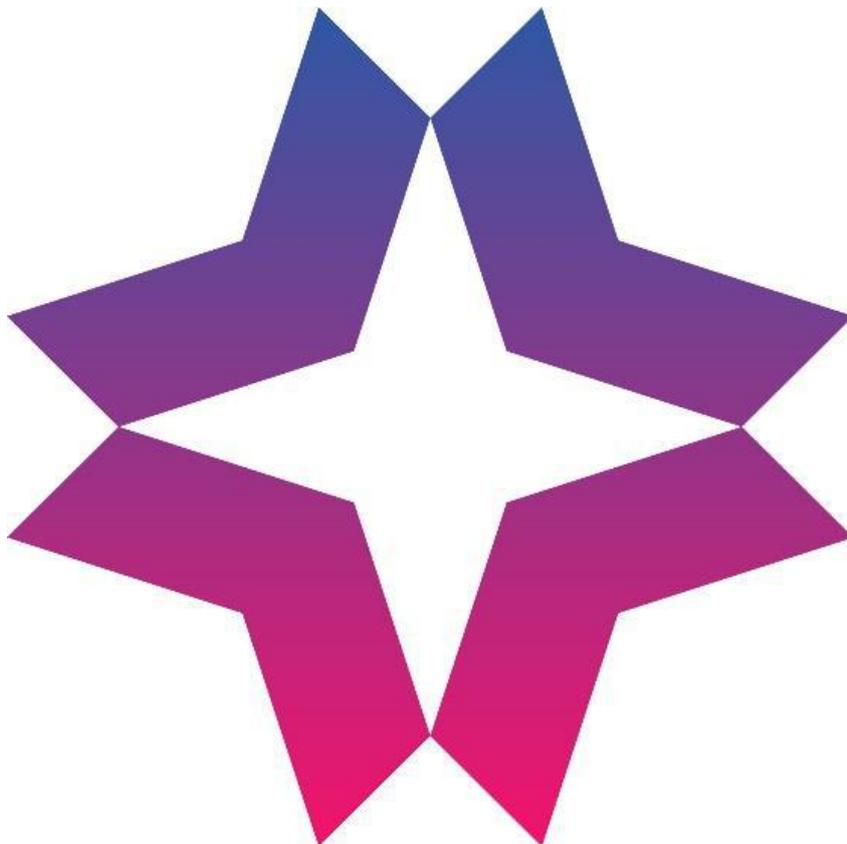


SPECIFICATION

IAO LEVEL 3 DIPLOMA FOR THE CHILDREN AND YOUNG PEOPLE'S WORKFORCE

QUALIFICATION NUMBER: 601/3514/1



Innovate Awarding is an Ofqual regulated awarding organisation with an innovative and dynamic approach. We develop off-the-shelf, customised and fully bespoke qualifications across a growing number of sectors – all on the Regulated Qualifications Framework (RQF).

Our portfolio is always growing, and we currently have qualifications in the following sectors:

Active Leisure
Business and Management
Childcare
Employability
Retail

Health and Social Care
Hospitality and Catering
IT
Logistics
Education and Training

We currently offer over 100 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date www.innovateawarding.org

This document will be updated if there are any changes so it is important to make sure you are working from the most up-to-date version, which is available to download from our website.

This specification also provides details on administration, quality assurance policies and the requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

Innovate Awarding is recognised as an awarding organisation by the following qualifications regulators – Ofqual (England).

If you have any questions regarding qualifications in general, aspects of specific qualifications or our quality assurance policies and procedures, visit our website where a lot more information is available.

If you cannot find what you are looking for on our website, please call or email our customer support team:

Telephone: 0117 314 2800
Email: contactus@innovateawarding.org

“ We work with a wide variety of organisations such as employers, training providers, FE colleges and Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications. ”

Qualification summary

Qualification Accreditation Number (QAN) 601/3514/1

Qualification review date 30.04.23

Guided Learning Hours (GLH) Minimum 443 hours

Total Qualification Time (TQT) 650 hours

RQF level 3

Qualification credit value 65

Minimum credits at/above level 65

Assessment requirements Portfolio of Evidence

This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).

Aims and objectives of the qualification

This qualification is designed to build the knowledge and skills needed when working with children and young people from birth to 19 years. It covers a diverse range of job roles and occupational areas.

Entry guidance

There are no formal entry requirements for this qualification.

This qualification is suitable for those who work with children and young people in a supervisory or senior role. It provides Learners with an opportunity to demonstrate their competence in a wide range of job roles and settings.

Progression opportunities

Learners who achieve this qualification could progress into employment in the children and young people's workforce in health and social care, youth and community worker. Possible roles include care worker, foster carer, youth or community worker.

On completion of this qualification, Learners may progress to complete a higher level qualification in this area or move on to other qualifications in related areas such as:

- Level 3 Diploma in Health and Social Care (Adults) for England
- Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England)

Funding

For details on eligibility for government funding please refer to the following websites:

<http://www.education.gov.uk/section96/>

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

Innovate Awarding

When you work with Innovate Awarding, you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative...everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website www.innovateawarding.org.

