practice that set out responsibilities in supporting children or young people in their home</p> <p>1.2 Explain why it is important to be reliable and dependable when working with children or young people in their own home</p> <p>1.3 Explain how both formal and informal risk assessments are carried out when working with children or young people in their own home</p> <p>1.4 Explain what needs to be recorded when working with children or young people in their own home</p> <p>1.5 Give examples of any areas that may give cause for concern when working with children or young people in their own home and the actions that should be taken in each case</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to build positive relationships with children or young people and their carers when working in their home	2.1 Explain the importance of gathering information about the needs and preferences of children or young people 2.2 Demonstrate methods of gathering information about the needs and preferences of children or young people 2.3 Evaluate the complexities of developing relationships with children or young people in their own home as a professional worker 2.4 Explain why a sensitive approach is needed when working with children or young people in their own home 2.5 Explain steps that can be taken to resolve conflicts or difficulties with children, young people or carers			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to provide support for children or young people to engage in activities that meet their needs and preferences	3.1 Demonstrate how activities with children or young people are planned to include: <ul style="list-style-type: none"> <li>- preparation of the environment</li> <li>- preparation of resources</li> <li>- consideration of the level of support required</li> </ul> 3.2 Demonstrate how children or young people are supported to engage in activities that meet their needs and preferences 3.3 Reflect on the success of activities carried out with children or young people and how planning and implementation of these are reviewed as a result			

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**Unit 29:** **Engage Young Parents in Supporting their Children's Development**

<b>Unit code:</b>	LLUK 312
<b>Unit reference number:</b>	J/502/4660
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>Guided learning hours:</b>	20

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**Unit summary**

To enable the learner to gain the understanding and ability to work with young parents to support them to engage in their children's development.

**Assessment requirements**

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

**Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the context of pregnancy and parenthood for young people	1.1 Explain the implications of the current strategy and guidance relating to pregnancy and parenthood for young people 1.2 Explain the impact on own practice of the current strategy and guidance relating to pregnancy and parenthood for young people 1.3 Demonstrate how the strategy and guidance applies to own work with young parents			
2 Understand transition issues for young people and their potential impact on parenthood	2.1 Reflect on own transitional experiences as a young person 2.2 Describe issues facing young parents in their transition from child to young adult			
3 Understand the impact of stress on a young parent's relationship with their child/children	3.1 Explain how stress experienced by young parents may affect their relationships with their children 3.2 Explain how a practitioner can support young parents to overcome the negative impact of stress on their parenting			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Understand how to engage young parents with services	4.1 Explain factors which impact on a young parent's engagement with services 4.2 Reflect on the potential effectiveness of the range of services that can be offered to young parents 4.3 Demonstrate how young parents engage with services/settings in own practice			
5	Understand the specific needs of young fathers in engaging with their child's needs and development	5.1 Explain the specific needs of young fathers 5.2 Explain factors that may lead to young fathers engaging with the needs of their children 5.3 Explain how services/settings can support young fathers to engage with their child's needs and development			

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*(if sampled)*



**Unit 30:** **Engage Fathers in their Children's Early Learning**

<b>Unit code:</b>	LLUK 313
<b>Unit reference number:</b>	Y/502/4663
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>Guided learning hours:</b>	20

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**Unit summary**

To enable the learner to gain the understanding and ability to work with fathers to engage them in their children's early learning.

**Assessment requirements**

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

**Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the policy context and research that underpins the involvement of fathers in their children's early learning</p>	<p>1.1 Explain key research studies that show the importance of fathers' involvement in their children's early learning</p> <p>1.2 Summarise the role of a father in family life, structure and functioning in diverse communities</p> <p>1.3 Explain the concept of positive home learning environments and ways of promoting and supporting them</p> <p>1.4 Explain why it is important to work in partnership with fathers</p> <p>1.5 Explain the importance of clear principles and policies to support the engagement of fathers in their child's early learning</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to work in partnership with fathers to support their children's early learning	2.1 Explain and demonstrate a range of strategies that can be used to build confidence in fathers from diverse communities to contribute to their child's early learning 2.2 Explain and demonstrate the use of key relationship building strategies and/or skills involved in working in partnership with fathers from diverse communities 2.3 Explain and demonstrate the use of key communication strategies and/or skills involved in working in partnership with fathers from diverse communities			
3 Understand the barriers to fathers being involved in their children's early learning	3.1 Explain personal, social and cultural barriers to fathers being involved in their children's early learning 3.2 Explain and demonstrate a range of strategies to help overcome barriers to fathers' involvement in their children's early learning 3.3 Explain how attitudes can be barriers to engaging fathers in their children's early learning			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to use reflection to challenge and develop existing practice in working with fathers to support their children's early learning	4.1 Reflect on ways of working with resident and non-resident fathers to help them provide support for their children's early learning 4.2 Identify and explain support and changes needed to improve own skills and knowledge and build on their own practice 4.3 Explain culturally sensitive ways of working with fathers to help them provide support for their children's early learning			

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*(if sampled)*

**Unit 31:** **Engage Parents in their Children's Early Learning**

<b>Unit code:</b>	CYPOP 40
<b>Unit reference number:</b>	M/502/3812
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>Guided learning hours:</b>	20

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**Unit summary**

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

**Assessment requirements**

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

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

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

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*(if sampled)*



## Unit 32: **Move and Position Individuals in Accordance with their Plan of Care**

<b>Unit code:</b>	HSC 2028
<b>Unit reference number:</b>	J/601/8027
<b>Level:</b>	2
<b>Credit value:</b>	4
<b>Guided learning hours:</b>	26

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### **Unit summary**

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to move and position individuals as part of their plan of care according to their specific needs.

### **Assessment requirements**

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

Learning outcomes 3, 4 and 5 must be assessed in a real work environment.

### **Additional information**

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

**Valid consent** must be in line with agreed UK country definition.

**Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

### **Assessment methodology**

Learning outcomes 3, 4 and 5 are assessed in the workplace. 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 anatomy and physiology in relation to moving and positioning individuals	<p>1.1 Outline the anatomy and physiology of the human body in relation to the importance of correct moving and positioning of individuals</p> <p>1.2 Describe the impact of specific conditions on the correct movement and positioning of an individual</p>			
2	Understand legislation and agreed ways of working when moving and positioning individuals	<p>2.1 Describe how legislation and agreed ways of working affect working practices related to moving and positioning individuals</p> <p>2.2 Describe what health and safety factors need to be taken into account when moving and positioning individuals and any equipment used to do this</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to minimise risk before moving and positioning individuals	3.1 Access up-to-date copies of risk assessment documentation 3.2 Carry out preparatory checks using: <ul style="list-style-type: none"> <li>- the individual's care plan</li> <li>- the moving and handling risk assessment</li> </ul> 3.3 Identify any immediate risks to the individual 3.4 Describe actions to take in relation to identified risks 3.5 Describe what action should be taken if the individual's wishes conflict with their plan of care in relation to health and safety and their risk assessment 3.6 Prepare the immediate environment ensuring: <ul style="list-style-type: none"> <li>- adequate space for the move in agreement with all concerned</li> <li>- that potential hazards are removed</li> </ul> 3.7 Apply standard precautions for infection prevention and control			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to prepare individuals before moving and positioning	4.1 Demonstrate effective communication with the individual to ensure that they: <ul style="list-style-type: none"> <li>- understand the details and reasons for the action/activity being undertaken</li> <li>- agree the level of support required</li> </ul> 4.2 Obtain valid consent for the planned activity			
5 Be able to move and position an individual	5.1 Follow the care plan to ensure that the individual is positioned: <ul style="list-style-type: none"> <li>- using the agreed technique</li> <li>- in a way that will avoid causing undue pain or discomfort</li> </ul> 5.2 Demonstrate effective communication with any others involved in the manoeuvre 5.3 Describe the aids and equipment that may be used for moving and positioning 5.4 Use equipment to maintain the individual in the appropriate position 5.5 Encourage the individual's active participation in the manoeuvre 5.6 Monitor the individual throughout the activity so that the procedure can be stopped if there is any adverse reaction 5.7 Demonstrate how to report and record the activity noting when the next positioning manoeuvre is due			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Know when to seek advice from and/or involve others when moving and positioning an individual	6.1 Describe when advice and/or assistance should be sought to move or handle an individual safely 6.2 Describe what sources of information are available about moving and positioning individuals			

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Internal verifier signature: \_\_\_\_\_

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*(if sampled)*



## Unit 33: Provide Support to Maintain and Develop Skills for Everyday Life

Unit code:	HSC 3003
Unit reference number:	L/601/8028
Level:	3
Credit value:	4
Guided learning hours:	28

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### Unit summary

This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills required to work with individuals to retain, regain and develop skills for everyday life.

### Assessment requirements

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

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

### Additional information

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

**Others** may include:

- family
- advocates
- team members
- line manager
- specialists
- others who are important to the individual's wellbeing.

The **plan** may include:

- goals (short, medium and long term)
- the type and level of support needed to achieve goals
- roles and responsibilities
- ways to address any associated risks
- ways to monitor the plan.

**Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

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

### **Assessment methodology**

Learning outcomes 2, 3 and 4 are assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the context of supporting skills for everyday life	1.1 Compare methods for developing and maintaining skills for everyday life 1.2 Analyse reasons why individuals may need support to maintain, regain or develop skills for everyday life 1.3 Explain how maintaining, regaining or developing skills can benefit individuals			
2 Be able to support individuals to plan for maintaining and developing skills for everyday life	2.1 Work with an individual and others to identify skills for everyday life that need to be supported 2.2 Agree with the individual a plan for developing or maintaining the skills identified 2.3 Analyse possible sources of conflict that may arise when planning and ways to resolve them 2.4 Support the individual to understand the plan and any processes, procedures or equipment needed to implement or monitor it			
3 Be able to support individuals to retain, regain or develop skills for everyday life	3.1 Provide agreed support to develop or maintain skills, in a way that promotes active participation 3.2 Give positive and constructive feedback to the individual during activities to develop or maintain their skills 3.3 Describe actions to take if an individual becomes distressed or unable to continue			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to evaluate support for developing or maintaining skills for everyday life	4.1 Work with an individual and others to agree criteria and processes for evaluating support 4.2 Carry out agreed role to evaluate progress towards goals and the effectiveness of methods used 4.3 Agree revisions to the plan 4.4 Record and report in line with agreed ways of working			

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*(if sampled)*

## Unit 34: Support Individuals to Manage their Finances

Unit code:	HSC 3023
Unit reference number:	D/601/7904
Level:	3
Credit value:	3
Guided learning hours:	20

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### Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to manage and review their financial affairs, in accordance with their needs and preferences.

### Assessment requirements

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

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

### Additional information

**Methods and services for managing personal finances** may include those for:

- budgeting
- tracking income and expenditure
- making payments
- keeping money safely
- managing debts
- keeping financial records.

**Agreed ways of working** will include policies and procedures where these exist and will indicate where others need to be involved.

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

**Others** may include:

- family
- friends
- advocates
- professionals
- others who are important to the individual's wellbeing.

**Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

### **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
<p>1 Know how to access information and advice about financial affairs</p>	<p>1.1 Identify sources of information and advice about methods and services for managing personal finances</p> <p>1.2 Identify sources of information and advice about benefits and allowances</p> <p>1.3 Describe the role of others who may be involved in supporting individuals to manage their own finances</p> <p>1.4 Describe how and when to access specialist expertise about managing financial affairs</p> <p>1.5 Explain how to access advice on safeguarding against financial abuse</p>			
<p>2 Be able to provide support for individuals to manage their finances</p>	<p>2.1 Identify legislation, codes of practice and agreed ways of working that apply when providing support to manage financial affairs</p> <p>2.2 Work with the individual to identify the skills they have for managing their own finances</p> <p>2.3 Identify an individual's preferred methods and services for managing their finances</p> <p>2.4 Provide support for managing finances in a way that promotes active participation and safeguards the individual</p> <p>2.5 Contribute to records and reports about finances in line with agreed ways of working</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to contribute to applying for financial assistance	3.1 Provide support for an individual to check the benefits and allowances to which they are entitled 3.2 Contribute to completing forms and paperwork to apply for benefits or entitlements in a way that promotes active participation			
4 Be able to contribute to reviewing support for managing finances	4.1 Agree with the individual the process and criteria for measuring the effectiveness of methods, services and support for managing finances 4.2 Work with the individual to evaluate methods, services and support for managing finances 4.3 Agree with the individual any changes to methods, services and support for managing finances 4.4 Provide feedback to an organisation or agency about the effectiveness of financial information or support 4.5 Explain the importance of providing feedback to organisations or agencies about any shortfalls in their financial services or support			

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*(if sampled)*

## Unit 35: Support Individuals to Access Housing and Accommodation Services

Unit code:	HSC 3027
Unit reference number:	K/601/7906
Level:	3
Credit value:	4
Guided learning hours:	24

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### Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to access housing and accommodation services.

### Assessment requirements

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

Learning outcomes 2, 3, 4, 5, and 6 must be assessed in a real work environment.

### Additional information

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

A **plan** may include:

- realistic and achievable goals
- actions the individual will take
- the level and type of support required
- roles and responsibilities
- timescales
- how and when progress towards goals will be reviewed.

**Others** may include:

- carers
- friends and relatives
- professionals
- others who are important to the individual's wellbeing.

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

### **Assessment methodology**

Learning outcomes 2, 3, 4, 5 and 6 are assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand support available to access housing and accommodation services	1.1 Identify sources of funding and benefits that are available for housing and accommodation services 1.2 Analyse the range of housing and accommodation services available 1.3 Explain how and where to access specialist information and advice about housing and accommodation services			
2 Be able to work with individuals to identify housing and accommodation services that meet their needs	2.1 Work with an individual to identify their accommodation requirements 2.2 Work with the individual to understand the range of accommodation services that could meet their needs 2.3 Support the individual to understand requirements that may be made by housing and accommodation services			
3 Be able to work with individuals to plan to access housing and accommodation services	3.1 Work with the individual and others to agree a plan for accessing housing and accommodation services 3.2 Establish with an individual which housing and accommodation services will be approached			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to work with individuals to access housing and accommodation services	4.1 Support the individual to prepare to attend meetings with housing and accommodation services 4.2 Work with the individual to provide accurate and complete information to express their requirements and preferences 4.3 Support the individual to understand the outcome of decisions made by a housing or accommodation service 4.4 Describe ways to challenge discrimination in accessing housing and accommodation services			
5 Be able to work with housing and accommodation services to meet the needs of individuals	5.1 Provide housing and accommodation services with information about own role and responsibilities 5.2 Demonstrate continued contact with housing and accommodation staff to ensure individual needs are being met			
6 Be able to contribute to the review of housing and accommodation services for individuals	6.1 Work with the individual and others to: <ul style="list-style-type: none"> <li>- monitor the effectiveness and consistency of the service in meeting the individual's needs and preferences</li> <li>- identify any additional support needed</li> </ul> 6.2 Consult with others about any problems and proposed solutions 6.3 Record and report on the review in line with agreed ways of working			

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*(if sampled)*



## Unit 36: Support Individuals During a Period of Change

Unit code:	HSC 3033
Unit reference number:	M/601/7907
Level:	3
Credit value:	4
Guided learning hours:	29

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### Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals during a period of change.

### Assessment requirements

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

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

### Additional Information

**Types of change** include changes that are:

- positive
- negative
- chosen
- unchosen
- temporary
- permanent.

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

**Others** may include:

- carers
- friends and relatives
- professionals
- others who are important to the individual's wellbeing.

The **plan** to manage a change may incorporate:

- the individual's preferences associated with the change
- existing skills or knowledge the individual has that will help them manage the change
- new skills or knowledge the individual may need to develop in order to manage the change
- resources and expertise for managing the change that exist within the individual's personal network
- additional resources, support or expertise needed
- ways to address risks that may arise from a change.

**Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

### **Assessment methodology**

Learning outcomes 2, 3 and 4 are assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand reasons for and responses to change	1.1 Describe types of change that may occur in the course of an individual's life 1.2 Analyse factors that may make change a positive or a negative experience 1.3 Describe approaches likely to enhance an individual's capacity to manage change and experience change positively			
2 Be able to support individuals to plan how to manage or adapt to change	2.1 Work with individuals and others to identify recent or imminent changes affecting them 2.2 Support the individual to assess the implications and likely impacts of the change identified 2.3 Work with the individual and others to plan how to adapt to or manage the change 2.4 Explain the importance of both practical support and emotional support during a time of change 2.5 Identify and agree roles and responsibilities for supporting a change			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to support individuals to manage or adapt to change	3.1 Carry out agreed role and responsibilities for supporting change, in ways that promote active participation 3.2 Provide information and advice to support the individual to manage change 3.3 Support the individual to express preferences and anxieties when going through change 3.4 Adapt support methods to take account of preferences or anxieties 3.5 Describe how and when to seek additional expertise and advice when supporting an individual through change			
4 Be able to evaluate the support provided during a period of change	4.1 Agree with the individual and others how the support provided will be evaluated, and who will be involved 4.2 Work with the individual and others to identify positive and negative aspects of a change 4.3 Work with the individual and others to evaluate the effectiveness of methods used to support the change process 4.4 Record and report on the effectiveness of support for the change process			

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*(if sampled)*



## Unit 37: Support Individuals to Prepare for and Settle into New Home Environments

Unit code:	HSC 3034
Unit reference number:	T/601/7908
Level:	3
Credit value:	3
Guided learning hours:	23

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### Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to prepare for and settle in to new home environments.

### Assessment requirements

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

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

### Additional information

A **move** to a new home environment may include:

- temporary moves
- permanent moves
- home to residential care
- hospital to home
- ward to ward
- homelessness to hostel
- residential care to independent living
- home to sheltered accommodation.

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

**Others** may include:

- carers
- friends and relatives
- professionals
- others who are important to the individual's wellbeing.

The **plan** to prepare for a move will incorporate:

- the individual's views, feelings, preferences and priorities relating to the move
- ways to identify and address any risks associated with the move
- ways to address any special support requirements
- ways to ensure that any legal requirements are met
- timescales for the move.

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

### **Assessment methodology**

Learning outcomes 2, 3 and 4 are assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand factors affecting a move to a new home environment	1.1 Identify reasons why individuals may move to a new home environment 1.2 Explain the effects that moving may have on an individual and their personal relationships 1.3 Analyse strategies that can help a move to go smoothly			
2 Be able to support individuals to prepare to move into new home environments	2.1 Access information and advice to support an individual to move and settle into a new home environment 2.2 Provide an individual and others with information about the proposed new home environment 2.3 Work with the individual and others to plan for the move 2.4 Support the individual to express their feelings about the move and any concerns they may have 2.5 Demonstrate strategies to address concerns			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to support individuals to settle into new home environments	3.1 Support the individual to familiarise themselves with the new environment and living arrangements 3.2 Support the individual to explore opportunities to: a maintain existing social networks and/or b create new social networks 3.3 Support the individual to adjust to living with new people <i>or</i> to living alone 3.4 Work with the individual and others to identify and agree any changes that will help the individual to feel more comfortable in the new home environment			
4 Be able to support individuals to review the impact of new home environments	4.1 Work with the individual and others to agree a process to review the move 4.2 Work with the individual to review positive and negative effects of the move 4.3 Work with the individual and others to plan how to maintain benefits of the move and address any difficulties 4.4 Agree any additional resources, facilities and support required 4.5 Record and report on the outcomes of the move, in line with agreed ways of working			

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*(if sampled)*



## **Unit 38: Promote Positive Behaviour**

<b>Unit code:</b>	HSC 3045
<b>Unit reference number:</b>	F/601/3764
<b>Level:</b>	3
<b>Credit value:</b>	6
<b>Guided learning hours:</b>	44

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### **Unit summary**

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to promote positive behaviour and respond appropriately to incidences of challenging behaviour.

### **Forbidden Combination**

This unit must not be taken with:

Unit 40: Implement the Positive Behavioural Support Model (HSC 3065, T/601/9738).

### **Assessment requirements**

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

Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment.

### **Additional information**

Challenging behaviour may include behaviours that are:

- repetitive/obsessive
- withdrawn
- aggressive
- self-injurious
- disruptive
- anti-social or illegal
- verbally abusive.

### **Individual**

Child, young person or adult accessing a service.

### **Wellbeing eg**

- emotional
- psychological
- physical.

### **Factors**

- communication
- environment
- power imbalance
- excessive demands
- boredom
- inconsistent approaches
- lack of boundaries or goals
- emotional expression
- sensory needs
- physical health
- mental health
- an individual's past experiences
- age and gender.

### **Others** may include:

- the individual
- colleagues
- families or carers
- other professionals
- members of the public
- advocates.

### **Antecedent, behaviour and consequences:**

**Antecedent** is what happens before the behaviour.

**Behaviour** is the actions that are perceived as challenging behaviour or unwanted.

**Consequences** are what happened as a result of the behaviour.

### **Assessment methodology**

Learning outcomes 3, 4, 5 and 6 are assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support	1.1 Explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied to own working practice 1.2 Define what is meant by restrictive interventions 1.3 Explain when restrictive interventions may and may not be used 1.4 Explain who needs to be informed of any incidents where restrictive interventions have been used 1.5 Explain why the least restrictive interventions should always be used when dealing with incidents of challenging behaviour 1.6 Describe safeguards that must be in place if restrictive physical interventions are used			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the context and use of proactive and reactive strategies	2.1 Explain the difference between proactive and reactive strategies 2.2 Identify the proactive and reactive strategies that are used within own work role 2.3 Explain the importance of identifying patterns of behaviour or triggers to challenging behaviour when establishing proactive and reactive strategies to be used 2.4 Explain the importance of maintaining a person or child-centred approach when establishing proactive strategies 2.5 Explain the importance of reinforcing positive behaviour with individuals 2.6 Evaluate the impact on an individual's wellbeing of using reactive rather than proactive strategies			
3 Be able to promote positive behaviour	3.1 Explain how a range of factors may be associated with challenging behaviours 3.2 Evaluate the effectiveness of proactive strategies on mitigating challenging behaviours 3.3 Highlight, praise and support positive aspects of an individual's behaviour in order to reinforce positive behaviour 3.4 Demonstrate how to model to others best practice in promoting positive behaviour			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to respond appropriately to incidents of challenging behaviour	4.1 Identify types of challenging behaviours 4.2 Demonstrate how to respond to incidents of challenging behaviour following behaviour support plans, agreed ways of working or organisational guidelines 4.3 Explain the steps that are taken to maintain the dignity of and respect for an individual when responding to an incidents of challenging behaviour 4.4 Demonstrate how to complete records accurately and objectively in line with work setting requirements following an incident of challenging behaviour			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to support individuals and others following an incident of challenging behaviour	5.1 Demonstrate methods to support an individual to return to a calm state following an incident of challenging behaviour 3.4 Describe how an individual can be supported to reflect on an incident including: <ul style="list-style-type: none"> <li>- how they were feeling at the time prior to and directly before the incident</li> <li>- their behaviour</li> <li>- the consequence of their behaviour</li> <li>- how they were feeling after the incident</li> </ul> 5.3 Describe the complex feelings that may be experienced by others involved in or witnessing an incident of challenging behaviour 5.4 Demonstrate how to debrief others involved in an incident of challenging behaviour 5.5 Describe the steps that should be taken to check for injuries following an incident of challenging behaviour			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to review and revise approaches to promoting positive behaviour	6.1 Work with others to analyse the antecedent, behaviour and consequences of an incident of challenging behaviour 6.2 Work with others to review the approaches to promoting positive behaviour using information from records, debriefing and support activities 6.3 Demonstrate how reflection on own role in an incident of challenging behaviour can improve the promotion of positive behaviour			

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*(if sampled)*



## Unit 39: Support Use of Medication in Social Care Settings

Unit code:	HSC 3047
Unit reference number:	F/601/4056
Level:	3
Credit value:	5
Guided learning hours:	40

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### Unit summary

This unit assesses support for the use of medication in social care settings. It covers broad types, classifications and forms of medication, as well as safe handling and storage. It addresses practical support for use of medication that reflects social care principles and values, and includes the need for accurate recording and reporting.

### Forbidden Combination

This unit must not be taken with:

Unit 15: Administer Medication to Individuals and Monitor the Effects (ASM 34, Y/501/0598).

### Assessment requirements

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

Learning outcomes 5, 7 and 8 must be assessed in the workplace.

### Additional Information

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

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

**Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient

Using medication **correctly** means ensuring that the individual receives:

- the correct medication
- in the correct dose
- by the correct route
- at the correct time
- with agreed support
- with respect for dignity and privacy.

**Practical difficulties** may include:

- lost medication
- missed medication
- spilt medication
- an individual's decision not to take medication
- difficulty in taking medication in its prescribed form
- wrong medication used
- vomiting after taking medication
- adverse reaction
- discrepancies in records or directions for use.