Feedback

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems. Email us at contactus@innovateawarding.org or call us on 0117 314 2800.

Complaints

If we do get things wrong, we will make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint, then we recommend you read our Complaints Procedure which can be found on our website.

Fees

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

Enquiries and appeals

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

Data Protection

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

Equality and Diversity

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

Reasonable Adjustment and Special Consideration

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

Malpractice and Maladministration

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

Recognition of Prior Learning (RPL)

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL and this can be found within our Information and Guidance for Centres on our website.

Please note the above is not a comprehensive guide to running IAO qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.

The Regulated Qualifications Framework (RQF)

What is the RQF?

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

Qualification Level

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three "Entry" levels.

Qualification Size

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels, but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

Credit values

Every unit and qualification on the RQF has been given a credit value, which denotes the number of credits that will be awarded to each candidate who successfully completes the unit or qualification.

- **1** credit represents **10** notional learning hours

Notional learning hours represent the amount of time a learner is expected to take, on average, to complete the learning outcomes of the unit to the standard required within the assessment criteria. It is important to note that notional learning hours is not the same as guided learning hours (GLH). GLH represents the hours during which a tutor or trainer is present and contributing to the learning process. Notional learning hours represents the hours which are needed to successfully cover all the learning required to achieve the unit, either guided or independently.

RQF terminology

Whilst the evidence outcomes required from RQF and NVQ units are the same, the RQF units use different terminology to the NVQ units. The assessment criteria for NVQ units are 'what you must do' and 'what you must know' whereas the RQF units are all 'the Learner can' or 'the Learner is able to'.

Rules of Combination (RoC)

Every qualification on the RQF is structured through Rules of Combination. Rules of Combination are important because they define the number of credits which need to be achieved and where these credits must come from in order for a Learner to achieve the qualification. Rules of Combination also state what the potential is for Learners who wish to transfer credits between qualifications and awarding bodies.

Skills for Care and Development 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
 - Skills for Care.
- 1.2 This document sets out those principles and approaches to RQF 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. Additional information/guidance regarding individual unit assessment can be obtained from Awarding Organisations, or from Skills for Care and Development. This must be used in order to provide the proper context for learning and assessment.
- 1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.
- 1.4 Where Skills for Care and Development qualifications are joint with Skills for Health, Skill for Health will also use these assessment principles.

2. Assessment Principles

- 2.1 Assessment decisions for competence based learning outcomes (e.g. those beginning with ‘to be able to’) must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.
- 2.2 Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.
- 2.3 Competence based assessment must include direct observation as the main source of evidence
- 2.4 Simulation may only be utilised as an assessment method for competence based Lo where this is specified in the assessment requirements of the unit’.
- 2.5 Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

- 2.6 Assessment of knowledge based Learning Outcomes (e.g. 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 RQF 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.

Qualification structure

Learners must gain a minimum number of 65 credits to achieve the IAO Level 3 Diploma for the Children and Young People's Workforce.

To do this they must gain 27 credits from the mandatory units. Learners must select one mandatory pathway: Social Care or Learning, Development and Support Services to achieve 13 credits.

The remaining 25 credits must be achieved from units in the optional group. Units already completed through the pathway can only be taken once and cannot be counted again in the optional units.

The total Guided Learning Hours (GLH) for this qualification is 443 to 507 hours.

Unit structures

Mandatory and Pathway Units are listed below, followed by the Optional Units.

Mandatory units

Unit ref	Unit title	Level	Credit value	GLH
J/601/1434	Promote communication in health, social care or children's and young people's settings	3	3	10
A/601/1429	Engage in personal development in health, social care or children's and young people's settings	3	3	10
Y/601/1437	Promote equality and inclusion in health, social care or children's and young people's settings	3	2	8
R/601/1436	Principles for implementing duty of care in health, social care or children's and young people's settings	3	1	5
L/601/1693	Understand child and young person development	3	4	30
R/601/1694	Promote child and young person development	3	3	25
Y/601/1695	Understand how to safeguard the wellbeing of children and young people	3	3	25
D/601/1696	Support children and young people's health and safety	3	2	15
H/601/1697	Develop positive relationships with children, young people and others involved in their care	3	1	8
K/601/1698	Working together for the benefit of children and young people	3	2	15
M/601/1699	Understand how to support positive outcomes for children and young people	3	3	25

Learners must choose one of the following pathways -

UNITS GROUP P1 – Social Care Pathway

Unit ref	Unit title	Level	Credit value	GLH
M/600/9760	Assessment planning with children and young people	3	5	35
F/600/9780	Promote the wellbeing and resilience of children and young people	3	4	30
F/601/0315	Professional practice in children and young people's social care	3	4	30

UNITS GROUP P2 – Learning Development and Support Services

Unit ref	Unit title	Level	Credit value	GLH
D/600/9785	Support children and young people to achieve their education potential	3	4	30
M/600/9788	Support children and young people to make positive changes in their lives	3	4	27
D/600/9799	Professional practice in learning, development and support services	3	5	35

Optional Units

Unit ref	Unit title	Level	Credit value	GLH
M/600/9760	Assessment and planning with children and young people	3	5	35
F/600/9780	Promote the wellbeing and resilience of children and young people	3	4	30
F/601/0315	Professional practice in children and young people's social care	3	4	30
D/600/9785	Support children and young people to achieve their education potential	3	4	30
M/600/9788	Support children and young people to make positive changes in their lives	3	4	27
D/600/9799	Professional practice in learning, development and support services	3	5	35
A/601/0121	Work with babies and young children to support their development and learning	3	6	45
D/601/0130	Care for the physical and nutritional needs of babies and young children	3	6	45
H/601/0131	Lead and manage a community based early years setting	4	6	45
M/601/0133	Promote young children's physical activity and movement skills	3	3	22
Y/600/9770	Understand how to set up a home based childcare service	3	4	29
T/601/0134	Support disabled children and young people and those with specific requirements	4	6	45
A/601/0135	Promote creativity and creative learning in young children	4	5	35
T/600/9775	Co-ordinate special educational needs provision	4	5	35

F/600/9777	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage	4	5	40
K/601/0132	Support children or young people in their own home	3	4	30
M/600/9807	Support the creativity of children and young people	3	3	20
A/600/9809	Work with children and young people in a residential care setting	3	5	35
M/601/1329	Support young people to develop, implement and review a plan of action	3	3	25
A/601/1334	Provide information and advice to children and young people	3	3	22
L/601/1337	Develop interviewing skills for work with children and young people	3	3	21
D/601/1343	Caseload management	3	3	21
F/601/1349	Support young people to move towards independence and manage their lives	3	3	20
D/601/1357	Support children and young people to achieve their learning potential	3	3	20
R/601/1369	Support children and young people to have positive relationships	3	3	20
M/601/1377	Improving the attendance of children and young people in statutory education	3	5	40
T/601/1381	Facilitate the learning and development of children and young people through mentoring	3	4	30
L/601/2861	Support positive practice with children and young people with speech, language and communication needs	3	4	28
A/601/2872	Support speech, language and communication development	3	3	20
Y/601/2877	Work with parents, families and carers to support their children's speech, language and communication development	3	3	23
M/601/2884	Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties	3	3	25
J/601/2888	Support the speech, language and communication development of children who are learning more than one language	3	3	26
L/601/2889	Support children and young people's speech, language and communication skills	3	3	25
J/601/1806	Support care within fostering services for vulnerable children and young people	3	3	20
R/601/1386	Support the referral process for children and young people	3	3	20

L/502/5261	Support young people who are involved in anti-social and/or criminal activities	3	2	10
A/502/5224	Support young people who are looked after or are leaving care	3	3	23
R/502/5231	Support young people who are socially excluded or excluded from school	3	2	10
F/502/5242	Support young people in relation to sexual health and risk of pregnancy	3	2	10
H/502/4682	Enable parents to develop ways of handling relationships and behaviour that contribute to everyday life with children	3	3	20
Y/502/4680	Work with parents to meet their children's needs	3	3	20
T/502/5240	Support young people with mental health problems	3	3	23
J/600/9781	Context and Principles for Early Years Provision	3	4	24
L/600/9782	Promote Learning and Development in the Early Years	3	5	40
Y/600/9784	Promote children's welfare and well-being in the early years.	3	6	45
H/600/9786	Professional practice in early year's settings.	3	3	20
J/502/4660	Engage young parents in supporting their children's development	3	3	20
Y/502/4663	Engage fathers in their children's early learning	3	3	20
M/502/3812	Engage parents in their children's early learning	3	3	20
F/601/3764	Promote positive behaviour	3	6	44
F/601/4056	Support use of medication in social care settings	3	5	40
A/503/5879	Practice as a Foster Carer	3	5	46
T/503/5878	Understand the context of supporting children and young people through foster care	3	5	45
M/503/5877	Support positive attachments for children and young people	3	7	55
T/600/9789	Support children's speech, language and communication.	3	4	30

BARRED UNITS

Promote creativity and creative learning in young children (A/601/0135)	Support the creativity of children and young people (M/600/9807)
Support speech, language and communication development (A/601/2872)	Support children's speech, language and communication (T/600/9789)
Support children and young people to achieve their education potential (D/600/9785)	Support children and young people to achieve their learning potential (D/601/1357) Support young people to develop, implement and review a plan of action (M/601/1329)
Support children and young people to achieve their learning potential (D/601/1357)	Support children and young people to achieve their education potential (D/600/9785)
Support children and young people's speech, language and communication skills (L/601/2889)	Support children's speech, language and communication (T/600/9789)
Support the creativity of children and young people (M/600/9807)	Promote creativity and creative learning in young children (A/601/0135)
Support young people to develop, implements and review a plan of action (M/601/1329)	Support children and young people to achieve their education potential (D/600/9785)
Support children's speech, language and communication (T/600/9789)	Support children and young people's language and communication skills (L/601/2889) Support speech, language and communication development (A/601/2872)