### **Assessment methodology**

Learning outcomes 5, 7 and 8 are assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the legislative framework for the use of medication in social care settings	1.1 Identify legislation that governs the use of medication in social care settings 1.2 Outline the legal classification system for medication 1.3 Explain how and why policies and procedures or agreed ways of working must reflect and incorporate legislative requirements			
2 Know about common types of medication and their use	2.1 Identify common types of medication 2.2 List conditions for which each type of medication may be prescribed 2.3 Describe changes to an individual's physical or mental wellbeing that may indicate an adverse reaction to a medication			
3 Understand roles and responsibilities in the use of medication in social care settings	3.1 Describe the roles and responsibilities of those involved in prescribing, dispensing and supporting use of medication 3.2 Explain where responsibilities lie in relation to use of 'over the counter' remedies and supplements			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Understand techniques for administering medication	4.1 Describe the routes by which medication can be administered 4.2 Describe different forms in which medication may be presented 4.3 Describe materials and equipment that can assist in administering medication			
5	Be able to receive, store and dispose of medication supplies safely	5.1 Demonstrate how to receive supplies of medication in line with agreed ways of working 5.2 Demonstrate how to store medication safely 5.3 Demonstrate how to dispose of unused or unwanted medication safely			
6	Know how to promote the rights of the individual when managing medication	6.1 Explain the importance of the following principles in the use of medication: <ul style="list-style-type: none"> <li>- consent</li> <li>- self-medication or active participation</li> <li>- dignity and privacy</li> <li>- confidentiality</li> </ul> 6.2 Explain how risk assessment can be used to promote an individual's independence in managing medication 6.3 Describe how ethical issues that may arise over the use of medication can be addressed			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Be able to support the use of medication	7.1 Demonstrate how to access information about an individual's medication 7.2 Demonstrate how to support an individual to use medication in ways that promote hygiene, safety, dignity and active participation 7.3 Demonstrate strategies to ensure that medication is used or administered correctly 7.4 Demonstrate how to address any practical difficulties that may arise when medication is used 7.5 Demonstrate how and when to access further information or support about the use of medication			
8 Be able to record and report on the use of medication	8.1 Demonstrate how to record use of medication and any changes in an individual associated with it 8.2 Demonstrate how to report on the use of medication and problems associated with medication, in line with agreed ways of working			

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## **Unit 40: Implement the Positive Behavioural Support Model**

<b>Unit code:</b>	HSC 3065
<b>Unit reference number:</b>	T/601/9738
<b>Level:</b>	4
<b>Credit value:</b>	8
<b>Guided learning hours:</b>	61

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### **Unit summary**

This unit is aimed at those working with individuals who have complex needs/continuing health care/severe challenging behaviour. It provides the learner with knowledge, understanding and skills required to implement the Positive Behavioural Support model.

### **Forbidden Combination**

This unit must not be taken with:

Unit 38: Promote Positive Behaviour (HSC 3045, F/601/3764).

### **Assessment requirements**

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

Learning outcomes 4, 5, 6, 7, 8, 9 and 10 must be assessed in a real work environment. Simulation will be accepted to assess assessment criteria 6.2, 8.5 and 9.5 if real work assessment is not possible.

### **Additional Information**

#### **Positive Behavioural Support**

An approach to supporting individuals who challenge that combines the technology of Applied Behaviour Analysis with the values base of Social Role Valorisation and the individualised focus of Person-Centred Planning.

#### **Applied Behaviour Analysis (ABA)**

A scientific process of examining what causes and maintains behaviour, in order to bring about positive change.

#### **Social Role Valorisation (SRV)**

Promotes valued social roles for individuals who are socially disadvantaged, to help them get some of the good things in life.

**Challenging behaviour** may include behaviours that are:

- repetitive/obsessive
- withdrawn
- aggressive
- self-injurious
- disruptive
- anti-social or illegal
- verbally abusive.

**Factors** that lead to behaviour being defined as challenging may include:

- culture
- competence and capacity of settings
- social norms
- frequency, intensity and duration of the behaviour
- ability to communicate effectively.

**Environmental risk factors** will include features that are physical or social, such as:

- uncomfortable levels of stimulation (eg too busy, boring)
- institutional-style setting (eg block treatment, rigid routines)
- poor service organisation (eg inexperienced carers)
- inappropriate social environment (eg overly restrictive, limited choice)
- environmental pollutants (eg temperature, noise levels).

**Triggers** are factors that make challenging behaviours more likely to occur. They include:

- Slow triggers, which are aspects of a person's environment or daily routines that do not necessarily happen immediately before the challenging behaviours, but still affect whether these behaviours are performed.
- Fast triggers, which are specific events that occur immediately prior to the behaviour. Their impact upon behaviour is rapid or immediate.

**Reinforcement** strengthens behaviour and is of two types – positive and negative. Positive reinforcement works because individuals gain access to things or events that they like or want while negative reinforcement works because individuals get rid of things that they don't like.

### **Time intensity model**

The stages of increasing agitation to crisis point and back again. This helps to understand the emotional and physiological changes experienced during a severe episode of challenging behaviour.

## **Functional analysis**

The process for identifying or analysing the function or purpose of someone's behaviour, using a range of structured measures.

## **Structured methods**

Measures for monitoring and recording behaviour; may include:

- ABC charts
- scatterplots
- incident forms
- behaviour monitoring forms
- direct observation.

## **Primary prevention**

Proactive strategies that involve changing aspects of a person's living, working and recreational environments so that the possibility of challenging behaviour occurring is reduced.

## **Secondary prevention**

Strategies that apply when a person's challenging behaviour begins to escalate, in order to prevent a major incident.

**Non-aversive reactive strategies** are ways of responding safely and efficiently to challenging behaviours that have not been prevented. They can include physical interventions that do not cause pain and do minimise discomfort, and comply with the British Institute of Learning Disabilities (BILD) code of practice for the use of physical interventions.

**Social validity** refers to interventions that are ethical. That is, they address socially significant problems, have clear benefits for the individual, are acceptable to the individual and others, and use the least restrictive or intrusive approach.

**Positive interaction** concerns the performance of those supporting an individual. It consists of providing different levels of help, breaking activities into manageable steps; and positive reinforcement to promote participation.

## **Levels of help**

Graduated levels of assistance, from simple verbal reminders providing the lowest level of support to actual physical guidance providing the highest level. Assistance should be given flexibly according to the individual's need for help, and should be focused on encouraging as much independence as possible.

## **Active Support**

A person-centred model of how to interact with individuals combined with daily planning systems that promote participation and enhance quality of life.

**Review** should take place involving the individual as much as is possible.

**Post-incident support** may include:

- emotional support
- time away from the setting
- first aid
- quiet time
- space
- temporary redeployment
- additional training
- personal reflection
- counselling
- opportunity to express feelings.

### **Positive Behaviour Support Plan**

A document containing the key information that those who support individuals with challenging behaviour must have, in order to provide consistent support on a daily basis.

### **Assessment methodology**

Learning outcomes 4, 5, 6, 7, 8, 9 and 10 are assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the context of the Positive Behavioural Support model	1.1 Explain how Positive Behavioural Support has been influenced by: <ul style="list-style-type: none"> <li>- Applied Behaviour Analysis (ABA)</li> <li>- Social Role Valorisation (SRV)</li> </ul> 1.2 Summarise current legislation and policy guidance relating to Positive Behavioural Support			
2 Understand the term 'challenging behaviour'	2.1 Define the term 'challenging behaviour' 2.2 Explain the reasons for the term 'challenging behaviour' coming into use 2.3 Analyse key factors that lead to a behaviour being defined as 'challenging'			
3 Understand the context in which challenging behaviour occurs	3.1 Summarise key environmental risk factors for challenging behaviours 3.2 Explain how slow and fast triggers contribute to challenging behaviour 3.3 Analyse the role of reinforcement in maintaining behaviour 3.4 Explain the time intensity model			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to contribute to the functional analysis in relation to an individual's challenging behaviour	4.1 Describe the key components of functional analysis 4.2 Explain the key methods of analysing behaviour 4.3 Complete accurate records of behaviour using a structured method 4.4 Identify environmental risk factors for an individual's challenging behaviour 4.5 Identify possible slow and fast triggers for an individual's challenging behaviour 4.6 Identify factors that may contribute to reinforcement of an individual's challenging behaviour 4.7 Evaluate the importance of functional analysis in effective person-centred behavioural intervention for individuals			
5 Understand the key characteristics of Positive Behavioural Support	5.1 Describe the key characteristics of Positive Behavioural Support 5.2 Explain the role within Positive Behavioural Support of: <ul style="list-style-type: none"> <li>- primary prevention strategies</li> <li>- secondary prevention strategies</li> <li>- non-aversive reactive strategies</li> </ul> 5.3 Explain the importance of social validity in the Positive Behavioural Support model			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to implement primary prevention strategies	6.1 Summarise the key primary prevention strategies 6.2 Implement an agreed primary prevention strategy using least restrictive practice, respecting the individual's dignity, rights and choice 6.3 Explain the importance of effective communication and positive interaction in primary prevention for individuals 6.4 Positively interact with an individual by providing the level of help and reinforcement that enables them to participate in an activity 6.5 Use effective communication with an individual to promote positive behaviour 6.6 Evaluate the social validity of an agreed primary prevention strategy for an individual			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Be able to use a person-centred approach to develop plans that promote participation	7.1 Explain how Active Support can help prevent challenging behaviour by improving an individual's quality of life 7.2 Analyse the role of structure and daily planning in primary prevention for individuals 7.3 Review an individual's daily activities to identify areas for increasing participation and choice 7.4 Review an individual's routine to identify opportunities for increasing participation and choice 7.5 Develop a participation plan with an individual that contributes to the reduction of challenging behaviour by actively supporting their engagement in a specific task 7.6 Work with an individual to identify skills that could be developed to enable greater participation in day-to-day activities			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Be able to implement secondary prevention strategies	8.1 Summarise key secondary prevention strategies 8.2 Explain when secondary prevention strategies should be used with individuals 8.3 Identify early warning signs of behavioural agitation in an individual 8.4 Identify possible secondary prevention strategies that may be used with an individual 8.5 Implement an agreed secondary prevention strategy using least restrictive practice, respecting the individual's dignity, rights and preferences			
9 Be able to implement non-aversive reactive strategies	9.1 Explain when reactive strategies should be used with individuals 9.2 Describe the key characteristics and types of reactive strategies 9.3 Assess the risks in the use of reactive strategies 9.4 Identify possible reactive strategies that may be used for an individual 9.5 Implement an agreed non-aversive reactive strategy using least restrictive practice, respecting the individual's dignity, rights and preferences 9.6 Establish an individual's preferred post-incident support 9.7 Identify own preferred post-incident support			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
10 Be able to understand and implement Positive Behavioural Support Plan	10.1 Explain the purpose and importance of Positive Behaviour Support Plans for individuals 10.2 Identify the key components of a Positive Behaviour Support Plan for individuals 10.3 Implement agreed procedures in an individual's Positive Behavioural Support Plan 10.4 Contribute to the review of an individual's Positive Behavioural Support Plan			

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## **Unit 41: Understand the Context of Supporting Individuals with Learning Disabilities**

<b>Unit code:</b>	LD 201
<b>Unit reference number:</b>	K/601/5315
<b>Level:</b>	2
<b>Credit value:</b>	4
<b>Guided learning hours:</b>	35

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### **Unit summary**

The unit explores the meaning of learning disability and considers issues closely linked with learning disability support. These include an awareness of how the attitudes and beliefs of others affect individuals who have learning disabilities. The unit introduces themes of inclusion, human rights, advocacy, empowerment and active participation and also considers the central place of communication in working with individuals who have learning disabilities.

### **Assessment requirements**

This unit needs to be assessed in line with the Skills for Care and Development's 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 legislation and policies that support the human rights and inclusion of individuals with learning disabilities

*Legislation and policies:* relevant sections from eg Equality Act 2010; Disability Discrimination Act 1995; Disability Discrimination Act 2005; Disability Equality Duty 2006; National Health Service and Community Care Act 1990; organisational policies and procedures; Valuing People: A New Strategy for Learning Disability for the 21st Century (Department of Health 2001a)

*Terminology:* learning disability, equality, opportunity, rights, inclusion, difference, overt discrimination, covert discrimination, vulnerability, abuse, empowerment, stereotyping, labelling, prejudice, harassment

*Application of relevant legislation and policy:* theory in practice

### 2 Understand the nature and characteristics of learning disability

*Learning disability:* definition: 'a state of arrested or incomplete development of mind', somebody with a learning disability is said also to have 'significant impairment of intellectual functioning' and 'significant impairment of adaptive/social functioning' not acquired as a result of accident or following the onset of adult illness (BILD 2004): mild, moderate, severe, profound

*Causes of learning disability:* eg before, during and after birth – environmental, genetic and chromosomal factors, unknown factors

*Intellectual impairment:* dyslexia, dyscalculia, dysgraphia, dyspraxia, auditory processing disorder, visual processing disorder, social or adaptive dysfunction, early onset

*Models of disability:* medical, social; community integration, person-centred approach, inclusivity

*Impact:* family actions and reactions; parents, siblings, extended family; demography

### 3 Understand the historical context of learning disability

*Types of services:* mental institutions; lunatic asylums; long-stay hospitals; special schools; community care; day centres

*Terminology:* eg special needs, mental handicap

*Effects of past on present:* attitudes and beliefs of society; underpinning factors – political, social and economic; labelling and stereotyping; segregation; poor inter-agency collaboration; improved inter-agency collaboration

*Key changes:* where people live; daytime activities; education; employment; sexual relationships and parenthood; the provision of healthcare; respite and day care services; independent care options; informal carers; supported living

**4 Understand the basic principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families**

*Terminology:* social inclusion; exclusion; advocacy; person-centred; active partner; empowerment; participation; reducing inequalities of opportunity; respect; choices; issues and dilemmas; the role of facilitators

*Empowerment and active participation:* person-centred thinking; daily living; personal growth; promoting independence; provide support; control; self-advocacy; self-determination; independence; integration

**5 Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers**

*Attitudes:* Thompson's PCS Analysis; society's changing attitudes; inclusivity; media representation; values and ethics; cultural; religious

*Labelling and stereotyping:* positive aspects, negative aspects eg name calling, intimidation, violence, butt of jokes, discrimination, decision making, social learning

*Promoting positive attitudes:* education; engaging with communities; integration; inclusion

*External agencies and others:* roles; external agencies – advocacy services; professionals; parent/carer support groups; campaign groups; others – friends and colleagues; members of the public

**6 Know how to promote communication with individuals with learning disabilities**

*Communication, verbal and non-verbal:* language; spatial awareness; touch and body language; use of signs and symbols; technological aids; communication cycle – ideas occur, message coded, message sent, message received, message decoded, message understood

*Appropriateness of communication:* age; ability; cultural

*Understanding:* active listening; facial expressions; eye contact, clarifying; repeating; appropriate language; tone; pace; proximity; addressing misunderstandings

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the legislation and policies that support the human rights and inclusion of individuals with learning disabilities</p>	<p>1.1 Identify legislation and policies that are designed to promote the human rights, inclusion, equal life chances and citizenship of individuals with learning disabilities</p> <p>1.2 Explain how this legislation and policies influence the day-to-day experiences of individuals with learning disabilities and their families</p>			
<p>2 Understand the nature and characteristics of learning disability</p>	<p>2.1 Explain what is meant by 'learning disability'</p> <p>2.2 Give examples of causes of learning disabilities</p> <p>2.3 Describe the medical and social models of disability</p> <p>2.4 State the approximate proportion of individuals with a learning disability for whom the cause is 'not known'</p> <p>2.5 Describe the possible impact on a family of having a member with a learning disability</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the historical context of learning disability	3.1 Explain the types of services that have been provided for individuals with learning disabilities over time 3.2 Describe how past ways of working may affect present services 3.3 Identify some of the key changes in the following areas of the lives of individuals who have learning disabilities: - where people live - daytime activities - employment - sexual relationships and parenthood - the provision of healthcare			
4 Understand the basic principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families	4.1 Explain the meaning of the term 'social inclusion' 4.2 Explain the meaning of the term advocacy 4.3 Describe different types of advocacy 4.4 Describe ways to build empowerment and active participation into everyday support with individuals with learning disabilities			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers	5.1 Explain how attitudes are changing in relation to individuals with learning disabilities 5.2 Give examples of positive and negative aspects of being labelled as having a learning disability 5.3 Describe steps that can be taken to promote positive attitudes towards individuals with learning disabilities and their family carers 5.4 Explain the roles of external agencies and others in changing attitudes, policy and practice			
6 Know how to promote communication with individuals with learning disabilities	6.1 Identify ways of adapting each of the following when communicating with individuals who have learning disabilities: – verbal communication – non-verbal communication 6.2 Explain why it is important to use language that is both 'age appropriate' and 'ability appropriate' when communicating with individuals with learning disabilities 6.3 Describe ways of checking whether an individual has understood a communication, and how to address any misunderstandings			

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## **Unit 42: Support Person-Centred Thinking and Planning**

<b>Unit code:</b>	LD 302
<b>Unit reference number:</b>	A/601/7215
<b>Level:</b>	3
<b>Credit value:</b>	5
<b>Guided learning hours:</b>	41

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### **Unit summary**

This unit is aimed at those who work in a range of health or social care settings. This unit enables the learner to extend their knowledge about the principles, processes and context of person-centred thinking, planning and reviews. It also requires the learner to explore their own role in implementing person-centred thinking and planning and to develop further the skills and attitudes necessary to fulfil this role.

### **Assessment requirements**

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

Learning outcome 5 must be assessed in a real work situation.

### **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 principles and practice of person-centred thinking, planning and reviews

*Person-centred thinking:* definitions; basing plans on the person's own priorities; working towards an individual's goals; building a circle of support; planning with the person and not for them; supported self-direction; individualised planning to incorporate hopes and wishes of the individual; safeguarding quality; reviewing plans with the individual and others to ensure success; facilitating changes of direction; the ongoing process; non-judgemental approach; acceptance of the individual; acknowledging gifts and dreams; listening to the individual

*Relevance and benefits of the person-centred approach:* defining the approach/key features; placing individuals at the centre of planning; supporting people to make choices; enabling friendships and relationships; increasing confidence; raising self-esteem; achieving self-actualisation; involvement of significant others, involvement of communities; supporting future plans

*Beliefs and values:* Rogers, Core conditions, growth promoting climate; Maslow, hierarchy of needs; work of Michael Smull eg essential lifestyle planning; John O'Brien; social model; holistic model, normalisation; principles of inclusion; differences between person-centred and other approaches to planning and review, eg needs led, service led, cycle of assessment, multi-disciplinary/inter-agency

*Person-centred thinking tools:* eg important to/for, working/not working, the doughnut, matching staff, relationship circle, communication charts; 4+1 questions, Citizenship tool, decision making non-agreement, presence to contribution, dreaming, Making Action Plans, (MAPS), Planning Alternative Futures, (PATHS); key features; commonalities; differences; preferred contexts; purposes; ways of using one page profiles, eg in health action planning, adult placements; developing person-centred plans and support plans

### 2 Understand the context within which person-centred thinking and planning takes place

*Legislation, policy and guidance:* relevant sections from eg Care Standards Act 2000, Community Care Act 1990, Disability Discrimination Act 1995, (as amended 2005), Human Rights Act 1998; White Paper *Valuing People (2001): a new strategy for learning disability for the 21<sup>st</sup> century*; White Paper *Valuing People Now, (2007), from progression to transformation*; Protection of Vulnerable Adults (DH 2006b)

*Relationship between planning and services:* use of information from reviews to inform strategic commissioning; accelerating the development of the person-centred plan throughout the organisation; providing better intelligence about what works for an individual; providing better intelligence about community services that are needed, what services need to be developed in response to current and future needs; going beyond conventional service options; meeting statutory requirements; individual at the centre of the process; identifying actions

*The person-centred team:* definition; structured sense of purpose; knowledge of what is important for team members; producing team plans; implementing plans; allocation of roles and tasks to meet staff interests and strengths; sharing learning; reasons for reflection; effective leadership/role of the manager; role of facilitators; involvement of staff in decision making; using person-centred thinking within the team; implementing the approach across organisations

### **3 Understand own role in person-centred planning**

*Own role:* personal expectations; expectations of others; facilitating self-directed support; use of journals to record plans and actions; use of support circles/relationship circles to identify support networks; use of relevant person-centred thinking tools; recognition of place within team/organisation; competence in using relevant skills to support individuals; reasons for choice of skills; identifying actions; following up actions

*Use of person-centred tools to support individuals:* eg 4 +1 questions, my daily and weekly routines, to for/to sort, good day/bad day

*Challenges:* issues of control; taking risks; relationships within teams/organisations; dealing with personal issues; willingness to develop; levels of self-awareness; conflicting values, own/person-centred; boundaries; self-esteem levels

*Overcoming challenges:* use of person-centred thinking tools; use of mentors/counselling; peer review; use of facilitators to enable progression; purpose for change

### **4 Be able to implement person-centred thinking, planning and reviews**

*Own community connections:* use of person-centred thinking tools: eg who am I? My gifts and capacities, hopes and fears, mapping our network, passion audit, capacity mapping, who am I – my places; use of relevant person-centred tools eg, Making Action Plans (MAPS), Planning Alternative Futures, (PATH), Dreams and Nightmares, use of caution with this tool; reasons for choices

### **5 Be able to implement person-centred thinking, planning and reviews**

*Implementing the approach:* working with individuals to produce plans; choice of person-centred thinking tools; using one page profiles to produce a plan; using information from a review to begin a plan for individuals; agreeing responsibilities in achieving actions; producing person-centred reviews, process, content and format; enabling individuals to choose who supports them; asking individuals what they want support staff to do; using this information to develop and select staff; including sections in job descriptions and specifications which reflect an individual's person-centred plan; involving individuals in recruiting support workers; involving individuals in planning circles of support

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the principles and practice of person-centred thinking, planning and reviews</p>	<p>1.1 Explain what person-centred thinking is, and how it relates to person-centred reviews and person-centred planning</p> <p>1.2 Explain the benefits of using person-centred thinking with individuals</p> <p>1.3 Explain the beliefs and values on which person-centred thinking and planning is based</p> <p>1.4 Explain how the beliefs and values on which person-centred thinking is based differs from assessment and other approaches to planning</p> <p>1.5 Explain how person-centred thinking tools can form the basis of a person-centred plan</p> <p>1.6 Describe the key features of different styles of person-centred planning and the contexts in which they are most useful</p> <p>1.7 Describe examples of person-centred thinking tools, their purpose, how and when each one might be used</p> <p>1.8 Explain the different ways that one page profiles are used</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the context within which person-centred thinking and planning takes place	2.1 Interpret current policy, legislation and guidance underpinning person-centred thinking and planning 2.2 Analyse the relationship between person-centred planning and the commissioning and delivery of services 2.3 Describe how person-centred planning and person-centred reviews influence strategic commissioning 2.4 Explain what a person-centred team is 2.5 Explain how person-centred thinking can be used within a team 2.6 Analyse how to achieve successful implementation of person-centred thinking and planning across an organisation 2.7 Describe the role of the manager in implementing person-centred thinking and planning 2.8 Explain how this relates to the role of a facilitator			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand own role in person-centred planning	3.1 Explain the range of ways to use person-centred thinking, planning and reviews in own role: <ul style="list-style-type: none"> <li>- with individuals</li> <li>- as a team member</li> <li>- as part of an organisation</li> </ul> 3.2 Explain the different person-centred thinking skills required to support individuals 3.3 Identify challenges that may be faced in implementing person-centred thinking, planning and reviews in own work 3.4 Describe how challenges in implementing person-centred thinking, planning and reviews might be overcome			
4 Be able to apply person-centred planning in relation to own life	4.1 Demonstrate how to use a person-centred thinking tool in relation to own life to identify what is working and not working 4.2 Describe what other person-centred thinking tools would be useful in own life 4.3 Evaluate which person-centred thinking tools could be used to think more about own community connections 4.4 Evaluate which person-centred thinking tools or person-centred planning styles could be used to think more about own future aspirations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to implement person-centred thinking, planning and reviews	5.1 Demonstrate the person-centred thinking and styles of person-centred planning that can be used to help individuals move towards their dreams 5.2 Show that the plan and process are owned by individual 5.3 Demonstrate how person-centred thinking tools can be used to develop a person-centred plan 5.4 Use information from a person-centred review to start a person-centred plan 5.5 Use person-centred thinking to enable individuals to choose those who support them 5.6 Support the individual and others involved to understand their responsibilities in achieving actions agreed 5.7 Demonstrate a successful person-centred review			

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## **Unit 43: Promote Active Support**

<b>Unit code:</b>	LD OP 303
<b>Unit reference number:</b>	D/601/7353
<b>Level:</b>	3
<b>Credit value:</b>	5
<b>Guided learning hours:</b>	36

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### **Unit summary**

The purpose of this unit is to provide the learner with knowledge, understanding and skills to promote active support to increase an individual's participation in tasks and activities. It is aimed at those whose role includes planning, monitoring and providing direct support and assistance to individuals.

### **Assessment requirements**

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

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

### **Assessment methodology**

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

## Content

### 1 **Understand how active support translates values into person-centred practical action with an individual**

*Definitions:* active support – a person-centred model of how to interact with individuals combined with a daily planning system that promotes participation and enhances quality of life

*Person centred:* what is important to individuals and helps them to live the life they choose

*Hotel model:* institutional-style settings organised mainly around staffing needs; not person-centred and may offer a poor quality of life to individuals, eg where carers undertake all the domestic tasks and do not provide opportunities for individuals to participate in constructive activities

*Individual support:* hotel model; advantages, disadvantages, role of staff

*Active support:* circle of care; role of staff; communication passports

*Support workers:* informing; enabling; teaching; facilitating; promoting

*Practical changes:* environmental; interpersonal; individual; organisational

### 2 **Be able to interact positively with individuals to promote participation**

*Levels of help: definition* – graduated levels of assistance, from simple verbal reminders providing the lowest level of support to actual physical guidance providing the highest level; assistance should be given flexibly according to the individual's need for help, and should be focused on encouraging as much independence as possible

*Awareness of levels of help:* individual ability; situational; organisational; environmental

*Task analysis: definition* – breaking down tasks into small, manageable steps as in recipes or DIY guides, the size of each step or number of steps for a specific task varies according to the individual's ability or need for support; problem identifying, individual understanding, goals, time limits, priorities, outcomes.