Title:	J/601/1434 Promote communication in health, social care or children's and young people's settings
Level:	3
Credit value:	3
GLH:	10
Learning outcome The learner will:	Assessment criteria The learner can:
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
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

Additional information about this unit	
<p>Communication methods include:</p> <p>non-verbal communication</p> <ul style="list-style-type: none"> • Eye contact • Physical gestures • Behaviour • Touch • Body language <p>verbal communication</p> <ul style="list-style-type: none"> • Vocabulary • Pitch • Linguistic tone <p>Services may include:</p> <ul style="list-style-type: none"> • Translation services • Speech and language services • Interpreting services • Advocacy services 	
Unit aim (s)	This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit explores the central importance of communication in such settings, and ways to meet individual needs and preferences in communication. It also considers issues of confidentiality.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with the health and social care assessment strategy
Details of the relationship of the unit and relevant national occupational standards	CCLD 301 GCU 1 GEN 22 HSC 31 Themes recur as knowledge requirements and core values throughout HSC NOS

Title:	A/601/1429 Engage in personal development in health, social care or children's and young people's settings
Level:	3
Credit Value:	3
GLH:	10
Learning Outcomes The learner will:	Assessment Criteria The learner can:
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
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

Additional information about this unit

Standards may include:

- Codes of practice
- Minimum standards
- Regulations
- National Occupational Standards

Sources of support may include:

- Formal support
- Supervision
- Within the organisation
- Informal support
- Appraisal
- Beyond the organisation

A **personal development plan** may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.

Others may include:

- The individual
- Advocates
- Other professionals
- Carers
- Supervisor, line manager or employer

Unit aim (s)	This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit considers personal development and reflective practice, which are both fundamental to such roles.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with the health and social care assessment strategy.
Details of the relationship of the unit and relevant national occupational standards	CCLD 304 GCU 6 GEN 12 GEN 13 HSC 33 Themes recur as knowledge requirements, performance criteria and core values throughout HSC NOS

Title:	Y/601/1437 Promote equality and inclusion in health, social care or children's and young people's settings
Level:	3
Credit Value:	2
GLH:	8
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the importance of diversity, equality and inclusion	1.1 Explain what is meant by <ul style="list-style-type: none"> • Diversity • Equality • Inclusion 1.2 Describe the potential effects of discrimination 1.3 Explain how inclusive practice promotes equality and supports diversity
2. Be able to work in an inclusive way	2.1 Explain how legislation and codes of practice relating to equality, diversity and discrimination apply to own work role 2.2 Show interaction with individuals that respects their beliefs, culture, values and preferences
3. Be able to promote diversity, equality and inclusion	3.1 Demonstrate actions that model inclusive practice 3.2 Demonstrate how to support others to promote equality and rights 3.3 Describe how to challenge discrimination in a way that promotes change
Additional information about this unit	
Effects may include effects on:	
<ul style="list-style-type: none"> • The individual • Those who inflict discrimination 	<ul style="list-style-type: none"> • Families or friends of the individual • Wider society

Unit aim (s)	This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit covers the topics of equality, diversity and inclusion, and how to promote these in the work setting.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with the health and social care assessment strategy.
Details of the relationship of the unit and relevant national occupational standards	CCLD 305 GCU 5 HSC 34 HSC 35 HSC 3116 Themes recur as knowledge requirements and core values throughout HSC and CCLD NOS

Title:	R/601/1436 Principles for implementing duty of care in health, social care or children's and young people's settings
Level:	3
Credit Value:	1
GLH:	5
Learning Outcomes The learner will:	Assessment Criteria The learner can:
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
Additional information about this unit	
N/A	
Unit aim (s)	This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. It considers how duty of care contributes to safe practice, and how to address dilemmas or complaints that may arise where there is a duty of care.

Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with the health and social care assessment strategy.
Details of the relationship of the unit and relevant national occupational standards	CCLD 305 GCU 2 HSC 24 HSC 34 HSC 35 Themes recur as knowledge requirements and core values throughout HSC and CCLD NOS

Title:	L/601/1693 Understand child and young person development
Level:	3
Credit Value:	4
GLH:	30
Learning Outcomes The learner will:	Assessment Criteria The learner can:
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.
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
<p>Additional information about this unit</p> <p>Developmental aspects including:</p> <ul style="list-style-type: none"> • Physical • Intellectual /cognitive • Moral • Communication • Social, emotional and behavioural <p>Personal factors including:</p> <ul style="list-style-type: none"> • Health status • Sensory impairment • Disability • Learning difficulties <p>External factors including:</p> <ul style="list-style-type: none"> • Poverty and deprivation • Personal choices • Education • Family environment and background • Looked after/care status <p>Theories of development including:</p> <ul style="list-style-type: none"> • Cognitive (e.g. Piaget) • Humanist (e.g. Maslow) • Operant conditioning (e.g. Skinner) • Psychoanalytic (e.g. Freud) • Social Learning (e.g. Bandura) • Behaviourist (e.g. Watson) <p>Frameworks to support development including:</p> <ul style="list-style-type: none"> • Social pedagogy <p>Methods of assessing development needs e.g.:</p> <ul style="list-style-type: none"> • Assessment Frameworks • Standard measurements • Observations • Information from careers and colleagues <p>Reasons why development is not following expected pattern e.g.:</p> <ul style="list-style-type: none"> • Disability • Physical • Cultural • Emotional • Environmental • Social 	

<ul style="list-style-type: none"> • Learning needs <p>Different types of interventions e.g.:</p> <ul style="list-style-type: none"> • Social worker • Psychologist • Youth justice • Nurse specialist • Assistive technology <p>Models of and attitudes to disability e.g.</p> <ul style="list-style-type: none"> • Social model • Cultural differences • Low expectations <p>Types of transitions including:</p> <ul style="list-style-type: none"> • Emotional, affected by personal experience e.g. bereavement, entering/leaving care • Physiological e.g. puberty, long term medical conditions 	<ul style="list-style-type: none"> • Communication <ul style="list-style-type: none"> • Speech and language therapist • Psychiatrist • Physiotherapist • Additional learning support • Health visitor <ul style="list-style-type: none"> • Medical model • Stereotyping • Benefits of positive attitudes to disability <ul style="list-style-type: none"> • Physical e.g. moving to a new educational establishment, a new home/locality, from one activity to another • Intellectual e.g. moving from pre-school to primary to post primary
<p>Unit aim (s)</p>	<p>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.</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>Units need to be assessed in line with the Skills for Development RQF Assessment Principles</p>
<p>Details of the relationship of the unit and relevant national occupational standards</p>	<p>CCLD NOS Unit 303: Promote children's development HSC36^{[1][2][3][4][5][6][7][8][9][10][11][12][13][14][15][16][17][18][19][20]} Contribute to the assessment of children and young peoples' needs and the development of care plans CWDC Training, Support and Development Standards for Foster Care, Standard 5: Understand the development of children and young people</p>

Title:	R/601/1694 Promote child and young person development
Level:	3
Credit Value:	3
GLH:	25
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to assess the development needs of children or young people and prepare a development plan	1.1. Explain the factors that need to be taken into account when assessing development 1.2. Assess a child or young person's development in the following areas <ul style="list-style-type: none"> • Physical • Communication • Intellectual/ cognitive • Social, emotional and behavioural • Moral 1.3 Explain the selection of the assessment methods used 1.4 Develop a plan to meet the development needs of a child or young person in the work setting
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	3.1 Explain the features of an environment or service that promotes the

the development of children or young people.	development of children and young people 3.2 Demonstrate how own work environment or service is organised to promote the development of children or young people.
4. Understand how working practices can impact on the development of children and young people.	4.1 Explain how own working practice can affect children and young people's development 4.2 Explain how institutions, agencies and services can affect children and young people's development
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

Additional information about this unit

Factors that need to be taken into account when assessing development e.g.

- Confidentiality and when, for the safety of the child or young person confidentiality must be breached
- Ethnic, linguistic and cultural background
- Reliability of information
- Children's wishes and feelings
- Disability or specific requirements (Additional needs)
- Avoiding bias

Plan - Encouraging child or young person to take responsibility for own development should feature in plan

Methods of assessing development needs e.g.

- Assessment Frameworks
- Standard measurements
- Observations
- Information from parent, carer, children and young people, other professionals and colleagues

Development Plan - A development plan can be drawn from a lead practitioner (e.g. a teacher's) overarching plan.

Features of an environment or service e.g.

- Stimulating and attractive
- Personalised and inclusive
- High quality policies in place and followed
- Varied
- Providing appropriate risk and challenge
- Well planned and organised
- Encouraging and practising participation
- Regulatory requirements met
- Meeting individual and group needs
- Involving parents and carers where appropriate to setting or service

How own work environment or service is organised e.g.

- Taking into account personal and external factors
- Providing services
- Communicating effectively and sowing appropriate empathy and understanding
- Supporting participation
- Providing specific activities such as play, learning, home visiting
- Measuring outcomes
- Involving parents and carers where appropriate to setting or service
- Supporting children and young people's rights

Positive behaviour support e.g.