*Positive reinforcement and interaction: definition* – what an individual gains from undertaking a specific task eg naturally occurring rewards, (drinking a cup of tea the individual has just made, or other things that the individual particularly likes eg praise and attention or a preferred activity), as an encouragement or reward for participating in a specified activity; motivation; drive-reduction theory; evaluation; reflecting on practice; questioning practice; introduction of new activities; interpersonal skills; communication; positive interaction.

**3 Be able to develop and implement person-centred daily plans to promote participation**

*Others:* eg the individual, colleagues, families or carers, friends, other professionals, members of the public, advocates

*Valued Range of activities: definition* – the balance of activities that contribute to a good quality of life for individuals eg vocational, domestic, personal, leisure, educational and social activities

*Disengagement:* doing no constructive or meaningful activity eg aimlessly wandering about, pacing, staring, sitting, lying down, purposelessly fiddling with items and so on, with no social contact

*Daily plans:* positive descriptions of individuals; circle of care, resources, facilities, safety plans; individual's ability and choices, non-negotiable, highly desirable, desirable, decision-making agreement; periods of disengagement

*Implementing plans:* personal planning books, recording changes

*Reviewing and revising:* evaluating; assessing; flexibility

**4 Be able to use person-centred records to evaluate an individual's participation in activities**

*Person-centred records:* theory in practice; log-development; record; monitor; personal preferences; planning; routines; individual flexibility; support arrangements; precautionary/alternative arrangements

*Review:* use records to; inform, develop, progress, promote, explain, assess

*Evaluate:* continual (listening, observation, learning, action)

*Changes:* valued lifestyle (the balance of activities that contribute to a good quality of life for individuals, including vocational, domestic, personal, leisure, educational and social activities); devising goals

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand how active support translates values into person-centred practical action with an individual</p>	<p>1.1 Compare the characteristics associated with active support and the hotel model in relation to an individual's support</p> <p>1.2 Identify practical changes that could be made within a service setting to:</p> <ul style="list-style-type: none"> <li>- promote an individual's independence</li> <li>- support informed choices</li> <li>- improve quality of life</li> </ul>			
<p>2 Be able to interact positively with individuals to promote participation</p>	<p>2.1 Assess the levels of help an individual would need to participate in a range of new activities</p> <p>2.2 Use task analysis to break a range of new activities into manageable steps for an individual</p> <p>2.3 Evaluate different ways of positively reinforcing an individual's participation in a range of new activities</p> <p>2.4 Demonstrate positive interaction with an individual to promote successful participation in a range of new activities</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to develop and implement person-centred daily plans to promote participation	3.1 Develop daily plans with the individual and others to ensure a valued range of activities for an individual are available throughout the day, avoiding lengthy periods of disengagement  3.1 Support the implementation of daily plans that promote an individual's participation in a range of activities  3.3 Review and revise an individual's daily plan with the individual and others to increase the opportunities for participation			
4 Be able to use person-centred records to evaluate an individual's participation in activities	4.1 Develop a person-centred record to monitor an individual's participation in activities  4.2 Review an individual's participation in activities to assess changes over time  4.3 Evaluate the extent to which an individual's participation over time represents the balance of activity associated with a valued lifestyle  4.4 Explain the changes required to improve the quality of an individual's participation to promote independence, informed choice and a valued life			

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## Unit 44: Understand How to Support Individuals with Autistic Spectrum Conditions

Unit code:	LD 310
Unit reference number:	T/601/5317
Level:	3
Credit value:	3
Guided learning hours:	28

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### Unit summary

The unit provides a range of knowledge and understanding about autistic spectrum conditions and explores theories and concepts about autism. It enables learners to reflect on the impact of these conditions on the lives of individuals and those close to them and to learn about good practice in areas such as communication and support.

### Assessment requirements

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

### Additional Information

The terminology chosen to describe the Autistic Spectrum in this unit is Autistic Spectrum Condition (ASC), one of several different usages in this field. In diagnosis and other clinical and research settings, the more usual term is Autism Spectrum Disorders (ASDs). Other usages, such as 'autism' as an umbrella term for the spectrum, are also frequently used informally and by organisations such as the National Autistic Society. ASC has been chosen here since it forms a more neutral and less medical phrase than ASDs in this context.

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

**Specific preferences and needs** includes: routines, timetables and structures; levels of sensory stimulation; special interests or rituals etc.

**Harm** may include: being taken advantage of because of lack of social understanding; violating the law without realising they are doing something harmful; abuse; extreme anxiety etc.

### 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
<p>1 Understand the main characteristics of autistic spectrum conditions</p>	<p>1.1 Explain why it is important to recognise that each person on the autistic spectrum has their own individual abilities, needs, strengths, gifts and interests</p> <p>1.2 Analyse the main diagnostic features of autistic spectrum conditions, commonly known as the 'triad of impairments'</p> <p>1.3 Explain the meanings of the term 'spectrum' in relation to autism by reference to the notions of sub-conditions and individual variation within the autistic spectrum</p> <p>1.4 Describe the sensory and perceptual difficulties commonly experienced by individuals with an autistic spectrum condition</p> <p>1.5 Describe other conditions that may be associated with the autistic spectrum</p> <p>1.6 Describe how language and intellectual abilities vary between individuals and sub-groups across the spectrum</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Understand how autistic spectrum conditions can impact on the lives of individuals and those around them</p>	<p>2.1 Describe ways in which autism can impact on the everyday lives of individuals, their parents/carers and siblings, and others close to them</p> <p>2.2 Explain how autistic spectrum conditions can impact on individuals differently according to factors such as their gender, ethnicity and social, cultural and religious environment</p> <p>2.3 Explain how stereotyped views, discrimination and a lack of understanding of autistic spectrum conditions can compound the difficulties already experienced by individuals and their families</p> <p>2.4 Describe ways of helping an individual and/or their parent/carer/siblings/partner to understand their autistic spectrum condition</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand different theories and concepts about autism	3.1 Explain theories about autism related to: <ul style="list-style-type: none"> <li>- brain function and genetics</li> <li>- psychology</li> </ul> 3.2 Explain why there are alternative choices of terminology used to describe the autism spectrum           3.3 Describe the strengths and limitations of different types of terminology           3.4 Explain the contributions of autism rights groups and the implications of their views for the support of individuals with an autistic spectrum condition           3.5 Outline controversies concerning the search for cures and interventions for autistic spectrum conditions and for pre-natal diagnosis           3.6 Explain why it is important to take into account individual differences in views of what is important in life, and how this might be especially important when supporting individuals on the autistic spectrum			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand the legal and policy framework that underpins good practice in the support of individuals with autistic spectrum conditions	4.1 Identify what legislation and national and local policy and guidance exists 4.2 Explain what individuals or situations the legislation, national and local policy and guidance applies to 4.3 Explain how the ways in which legislation and national and local policy and guidance apply to individuals on the autistic spectrum may differ according to their particular needs			
5 Understand how to achieve effective communication with individuals with an autistic spectrum condition	5.1 Give examples of how 'challenging behaviour' can be a way of expressing emotions where there are communication differences 5.2 Describe methods and systems used to develop and support an individual's communication 5.2 Explain how to maximise the effectiveness of communication by making adaptations to own verbal and non-verbal communication style			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand how to support individuals with an autistic spectrum condition	6.1 Explain why it is important to establish a person-centred plan catering to an individual's specific preferences and needs 6.2 Explain why consultation with families/parents/carers is important in person-centred planning and support 6.3 Describe different techniques and approaches to support individuals with an autistic spectrum condition to learn and develop new skills 6.4 Explain how to reduce sensory overload, or increase sensory stimulation, by making adaptations to the physical and sensory environment 6.5 Explain ways of helping an individual with an autistic spectrum condition to protect themselves from harm 6.6 Explain how needs change for individuals and their families at different stages of their lives 6.7 Describe the role that advocacy can play in the support of individuals with an autistic spectrum condition			

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## Unit 45: Support young people with a disability to make the transition into adulthood

Unit code:	LD 311 C
Unit reference number:	F/602/0049
Level:	3
Credit value:	5
Guided learning hours:	40

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### Unit summary

This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills required to support young people with a disability to move from childhood into adulthood.

### Assessment requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning outcomes 4 and 5 must be assessed in a real work environment.

**Families** may also include others significant to the young person such as guardians, carers, friends, partners.

**Legislation and local and national practice guidelines** – current and up-to-date legislation and local and national practice guidelines around supporting a young person with a disability to move from childhood into adulthood.

**Options for their future** – may include paid or voluntary work, continued education and development, relationships, accommodation and social needs etc.

**Person-centred thinking** is a range of practical tools that form the basis of person-centred planning. They help focus on the person, their gifts and skills, what is important to them, and what makes really good support for them.

**Resources** may include personal budgets, conventional services, support of family and friends.

**Key agencies and professionals** – may include agencies offering support with personal budgets, careers advice, housing, advocates, education, benefits, occupational therapists' Citizens Advice etc.

**Person centred approaches** - in England this will include Person-Centred Transition Plans.

## **Assessment methodology**

Learning outcomes 4 and 5 are assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the steps and stages of moving from childhood into adulthood</p>	<p>1.1 Identify the range of physical, social and emotional changes which occur for young people as they move into adulthood</p> <p>1.2 Explain the changes faced by young people as they move from childhood into adulthood in relation to their freedoms, rights and responsibilities</p> <p>1.3 Explain how culture may impact on the process of moving from childhood into adulthood</p> <p>1.4 Explain theories about change and how this can affect a young person with a disability</p>			
<p>2 Understand how having a disability may affect the process of moving from childhood into adulthood</p>	<p>2.1 Explain, giving examples, the potential effects of the transition process on young people with disabilities and their families</p> <p>2.2 Identify challenges young people with a disability might have in understanding and coping with change</p> <p>2.3 Outline the methods that can be used to support a young person with a disability to cope with changes</p> <p>2.4 Explain how legislation and local and national practice guidelines affect the planning of the transition for a young person with a disability from childhood into to adulthood</p> <p>2.5 Describe the legislation that affects the right of a young person with a disability to make decisions about their life</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Know the options for supporting a young person who has a disability to make the transition into adulthood</p>	<p>3.1 Explain how a young person with a disability can have equal opportunities to make life choices as a young person without a disability</p> <p>3.2 Explain how to support a young person with a disability to explore the options available in relation to employment or continued education and development</p> <p>3.3 Explain how personal budgets can be used with young people in transition</p>			
<p>4 Be able to support a young person with a disability through transition into adulthood</p>	<p>4.1 Explain the factors to consider and types of support that a young person with a disability may need before, during, and after the transition process</p> <p>4.2 Support a young person to explore options for their future</p> <p>4.3 Use person-centred thinking to identify with the young person their needs and aspirations</p> <p>4.4 Use person-centred thinking to develop with the young person a plan to support them through transition</p> <p>4.5 Involve families in the transition process according to the wishes of the young person</p> <p>4.6 Identify ways to provide resources to meet needs</p> <p>4.7 Explain the role of key agencies and professionals likely to be involved in the transition process</p> <p>4.8 Outline possible areas of tension and conflict that may arise during the transition into adulthood</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to support a young person to reflect on the transition	5.1 Use person-centred approaches with the young person to review their transition plan and ensure it reflects their needs  5.2 Support a young person to record the transition and what has happened in their life in order to plan for the future			

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## Unit 46: Support Parents with Disabilities

Unit code:	LD 312
Unit reference number:	K/601/7047
Level:	3
Credit value:	6
Guided learning hours:	43

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### Unit summary

This unit is aimed at those who work in wide range of settings. The unit provides knowledge, understanding and skills in relation to the different issues involved in supporting parents with disabilities to bring up their children. It covers legislation, policies and guidance, types of support, barriers commonly faced by parents with a disability, developing positive working relationships with parents and working in partnership with others. Although the unit focuses on the need of the parent it also highlights the needs of the child(ren).

### Assessment requirements

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

Learning outcomes 3, 4, 5 and 6 must be assessed in a real work situation.

### Additional Information

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

**Statutory responsibilities** refers to those outlined in the Children Act 1989.

**Barriers** refers to external factors and may include: prejudice and negative stereotypes, social exclusion (poverty; poor housing; hate crime, bullying and harassment; lack of social networks etc) and access to services and information.

**Other workers** would include people supporting individuals within the family or the family as a whole. This may include for example: independent advocates, social workers, teachers, health practitioners etc.

### Assessment methodology

Learning outcomes 3, 4, 5 and 6 are assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the legislative and policy frameworks that underpin good practice in the support of parents with disabilities</p>	<p>1.1 Outline the policy, legislation and guidance relevant to supporting individuals with disabilities to have children and bring them up in a safe and nurturing environment</p> <p>1.2 Explain the statutory responsibilities placed on organisations towards families and children who are in need</p>			
<p>2 Understand the support parents with disabilities may need</p>	<p>2.1 Explain the support provided by adults and children’s services to a family receiving support from both</p> <p>2.2 Explain the ways in which independent advocates can play an important role in the support of parents with disabilities</p> <p>2.3 Explain the benefits of providing support to families at the earliest stage possible</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to support parents with disabilities	3.1 Assess the needs, strengths and preferences of the parent(s) and child(ren) to form the basis of any support 3.2 Develop flexible support strategies to meet families' needs at the different stages of the child's development 3.3 Implement support strategies to meet families' needs 3.4 Evaluate support strategies to ensure they continue to meet the needs of the family			
4 Be able to support individuals with disabilities to overcome the barriers they may face in becoming parents and bringing up children	4.1 Analyse the positive and negative implications for parents with disabilities of having their child assessed as being 'in need' 4.2 Explain why parents with disabilities are more likely to have their children removed from their care than parents who do not have disabilities 4.3 Support individuals with disabilities to overcome barriers to successful parenting 4.4 Work in a way that promotes individuals' self-determination and self-confidence in their role as parents 4.5 Support parents with learning, communication and/or sensory disabilities to acquire the skills and knowledge they need, using methods adapted to their learning needs and circumstances			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to develop positive working relationships with parents with disabilities	5.1 Analyse the findings of research into the wishes of parents with disabilities about the qualities, attitudes and approaches they would like those working with them to have 5.2 Use evidence-based approaches in developing positive relationships with parents with disabilities			
6 Be able to work in partnership with other workers, different services and informal support networks	6.1 Plan how to involve relevant services to support parents with disabilities and/or their children 6.2 Access relevant services to support parents with disabilities and/or their children 6.3 Demonstrate ways of helping to create, enhance and work with informal support networks			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Understand how to maintain the primary focus on safeguarding and promoting the welfare of the child	7.1 Explain own role and responsibilities in relation to safeguarding children 7.2 Identify the processes set up under child protection legislation, policy, procedures and guidance to establish whether action is required to safeguard or promote the child's welfare and to intervene if necessary 7.3 Describe the action to take in response to any concerns regarding safeguarding children 7.4 Explain the types of support the child may need in their own right 7.5 Describe the adjustments and additional support that parents with disabilities may need at different stages during child protection processes and procedures			

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## Unit 47: Support Individuals with Self-Directed Support

Unit code: LD OP 314 C

Unit reference number: J/602/0053

Level: 3

Credit value: 5

Guided learning hours: 35

### Unit summary

This unit is aimed at those working in a wide range of settings. It provides the knowledge and skills required to support an individual to direct their own support. A person-centred approach is the foundation to achieving this unit.

### Assessment requirements

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

Learning outcomes 4, 5 and 6 must be assessed in a real work environment.

**Self-directed support** – puts the person in need of support in control of that support.

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

**Legislation, policy or guidance** – refers to any current legislation or guidance around this area.

**Person-centred thinking** is a range of practical tools that form the basis of person-centred planning. They help focus on the individual, their gifts and skills, what is important to them, and what makes really good support for them.

**Others** may include:

- families, friends or carers
- social workers
- brokers
- peer support
- voluntary user-led organisations
- independent support brokerage.

Person-centred thinking tools **include:**

- important to/for (recorded as a one-page profile)
- working/not working
- the doughnut
- matching staff
- relationship circle
- communication charts
- plus 1 questions
- citizenship tool
- decision-making agreement
- presence to contribution
- dreaming
- community connecting related tools:
  - who am I? my gifts and capacities
  - hopes and fears
  - mapping our network
  - passion audit
  - capacity mapping
  - who am I – my places

### **Assessment methodology**

Learning outcomes 4, 5 and 6 are assessed in the workplace. 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 self-directed support	1.1 Explain the principles underpinning self-directed support and how this differs from traditional support 1.2 Explain the benefits of an individual having self-directed support 1.3 Explain how legislation, policy or guidance underpin self-directed support 1.4 Explain what the following terms mean: a indicative allocation b supported self-assessment c support plan d outcome-focused review 1.5 Outline the possible barriers to self-directed support			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to support individuals to direct their own support and develop their support plan	2.1 Explain how to use person-centred thinking to enable individuals to think about what is important to them, and how they want to be supported 2.2 Explain how individuals can direct their own support if they do not have a personal budget 2.3 Explain how person-centred planning can be used to inform a support plan 2.4 Explain the roles of others who can assist individuals in developing their support plan 2.5 Describe different ways that individuals can develop a support plan 2.6 Describe a range of person-centred thinking tools that can be used to help individuals think about different ways they can spend their personal budget 2.7 Describe what might be included in the costings for a support plan			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the different ways that individuals can use their personal budget	3.1 Explain the different ways that individuals can use their personal budget to buy support 3.2 Research innovative ways that individuals can spend their personal budget other than buying social care services 3.3 Explain what restrictions may be imposed on personal budgets 3.4 Describe the criteria that are used to sign off a support plan 3.5 Describe a person-centred approach to risk that ensures that individuals have what is important to them whilst staying healthy and safe			
4 Be able to support individuals to direct their support	4.1 Support an individual to express what is important to them in how they want to be supported in the future 4.2 Use person-centred thinking tools to support an individual to have maximum choice and control in their life 4.3 Use person-centred thinking tools to support an individual to develop their support plan 4.4 Support an individual to identify any others who could work with them to develop their support plan			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to support individuals to use their personal budget in different ways	5.1 Support an individual to understand the different ways they could develop their support plan 5.2 Support an individual to understand what restrictions may be imposed on their personal budget 5.3 Support an individual to think about different options for spending their personal budget 5.4 Demonstrate a person-centred approach to balancing risk with individuals when making decisions about their personal budget			
6 Be able to support individuals with an outcome-focused review	6.1 Explain the process of an outcome-focused review 6.2 Support an individual to prepare for an outcome-focused review 6.3 Support an individual to be at the centre of the review process			

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*(if sampled)*

**Unit 48:** **Support Children and Young People to Make Positive Changes in Their Lives**

<b>Unit code:</b>	LDSS MP2
<b>Unit reference number:</b>	M/600/9788
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>Guided learning hours:</b>	27

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**Unit summary**

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

**Assessment requirements**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Learning outcomes and assessment criteria

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

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## **Unit 49: Understand Physical Disability**

<b>Unit code:</b>	PD OP 3.1
<b>Unit reference number:</b>	J/601/6150
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>Guided learning hours:</b>	22

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### **Unit summary**

This unit covers an understanding of physical disability, the impact of a physical disability on a person's life and the role played by society. The unit promotes a person-centred approach as an underpinning value in working with individuals with physical disabilities.

### **Assessment requirements**

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

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

### **Additional Information**

The **individual** is the person requiring care or support.

**Congenital** can include:

- cerebral palsy
- cystic fibrosis
- spina bifida
- congenital heart conditions
- muscular dystrophy
- congenital hip disorder.

**Acquired** disabilities can include:

- arthritis
- rheumatism
- cardiac conditions
- pulmonary conditions from work conditions or smoking eg emphysema, pulmonary fibrosis.

**Neurological** conditions can include:

- multiple sclerosis
- Parkinson's disease
- stroke

**Progressive** can also include neurological and some congenital conditions:

- motor neurone disease
- Life choices
- physical health
- education
- housing
- employment
- access to cultural/leisure activities
- mobility
- sexuality

### **Assessment methodology**

Learning outcomes 2, 3 and 4 must be assessed in a real work environment. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the importance of differentiating between the individual and the disability	1.1 Explain the importance of recognising the centrality of the individual rather than the disability 1.2 Explain the importance of an assessment being person centred 1.3 Compare the difference in outcomes that may occur between focusing on an individual's strengths and aspirations rather than their needs only			
2 Understand the concept of physical disability	2.1 Define the term physical disability 2.2 Describe the following terminology used in relation to physical disability: - congenital - acquired - neurological 2.3 Compare a congenital disability with a neurological disability, including causes 2.4 Explain the emotional impact of a progressive disability on the individual 2.5 Compare the different impacts on individuals that congenital and progressive disabilities can have			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the impact of living with a physical disability within society	3.1 Describe environmental and social barriers that can have a disabling effect on an individual with a physical disability 3.2 Analyse the socio-economic effects of physical disability on an individual 3.3 Explain the changes that have occurred in society as a result of Disability legislation 3.4 Analyse the extent of improvements for the individual as a result of Disability legislation 3.5 Explain the effects of physical disability on an individual's life choices 3.6 Explain how attitudes either promote a positive or negative perception of disability			
4 Understand the importance of promoting inclusion and independence	4.1 Explain the importance of independence and inclusion for individuals with physical disabilities 4.2 Analyse ways that inclusion and independence can be promoted 4.3 Explain the importance of the individual having control of choices and decisions 4.4 Analyse the importance of positive risk-taking for the individual with physical disabilities 4.5 Explain how to encourage the individual to take positive risks while maintaining safety 4.6 Explain strategies you may use to challenge stereotypes, prejudicial or discriminatory attitudes			

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## **Unit 50: Support Families who Have a Child with a Disability**

<b>Unit code:</b>	PD OP 3.5
<b>Unit reference number:</b>	D/601/5750
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>Guided learning hours:</b>	23

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### **Unit summary**

This unit is aimed at those whose role includes supporting families who have a child with sensory, physical or learning disabilities. It addresses emotional needs and resource needs and it also addresses working with other professionals and agencies.

### **Assessment requirements**

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

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

### **Additional information**

#### **Diagnosis eg a range of:**

- physical disabilities
- learning disabilities
- sensory disabilities.

#### **Interpersonal relationships within the family**

Examples are:

- relationships with siblings
- relationships between siblings and parents
- relationships with grandparents.

**Other professionals and agencies:**

- teachers
- educational psychologist
- educational welfare
- physiotherapist
- occupational therapist
- nurse
- GP
- social worker
- dietician
- speech and language therapist.

**Support** can include:

- support with personal care
- support with equipment
- advocacy
- support with benefits
- advice
- housing.

**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 on a family of having a child with a disability	1.1 Describe the emotional impact that a diagnosis can have on families 1.2 Explain how the impact of having a child with a disability can be rewarding and/or challenging 1.3 Explain the emotional experience that families may have after diagnosis, using theories of loss 1.4 Explain how having a child with a disability may affect interpersonal relationships within a family 1.5 Identify the changes that may need to be made to family life, social life, work and accommodation 1.6 Explain why it is important for family members to have opportunities to explore feelings and experiences			
2 Be able to support families who have a child with a disability	2.1 Establish with the family the support they require 2.2 Work with the family to identify different ways that needs can be met 2.3 Support family members to discuss feelings and experiences related to having a child with a disability			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to support families with a child with a disability to use informal networks and community resources	3.1 Explain what informal networks and community resources there are for children with disabilities and their families 3.2 Give information to a family about community resources and informal networks to enable them to make choices 3.3 Support a family to use community resources and informal networks			
4 Be able to work in partnership with other professionals and agencies to support families with a child with a disability	4.1 Identify support and resources that a child with a disability may need 4.2 Investigate the roles of other professionals and agencies that may provide support to families with a child with a disability 4.3 Provide information to a family about professionals and agencies that may provide support 4.4 Identify when referrals should be made to other professionals and/or agencies 4.5 Demonstrate partnership working with other professionals and agencies to provide support to families with a child with a disability 4.6 Review the outcomes for the family of partnership working 4.7 Identify and report any additional support required by the family			

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*(if sampled)*



## **Unit 51: Understand Sensory Loss**

<b>Unit code:</b>	SS MU 3.1
<b>Unit reference number:</b>	M/601/3467
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>Guided learning hours:</b>	21

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### **Unit summary**

The purpose of this unit is to provide the learner with introductory knowledge and understanding about sensory loss.

### **Assessment requirements**

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

### **Additional Information**

**Sensory loss** could include:

- sight loss
- hearing loss
- deaf-blindness.

**Factors** could include:

- communication
- information
- familiar layouts and routines
- mobility.

### **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 that impact on an individual with sensory loss	1.1 Analyse how a range of factors can impact on individuals with sensory loss 1.2 Analyse how societal attitudes and beliefs impact on individuals with sensory loss 1.3 Explore how a range of factors, societal attitudes and beliefs impact on service provision			
2 Understand the importance of effective communication for individuals with sensory loss	2.1 Explain the methods of communication used by individuals with: <ul style="list-style-type: none"> <li>- sight loss</li> <li>- hearing loss</li> <li>- deafblindness.</li> </ul> 2.2 Describe how the environment facilitates effective communication for people with sensory loss 2.3 Explain how effective communication may have a positive impact on lives on individuals with sensory loss			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the main causes and conditions of sensory loss	3.1 Identify the main causes of sensory loss 3.2 Define congenital sensory loss and acquired sensory loss 3.3 Identify the demographic factors that influence the incidence of sensory loss in the population			
4 Know how to recognise when an individual may be experiencing sight and/or hearing loss and actions that may be taken	4.1 Identify the indicators and signs of: <ul style="list-style-type: none"> <li>- sight loss</li> <li>- hearing loss</li> <li>- deafblindness.</li> </ul> 4.2 Explain actions that should be taken if there are concerns about onset of sensory loss or changes in sensory status 4.3 Identify sources of support for those who may be experiencing onset of sensory loss			

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## **Unit 52: Understand Models of Disability**

**Unit code:** SS OP 3.1

**Unit reference number:** F/601/3473

**Level:** 3

**Credit value:** 3

**Guided learning hours:** 26

### **Unit summary**

The purpose of this unit is to provide the learner with knowledge and understanding of models of disability.