- Least restrictive principle
- Modelling / positive culture
- Individual behaviour planning
- Planning interventions to reduce inappropriate behaviour
- Containment
- Boundary setting and negotiation
- Anti-bullying strategies
- Use of physical intervention (following up to date guidance)
- Reinforcing positive behaviour
- Looking for reasons for inappropriate behaviour and adapting responses
- Phased stages
- De-escalate and diversion
- Following management plans
- Supporting children and young people's reflection on and management of own behaviour
- Time out (following up to date guidance)

Different types of transitions e.g.

- Emotional, affected by personal experience e.g. bereavement, entering/leaving care
- Physiological e.g. puberty, long term medical conditions
- Smaller daily transitions
- Physical e.g. moving to a new educational establishment, a new home/locality, from one activity to another
- Intellectual e.g. moving from pre-school to primary to post primary

Unit aim (s)	<p>This unit provides a sound 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 going through transitions in their lives.</p>
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>Units need to be assessed in line with the Skills for Development RQF Assessment Principles.</p> <p>LOs 1, 2, 3, 5 and 6 must be assessed in a real work environment.</p> <p>Some reflection on practice should be included in the assessment</p>
Details of the relationship of the unit and relevant national occupational standards	<p>CCLD NOS Unit 303: Promote children’s development</p> <p>LDSS 10 Support the child or young person’s successful transfer and transition in learning and development contexts</p> <p>HSC36^[1]_[SEP] Contribute to the assessment of children and young peoples' needs and the development of care plans</p> <p>CWDC Training, Support and Development Standards for Foster Care, Standard 5: Understand the development of children and young people</p> <p>UK Codes of Practice for Social Care Workers</p>

Title:	Y/601/1695 Understand how to safeguard the wellbeing of children and young people
Level:	3
Credit Value:	3
GLH:	25
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people	1.1 Outline current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people 1.2 Explain child protection within the wider concept of safeguarding children and young people 1.3 Analyse how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people 1.4 Explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice. 1.5 Explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing.
2. Understand the importance of working in partnership with other organisations to safeguard children and young people	2.1 Explain the importance of safeguarding children and young people 2.2 Explain the importance of a child or young person centred approach 2.3 Explain what is meant by partnership working in the context of safeguarding 2.4 Describe the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed
3. Understand the importance of ensuring children and young people's safety and protection in the work setting	3.1 Explain why it is important to ensure children and young people are protected from harm within the work setting 3.2 Explain policies and procedures that are in place to protect children and young people and adults who work with them

	<p>3.3 Evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistle blowers 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>
<p>5. Understand how to respond to evidence or concerns that a child or young person has been bullied</p>	<p>5.1 Explain different types of bullying and the potential effects on children and young people.</p> <p>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</p> <p>5.3 Explain how to support a child or young person and/or their family when bullying is suspected or alleged</p>
<p>6. Understand how to work with children and young people to support their safety and well being</p>	<p>6.1 Explain how to support children and young people's self-confidence and self-esteem.</p> <p>6.2 Analyse the importance of supporting resilience in children and young people</p> <p>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.</p> <p>6.4 Explain ways of empowering children and young people to make positive and informed choices that support their wellbeing and safety</p>
<p>7. Understand the importance of e-safety for children and young people</p>	<p>7.1 Explain the risks and possible consequences for children and young people of being online and of using a mobile phone</p> <p>7.2 Describe ways of reducing risk to children and young people from:</p>

	<ul style="list-style-type: none"> • social networking • internet use • buying online • using a mobile phone
<p>Additional information about this unit</p> <p>Day to day work e.g.</p> <ul style="list-style-type: none"> • Childcare practice • Supporting children and young people and others who may expressing concerns Risk assessment • Risk assessment • Child protection • Ensuring the voice of the child or young person is heard (e.g. providing advocacy services) <p>Different organisations e.g.</p> <ul style="list-style-type: none"> • Social services • Health visiting • Probation • School • NSPCC • GP • Police • Psychology Service <p>Policies and practice for safe working e.g.</p> <ul style="list-style-type: none"> • Working in an open and transparent way • Duty of care • Power and positions of trust • Physical contact • Off site visits • Sharing concerns and recording / reporting incidents • Listening to children and young people • Whistle blowing • Propriety and behaviour • Intimate personal care • Photography and video <p>Bullying e.g.</p> <ul style="list-style-type: none"> • Physical (pushing, kicking, hitting, pinching and other forms or violence or threats) • Emotional (excluding, tormenting, ridicule, humiliation) • Verbal (name-calling, insults, sarcasm, spreading rumours, persistent teasing) • Cyber bullying (the use of Information and Communications Technology, particularly mobile phones and the internet, deliberately to upset someone else) <p>Specific types of bullying which can relate to all the above such as homophobic or gender based, racist, relating to special educational needs and disabilities</p>	
Unit aim (s)	<p>This unit provides the knowledge and understanding required to support the safeguarding of children and young people. The unit contains material on e-safety.</p>