### **Assessment requirements**

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

### **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the difference between models of disability	1.1 Outline the history and development of the medical, social and psycho-social models of disability 1.2 Compare and contrast the medical, social and psycho-social models of disability			
2	Understand how the adoption of models of disability can shape an individual's identity and experience	2.1 Analyse how the medical, social and psycho-social models of disability can impact on an individual's identity and experience			
3	Understand how the adoption of models of disability can shape service delivery	3.1 Analyse how the medical, social and psycho-social models of disability can shape service delivery 3.2 Evaluate how own practice promotes the wellbeing and quality of life of individuals			

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**Unit 53:** **Promote Effective Communication with Individuals with Sensory Loss**

<b>Unit code:</b>	SS OP 3.2
<b>Unit reference number:</b>	K/601/3483
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>Guided learning hours:</b>	30

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**Unit summary**

The purpose of this unit is to provide the learner with knowledge and skills required to support effective communication with individuals with sensory loss.

**Assessment requirements**

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

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

**Sensory loss** could include:

- sight loss
- hearing loss
- deafblindness.

**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 effective two way communication	1.1 Identify the features of two-way communication 1.2 Explain why two-way communication is important for individuals with sensory loss 1.3 Explain how own role can impact on the dynamics of two-way communication with individuals with sensory loss			
2 Understand different methods that can support communication with individuals with sensory loss	2.1 Research the different methods that are used to support communication with individuals with sensory loss 2.2 Identify the characteristics of communication that is not based on formal language systems			
3 Be able to support the individual with communication	3.1 Agree with an individual and/or others preferred methods of communication 3.2 Prepare the environment to facilitate effective communication 3.3 Use agreed methods of communication with an individual 3.4 Check the effectiveness of communication with the individual throughout the interaction			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Evaluate the effectiveness of methods of communication used to support an individual with sensory loss	4.1 Evaluate the effectiveness of the use of agreed methods of communication with an individual and/or others 4.2 Contribute to the identification of further support needs of individuals with sensory loss to support the continued development of communication skills 4.3 Make suggestions to improve the use of agreed methods of communication to individuals and/or others 4.4 Reflect on own practice on the use of agreed methods of communication 4.5 Adapt own practice to meet the needs of the individual			

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## **Unit 54: Support Individuals with Multiple Conditions and/or Disabilities**

<b>Unit code:</b>	SS OP 3.3
<b>Unit reference number:</b>	A/601/5190
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>Guided learning hours:</b>	31

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### **Unit summary**

The purpose of this unit is to provide the learner with knowledge, understanding and skills required to support individuals with multiple conditions and/or disabilities.

### **Assessment requirements**

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

Learning outcomes 4 and 5 must be assessed in a real work environment.

**Multiple conditions and/or disabilities** could include a combination of factors relating to:

- sensory loss
- physical health
- mental health
- physical disability
- learning difficulty/disability
- emotional health.

### **Wellbeing** eg

- emotional
- psychological
- physical.

**Activities** could include:

- education
- employment
- leisure activities
- social activities
- household or domestic tasks.

**Informal networks** could include:

- family
- friends
- neighbours
- special interest groups.

**Others** could include:

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

### **Assessment methodology**

Learning outcomes 4 and 5 are assessed at work. 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 multiple conditions and/or disabilities on individuals	1.1 Describe possible multiple conditions and/or disabilities that individuals may have 1.2 Explain how multiple conditions and/or disabilities may have an additional impact on the individual's wellbeing and quality of life 1.3 Explain how multiple conditions and/or disabilities may impact on individual's opportunity to participate in a range of activities			
2 Understand own role in supporting individuals with multiple conditions and/or disabilities	2.1 Describe own role in supporting the wellbeing of individuals with multiple conditions and/or disabilities 2.2 Explain the steps to take when actions may be outside of the scope of own role and responsibilities			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Understand the support available for individuals with multiple conditions and/or disabilities</p>	<p>3.1 Research the roles of professionals who may provide support to individuals with multiple conditions and/or disabilities in own local area</p> <p>3.2 Explain the range of equipment that is available to support the additional needs of individuals with multiple conditions and/or disabilities</p> <p>3.3 Explain the range of resources that is available to support the additional needs of individuals with multiple conditions and/or disabilities</p> <p>3.4 Explain the importance of informal networks in providing support to individuals with multiple conditions and/or disabilities</p>			
<p>4 Be able to assist individuals with multiple conditions and/or disabilities</p>	<p>4.1 Support an individual to identify needs and preferences</p> <p>4.2 Identify any resources or specialist equipment that may be required to support an individual to engage in activities</p> <p>4.3 Support an individual to engage in activities that meet their needs and preferences</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to evaluate the support provided to an individual to engage in activities	5.1 Review with the individual and/or others, how well the activities have met the identified needs and preferences 5.2 Reflect on own support to an individual to engage in activities 5.3 Explain where additional advice, guidance or support can be accessed to improve own practice 5.4 Adapt own practice to support the needs of the individual			

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## **Unit 55: Support Individuals in the Use of Assistive Technology**

<b>Unit code:</b>	SS OP 3.4
<b>Unit reference number:</b>	J/601/3541
<b>Level:</b>	4
<b>Credit value:</b>	4
<b>Guided learning hours:</b>	32

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### **Unit summary**

The purpose of this unit is to provide the learner with knowledge, understanding and skills required to support the use of assistive technology.

### **Assessment requirements**

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

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

### **Wellbeing** eg

- emotional
- psychological
- physical.

### **Others** could include:

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

### **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the range, purpose and effectiveness of assistive technology available to support individuals</p>	<p>1.1 Research the range and purpose of assistive technology that is available to support individuals in own area of work</p> <p>1.2 Investigate the effectiveness of the most commonly used assistive technology in own area of work</p> <p>1.3 Explain how assistive technology can have a positive impact on the wellbeing and quality of life of individuals</p>			
<p>2 Be able to support the selection of assistive technology with individuals</p>	<p>2.1 Explain own role and the roles of others in the provision of assistive technology for individuals</p> <p>2.2 Support an individual to access specialist information and support about assistive technology</p> <p>2.3 Support an individual to express needs, preferences and desired outcomes in relation to the use of assistive technology</p> <p>2.4 Support an individual to select assistive technology to meet their needs and preferences</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to support the use of assistive technology aids with an individual	3.1 Prepare the environment to support the use of assistive technology with an individual 3.2 Support the use of assistive technology following instructions or guidelines within boundaries of own role 3.3 Record the use of assistive technology following procedures or agreed ways of working 3.4 Explain when and to whom referrals for maintenance or repair would be made			
4 Be able to evaluate the effectiveness of the use of assistive technology to meet identified outcomes	4.1 Review the effectiveness of assistive technology against identified outcomes with individuals and/or others 4.2 Provide feedback to others on the use of assistive technology 4.3 Revise plans to use assistive technology to achieve identified outcomes with individuals and/or others 4.4 Evaluate own practice in using assistive technology to meet identified outcomes 4.4 Adapt own practice to support the needs of the individual			

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*(if sampled)*

## **Unit 56: Support the Promotion of Awareness of Sensory Loss**

<b>Unit code:</b>	SS OP 3.6
<b>Unit reference number:</b>	D/601/3545
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>Guided learning hours:</b>	23

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### **Unit summary**

The purpose of this unit is to provide the learner with knowledge, understanding and skills required to promote awareness of sensory loss. This unit would be useful for those who undertake specialist roles.

### **Assessment requirements**

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

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

### **Sensory loss** could include:

- sight loss
- hearing loss
- deafblindness.

### **Others** could include:

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

### **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the importance of promoting awareness of sensory loss	1.1 Explain why it is important to promote awareness of sensory loss for: <ul style="list-style-type: none"> <li>- Individuals</li> <li>- service provision</li> <li>- societal perceptions and attitudes</li> </ul>			
2 Understand the role played by self and others in promoting awareness of sensory loss	2.1 Outline own role in promoting awareness of sensory loss 2.2 Outline the roles of others who may play a part in promoting the awareness of sensory loss 2.3 Establish the role that individuals play in promoting awareness of sensory loss			
3 Be able to provide information that promotes awareness of sensory loss	3.1 Support the range of information and resources available in relation to sensory loss 3.2 Research evidence-based best practice in relation to sensory loss 3.3 Provide others with information on evidence-based best practice relevant to own service area			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to use information to promote awareness of sensory loss	4.1 Use information, resources or evidence-based best practice to improve support provided to individuals with sensory loss by self and others  4.2 Establish the extent of changes that result from providing information and intelligence about evidence-based practice resources			

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## **Unit 57: Support Individuals to Access Education, Training or Employment**

<b>Unit code:</b>	SS OP 3.7
<b>Unit reference number:</b>	H/601/3546
<b>Level:</b>	4
<b>Credit value:</b>	4
<b>Guided learning hours:</b>	31

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### **Unit summary**

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals to access education, training or employment.

### **Assessment requirements**

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

Learning outcomes 4, 5 and 6 must be assessed in real work environment.

### **Wellbeing** eg

- emotional
- psychological
- physical.

### **Others** could include:

- other professionals
- specialist employment agencies
- careers services
- job coach
- learning providers
- employers
- carers/family members
- advocates
- colleagues.

## **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the value of engagement in training, education or employment for individuals	1.1 Explain why engagement in education, training or employment opportunities can have a positive impact on the wellbeing and quality of life of individuals			
2 Understand how legislation, guidance and codes of practice support an individual to access training, education or employment	2.1 Outline the legislation, guidance and codes of practice that support an individual to access training, education or employment 2.2 Explain how the duty to make reasonable adjustments by learning providers or employers impacts on support for individuals to access training, education or employment 2.3 Identify the assistance that is available to learning providers or employers to support individuals to access education, training or employment opportunities			
3 Understand the support available to individuals accessing education, training or employment	3.1 Identify the range of agencies that provide support to individuals accessing education, training or employment 3.2 Clarify the support provided by the various agencies			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Be able to support an individual to identify and access education, training or employment that meet needs and preferences</p>	<p>4.1 Work with individuals to identify the education, training or employment opportunities taking account of their:</p> <ul style="list-style-type: none"> <li>- aspirations</li> <li>- skills and abilities</li> <li>- interests</li> <li>- experience</li> <li>- qualifications</li> <li>- support needs</li> <li>- preferred career pathway</li> <li>- personal circumstances</li> <li>- language/communication needs.</li> </ul> <p>4.2 Work with the individual and/or others to source accessible information on education, training or employment opportunities</p> <p>4.3 Support the individual to select preferred education, training or employment</p> <p>4.4 Support the individual to complete applications to access education, training or employment</p> <p>4.5 Support the individual to prepare for interview or selection for education, training or employment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to support individuals to undertake education, training or employment	5.1 Outline own role and role of others in providing support to an individual to undertake education, training or employment 5.2 Work with the individual and/or others to identify assistive technology; resources and support that may be needed to undertake education, training or employment			
6 Be able to evaluate engagement in education, training or employment	6.1 Review with the individual and/or others how well the education, training or employment opportunity has met expectations and identified outcomes 6.2 Review with the individual and/or others the continued support required to undertake education, training or employment 6.3 Agree with the individual and/or others adjustments to be made to education, training or employment arrangements to meet individual needs and preferences			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*



## **Unit 58: Enable Individuals to Negotiate Environments**

<b>Unit code:</b>	SS OP 3.8
<b>Unit reference number:</b>	R/601/5180
<b>Level:</b>	3
<b>Credit value:</b>	5
<b>Guided learning hours:</b>	34

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### **Unit summary**

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals to negotiate familiar and unfamiliar environments.

### **Assessment requirements**

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

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

### **Additional Information**

**Conditions and/or disabilities** could include factors relating to:

- sensory loss
- physical health
- mental health
- physical disability
- learning difficulty/disability
- emotional health.

**Resources** could include:

- other professionals
- assistive technology/aids.

**Others** could include:

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

The **plan** will include:

- risk assessment

and could include:

- environmental hazards
- agreed methods of communication
- level of support required
- assistive technology/aids
- other resources.