Assessment requirements specified by a sector or regulatory body (if appropriate)	Units need to be assessed in line with the Skills for Development RQF Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	<p>CCLD 305 Protect and promote children’s rights.</p> <p>LDSS NOS Unit 1: Contribute to the protection of children and young people from abuse</p> <p>HSC NOS Unit 34 Promote the well-being and protection of children and young people.</p> <p>CWDC Training, support and development standards for Foster care Standard 6: Safeguard children and young people</p> <p>UK Codes of Practice for Social Care Workers</p>

Title:	D/601/1696 Support children and young people's health and safety
Level:	3
Credit Value:	2
GLH:	15
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how to plan and provide environments and services that support children and young people's health and safety.	1.1 Describe the factors to take into account when planning healthy and safe indoor and outdoor environments and services 1.2 Explain how health and safety is monitored and maintained and how people in the work setting are made aware of risks and hazards and encouraged to work safely 1.3 Identify sources of current guidance for planning healthy and safe environments and services 1.4 Explain how current health and safety legislation, policies and procedures are implemented in own work setting or service
2. Be able to recognise and manage risks to health, safety and security in a work setting or off site visits	2.1 Demonstrate how to identify potential hazards to the health, safety and security of children or young people, families and other visitors and colleagues 2.2 Demonstrate ability to deal with hazards in the work setting or in off site visits 2.3 Undertake a health and safety risk assessment in own work setting or service illustrating how its implementation will reduce risk 2.4 Explain how health and safety risk assessments are monitored and reviewed
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

<p>4. Understand appropriate responses to accidents, incidents emergencies and illness in work settings and off site visits</p>	<p>4.1 Explain the policies and procedures of the setting or service in response to accidents, incidents, emergencies and illness</p> <p>4.2 Identify the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies</p>
<p>Additional information about this unit</p> <p>Factors e.g.</p> <ul style="list-style-type: none"> • The individual needs, age and abilities of the children and young people • The needs of carers where relevant • The duty of care • Lines of responsibility and accountability • Specific risks to individuals such as pregnancy, sensory impairments • The function and purpose of environments and services offered • Desired outcomes for the children and young people <p>Potential hazards e.g.</p> <ul style="list-style-type: none"> • Physical • Food safety • Fire • Personal safety <p>Other people including:</p> <ul style="list-style-type: none"> • Colleagues • Families and carers • Visitors <p>Balanced approach to risk management</p> <ul style="list-style-type: none"> • Taking into account child or young person’s age, needs and abilities • Not being excessively risk averse • Avoiding excessive risk taking • Recognising the importance of risk and challenge to a child or young person’s development <p>Accidents, incidents, emergencies and illness e.g.</p> <ul style="list-style-type: none"> • Accidents involving children, young people or adults • Emergencies such as fire, missing children or young people, evacuation • Incidents –all types • Recognising signs of illness such as fever, rashes or unconsciousness and taking appropriate action 	
<p>Unit aim (s)</p>	<p>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</p>

	recognising hazards and undertaking risk assessments in the work setting.
Assessment requirements specified by a sector or regulatory body (if appropriate)	Units need to be assessed in line with the Skills for Development RQF Assessment Principles Assessment of Learning Outcome 2 must take place in a real work environment.
Details of the relationship of the unit and relevant national occupational standards	<p>CCLD NOS Unit 302 Develop and maintain a healthy, safe and secure environment for children</p> <p>HSC NOS Unit 32: Promote, monitor and maintain health, safety and security in the working environment</p> <p>LDSS Unit 2: Ensure your own actions reduce risk to health and safety</p> <p>CWDC Training, support and development standards for Foster care</p> <p>Standard 3: Understand health and safety, and health care</p> <p>UK Codes of Practice for Social Care Workers</p>

Title:	H/601/1697 Develop positive relationships with children, young people and others involved in their care
Level:	3
Credit Value:	1
GLH:	8
Learning Outcomes The learner will:	Assessment Criteria The learner can:
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
Additional information about this unit	
Positive relationships are built and maintained e.g. <ul style="list-style-type: none"> • Communicating effectively • Being consistent and fair • Valuing and respecting individuality • Identifying and sorting out conflicts and disagreements • Showing respect and courtesy • Keeping promises and honouring commitments • Monitoring impact of own behaviour on others • Keeping confidentiality as appropriate • Recognising and responding appropriately to the power base underpinning relationships 	
People involved e.g. <ul style="list-style-type: none"> • Colleagues • Organisational managers and supervisors (where appropriate) 	

<ul style="list-style-type: none"> • Carers • Other visitors • External partners 	<ul style="list-style-type: none"> • Official visitors e.g. inspectorate for the UK home nation (where appropriate) • Colleagues from other agencies and services
Unit aim (s)	To enable the learner to understand and practice the skills required to develop positive relationships with children, young people and carers
Assessment requirements specified by a sector or regulatory body (if appropriate)	Units need to be assessed in line with the Skills for Development RQF Assessment Principles This unit must be assessed in a real work environment.
Details of the relationship of the unit and relevant national occupational standards	There are links with: CCLD NOS Unit: 301 Develop and promote positive relationships HSC NOS Unit: 31 ^{SEP} Promote effective communication for and about individuals CWDC Training, Support and Development Standards for Foster Carers. Standard 4: Know how to communicate effectively UK Codes of Practice for Social Care Workers