### **Assessment methodology**

Learning outcomes 2, 3 and 4 must be assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the factors that may impact on an individual being able to negotiate their environments	1.1 Analyse how a range of conditions and/or disabilities may impact on individuals being able to negotiate environments 1.2 Describe potential environmental barriers to individuals negotiating environments 1.3 Establish how environmental barriers to individuals negotiating environments can be addressed			
2 Be able to prepare to support an individual to negotiate an environment	2.1 Explain the scope of own role in supporting an individual to negotiate an environment 2.2 Establish the resources that are available to support an individual to negotiate an environment 2.3 Assess the risks associated with an individual negotiating familiar and unfamiliar environments 2.4 Work with others to develop a plan to support an individual to negotiate an environment			
3 Be able to support the individual to negotiate an environment	3.1 Agree with the individual activities which require negotiating an environment 3.2 Support an individual to negotiate an environment following agreed plan 3.3 Provide information to the individual when negotiating unfamiliar environment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to evaluate and revise the support provided to an individual to negotiate an environment	4.1 Observe and record an individual's ability to negotiate an environment 4.2 Evaluate the success of negotiating an environment with an individual and/or others 4.3 Use records of observations and feedback from the individual and/or others to review the plan to negotiate an environment 4.4 Agree a revised plan with the individual and/or others 4.5 Evaluate own contribution to supporting an individual to negotiate an environment			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

**Unit 59:** **Understand the Context of Supporting Children and Young People Through Foster Care**

<b>Unit code:</b>	FC1
<b>Unit reference number:</b>	T/503/5878
<b>Level:</b>	3
<b>Credit value:</b>	5
<b>Guided learning hours:</b>	45

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**Unit summary**

This unit aims to provide the learner with knowledge and understanding of why children and young people may need to access foster care, the importance of relationships to these individuals and how foster care can make a positive difference to their lives. It also covers how legislation, policies and procedures influence the foster care process.

**Assessment requirements**

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

**Assessment Methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the circumstances that can lead to children and young people accessing foster care	1.1 Explain the circumstances that can lead to children and young people accessing foster care 1.2 Explain the changes that a child or young person accessing foster care may experience 1.3 Explain the effects that <b>changes</b> may have on the child or young person and <b>others</b>			
2 Know the information that should be provided to foster carers prior to placements being arranged	2.1 Explain what information should be provided to assist in the provision of a safe and secure environment for children and young people accessing foster care 2.2 Explain steps that should be taken if sufficient information has not been received for a child or young person accessing foster care			
3 Understand how legislation, policies and procedures relate to foster care	3.1 Evaluate how current <b>legislative frameworks</b> in own home nation and organisational policies and procedures underpin the way that children and young people are looked after in foster care 3.2 Explain the importance of foster carers adhering to service policies and procedures 3.3 Explain how <b>delegated responsibility</b> impacts upon the role of foster carers			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how foster care can make a positive difference to the lives of children and young people in care	4.1 Explain the importance of stability in the care offered to children and young people accessing foster care 4.2 Evaluate the role of foster carers in providing children and young people with a safe, secure and stable environment			
5 Understand the importance of relationships for children and young people accessing foster care	5.1 Explain the importance for children and young people accessing foster care, of maintaining relationships with their wider family and <b>informal networks</b> 5.2 Explain how the maintenance of relationships with wider family and informal networks can have a positive or negative impact on their self image or identity 5.3 Explain circumstances where children and young people are not able to maintain relationships with wider family members and informal networks 5.4 Analyse the impact of separation and loss on children and young people accessing foster care 5.5 Explain how children and young people can be supported to explore feelings in relation to contact and relationships with wider family members 5.6 Explain why it is important for foster carers to have positive regard for a child or young people's background			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand the roles and responsibilities of a foster carer when working with birth families, carers and professionals	6.1 Describe the roles and responsibilities of the foster carer as part of the fostering service 6.2 Explain the importance of foster carers developing and maintaining good relationships with birth families, carers and professionals 6.3 Summarise circumstances that may impact on foster carers developing and maintaining relationships with birth families, carers and professionals			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## Unit 60: Practise as a Foster Carer

<b>Unit code:</b>	FC2
<b>Unit reference number:</b>	A/503/5879
<b>Level:</b>	3
<b>Credit value:</b>	5
<b>Guided learning hours:</b>	46

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### Unit summary

This unit aims to provide the learner with the skills to work effectively as a team member alongside key people in providing children and young people with a safe environment in the family home.

### Assessment requirements

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

### Assessment methodology

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare to accommodate children or young people in their own home	1.1 Assess the information provided about the needs, background and experiences of a child or young person for whom a home is to be provided 1.2 Evaluate how the needs, background and experience of the child or young person can be accommodated within own home 1.3 Demonstrate how to seek additional support where the needs, background and experience of the child or young person may present challenges			
2 Be able to support children and young people to settle into the family home	2.1 Take steps to make a child or young person feel welcomed into the home 2.2 Personalise the home for the child or young person. 2.3 Support the child or young person to understand any house rules for living in the home according to their age and stage of development 2.4 Support the child or young person to express needs, wishes and feelings			
3 Be able to provide a safe home environment for children and young people accessing foster care	3.1 Identify a range of <b>risks</b> that may be considered when providing accommodation for a child or young person 3.2 Evaluate hazards and risks within the home environment 3.3 Implement actions to minimise risks within the home for a child or young person, balancing rights and choices with safety			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to support family and other key people to adjust to family life with children and young people accessing foster care	4.1 Explain the impact that emotional, social and physical demands may have on family and other key people 4.2 Consider techniques that can be used to support family and other key people to integrate a child or young person as a family member 4.3 Support family and other key people to balance their own needs with those of the child or young person 4.4 Take steps to address conflicts and disagreements as they arise 4.5 Develop <b>strategies</b> to protect the child or young person, family and key people when the behaviour of the child or young person presents a risk to themselves or others			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to work effectively as a member of a professional team and wider community to meet the needs of children and young people in foster care	5.1 Implement elements of the care plan that relate to own role as part of the foster care team 5.2 Work with the fostering team and <b>others</b> to support children or young people's <b>health and well being</b> 5.3 Demonstrate the use of organisational skills in foster carer role			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

**Unit 61:** **Support positive attachments for children and young people**

<b>Unit code:</b>	FC3
<b>Unit reference number:</b>	M/503/5877
<b>Level:</b>	3
<b>Credit value:</b>	7
<b>Guided learning hours:</b>	55

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**Unit summary**

This unit aims to provide learners with the skills required to promote positive attachment for children and young people and an understanding of how resilience can reduce their vulnerability to separation and loss.

**Assessment requirements**

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

**Assessment methodology**

Learning Outcomes 3 and 4 must be assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the importance of positive attachment for the well being of children and young people	1.1 Summarise theories of attachment 1.2 Explain why positive attachment is important for children and young people 1.3 Evaluate the potential <b>impact</b> on the well being of children and young people of not forming positive attachments 1.4 Explain the role of <b>carers</b> in supporting children and young people to form positive attachments			
2 Understand how resilience can reduce vulnerability of children and young people to separation and loss	2.1 Describe what is meant by the term resilience 2.2 Explain how the development of resilience can help children and young people cope with separation and loss 2.3 Explain ways carers can help develop resilience in children and young people			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to promote positive attachments for children or young people	3.1 Engage a child or young person in routines and activities that promote positive relationships and well being 3.2 Use active listening with a child or young person to promote the development of positive relationships and well being 3.3 Seek advice and support from <b>others</b> when concerned about the attachment behaviour of a child or young person 3.4 Implement <b>agreed strategies</b> with a child or young person to promote positive relationships and well being			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to develop own practice in supporting positive attachments for children or young people	4.1 Describe how a child or young person has been supported by own practice to develop positive attachments 4.2 Evaluate why approaches in supporting positive attachments have been successful or unsuccessful for a child or young person 4.3 Reflect on how own practice can be adapted to support a child or young person in the future			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## Further information

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To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges: [www.pearsonschoolsandcolleges.co.uk](http://www.pearsonschoolsandcolleges.co.uk)

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website:  
[qualifications.pearson.com](http://qualifications.pearson.com)

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

### How to obtain National Occupational Standards

To obtain the National Occupational Standards go to [www.ukstandards.org.uk](http://www.ukstandards.org.uk).

# Professional development and training

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

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

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

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

## Training and support for the lifetime of the qualifications

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

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

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

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

# Annexe A: Quality assurance

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## Key principles of quality assurance

- A centre delivering Pearson qualifications must be a Pearson-recognised centre and must have approval its for qualifications.
- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.
- Pearson makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

## Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them in providing robust quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Pearson operates a quality assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Pearson.

The Pearson quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications
- annual visits to centres by Pearson for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by a Pearson quality development reviewer
- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

## Annexe B: Centre certification and registration

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Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Pearson Edexcel NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Pearson will exercise the right to:

- direct centres to take action
- limit or suspend certification
- suspend registration.

The approach of Pearson in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

### **What are the access arrangements and special considerations for the qualifications in this specification?**

Centres are required to recruit learners to Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications* for further details. [qualifications.pearson.com](http://qualifications.pearson.com)



# Annexe C: 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 only be utilised as an assessment method for competence based learning outcome 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.

## Skills for Health's Assessment Principles

These assessment principles specifically apply to the following unit:  
Unit 15: Administer Medication to Individuals and Monitor the Effects

### 1 Introduction

- 1.1 Skills for Health is the Sector Skills Council (SSC) for the UK health sector.
- 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.

### 2 Assessment Principles

- 2.1 Assessment decisions for competence units (e.g. those including learning outcomes that begin with 'to be able to' or 'understand') must be made by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment.
- 2.2 Assessment decisions for competence units must be made by an assessor who meets the requirements set out in the qualifications assessment strategy.
- 2.3 Competence based units must include direct observation as the primary source of evidence
- 2.4 Simulation may only be utilised as an assessment method 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 decisions for knowledge only units must be made by an assessor qualified to make the assessment decisions as defined in the unit assessment strategy. 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. Occupational competence must be at unit level which might mean different assessors across a whole qualification. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained through clearly demonstrable continuing learning and professional development. This can be demonstrated through current statutory professional registration.

#### **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 through clearly demonstrable continuing learning and professional development.

#### **4.3 Qualified to make assessment decisions:**

This means that each assessor must hold a relevant qualification or be assessing to the standard specified in the unit/ qualification assessment strategy. Skills for Health will agree with Awarding Organisations the relevant assessor qualifications or standard for qualifications covered by these principles.

#### **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 a qualification in assessment of workplace performance
- OR
- a professional work role which involves evaluating the everyday practice of staff

## Annexe D: Qualifications for Assessors

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Skills for Care and Development (SfCD) has specified that each Assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. In conjunction with other awarding organisations, SfCD has prepared a **provisional and indicative** list of qualifications to include any of the following:

- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation
- Pearson Edexcel Level 3 Award in Assessing Competence in the Work Environment (QCF) (for competence / skills Learning outcomes only)
- Pearson Edexcel Level 3 Award in Assessing Vocationally Related Achievement (QCF) (for knowledge Learning outcomes only)
- Pearson Edexcel Level 3 Certificate in Assessing Vocational Achievement (QCF)
- Qualified Teacher Status
- Certificate in Education in Post-Compulsory Education (PCE)
- The Practice Teacher Award
- Mentorship and Assessment in Health and Social Care Settings
- Preparing to Teach in the Lifeline Learning Sector (PTLLS)
- Certificate in Teaching in the Lifelong Learning Sector (CTLTS)



# Annexe E: Further Guidance from Skills for Care and Development on the Level 3 Diplomas in Health and Social Care

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## All level 2 and 3 Diplomas in Health and Social Care

### Choosing optional units

Optional units within the Health and Social Care Diplomas are designed to be combined in flexible ways to reflect the real working context of different learners. When planning the units best suited to an individual learner, all units should be considered *by title and content* regardless of their unit prefix/reference number.

- Prefixes may suggest a particular context but the unit itself may have wider application, eg LD 314 Support individuals with self-directed support applies across the sector and not only to those supporting people who have a learning disability.
- Or units with the general HSC prefix may have a very specific context, eg HSC 3055 Identify the physical health needs of individuals with mental health needs and plan appropriate actions

The full range of optional units should therefore be considered for all learners.

## Level 3 Diploma in Health and Social Care (CYP) for Wales and N Ireland

### Credits from Knowledge units

It is recommended that learners achieve at least 11 credits in Group B from *competence* units, ie no more than 7 credits from *knowledge only* units. This reflects the purpose of the qualification, which is to confirm competence in a work role.

The knowledge units in Group B are:

- Unit 25: Understand the needs of children who are vulnerable and experiencing poverty and disadvantage (CYPOP 17, F/600/9777)
- Unit 41: Understand the context of supporting individuals with learning disabilities (LD 201, K/601/5315)
- Unit 44: Understand how to support individuals with autistic spectrum conditions (LD 310, T/601/5317)
- Unit 49: Understand physical disability (PD OP 3.1, J/601/6150)
- Unit 51: Understand sensory loss (SS MU 3.1, M/601/3467)
- Unit 52: Understand models of disability (SS OP 3.1, F/601/3473)

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