Title:	K/601/1698 Working together for the benefit of children and young people
Level:	3
Credit Value:	2
GLH:	15
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand integrated and multi-agency working	1.1 Explain the importance of multi-agency working and integrated working 1.2 Analyse how integrated working practices and multi-agency working in partnership deliver better outcomes for children and young people. 1.3 Describe the functions of external agencies with whom your work setting, or service interacts. 1.4 Explain common barriers to integrated working and multi-agency working and how these can be overcome 1.5 Explain how and why referrals are made between agencies 1.6 Explain the assessment frameworks that are used in own UK Home Nation.
2. Be able to communicate with others for professional purposes	2.1 Select appropriate communication methods for different circumstances 2.2 Demonstrate use of appropriate communication methods selected for different circumstances 2.3 Prepare reports that are accurate, legible, concise and meet legal requirements
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: <ul style="list-style-type: none"> • paper based • electronic 3.3 Analyse the potential tension between maintaining confidentiality with the need to disclose information:

	<ul style="list-style-type: none"> • where abuse of a child or young person is suspected • when it is suspected that a crime has been/may be committed
<p>Additional information about this unit</p> <p>Appropriate communication e.g.</p> <ul style="list-style-type: none"> • Use of electronic communication aids • Use of pictorial and design communication aids such as Makaton • Use of an interpreter when appropriate including British/Irish sign language interpreters • Effective use of the telephone • Preparing and delivering presentations • Written communications <ul style="list-style-type: none"> ○ Notes of meetings ○ Personal records ○ Presentations ○ Letters ○ Formal reports ○ E-mail <p>Prepare Reports</p> <p>In some settings where this is not a practitioner’s lead responsibility (e.g. a school) it is acceptable for practitioners to produce an ‘example report’ or to support the lead practitioner in completing reports that are accurate, legible, and concise and meet legal requirements.</p>	
Unit aim (s)	The unit is designed to enable the learner to understand the importance of multi-agency and integrated working and to develop the skills of effective communication for professional purposes. It includes and assesses competence in information sharing between those involved in work with children and young people.
Assessment requirements specified by a sector or regulatory body (if appropriate)	Units need to be assessed in line with the Skills for Development RQF Assessment Principles LOs 2 and 3 must be assessed in real work environments.
Details of the relationship of the unit and relevant national occupational standards	<p>There are links with CCLD</p> <p>301 Promote children’s’ development</p> <p>431 Contribute to leadership and management of integrated childcare provision</p> <p>323 Manage multi agency working arrangements</p> <p>HSC 31 Promote effective communication with, for and about individuals</p> <p>CWDC Training, Support and Development Standards for Foster Care, Standard 4: Know how to communicate effectively</p>

	UK Codes of Practice for Social Care Workers
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Title:	M/601/1699 Understand how to support positive outcomes for children and young people
Level:	3
Credit Value:	3
GLH:	25
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people	1.1. Describe the social, economic and cultural factors that will impact on the lives of children and young people 1.2. Explain the importance and impact of poverty on outcomes and life chances for children and young people 1.3. Explain the role of children and young people's personal choices and experiences on their outcomes and life chances
2. Understand how practitioners can make a positive difference in outcomes for children and young people	2.1 Identify the positive outcomes for children and young people that practitioners should be striving to achieve 2.2 Explain the importance of designing services around the needs of children and young people 2.3 Explain the importance of active participation of children and young people in decisions affecting their lives 2.4 Explain how to support children and young people according to their age, needs and abilities to make personal choices and experiences that have a positive impact on their lives
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

<p>4. Understand the importance of equality, diversity and inclusion in promoting positive outcomes for children and young people.</p>	<p>4.1 Explain the meaning of equality, diversity and inclusion in the context of positive outcomes for children and young people</p> <p>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</p>
<p>Additional information about this unit</p> <p>Social, economic, cultural factors e.g.</p> <ul style="list-style-type: none"> • Personal choice • Poverty • Educational environment • Health status of self or family member • Health support (GP, health clinic, access to A&E etc.) • Bereavement and loss • Religious beliefs and customs • Marginalisation and exclusion • Being in care system • Housing and community • Offending or anti-social behaviour • Disability • Addictions in family or self • Family expectations and encouragement • Ethnic / cultural beliefs and customs <p>Positive Outcomes for Children and Young People e.g.</p> <ul style="list-style-type: none"> • Be healthy • Enjoy and achieve • Achieve economic wellbeing • Stay safe • Make a positive contribution <p>Additional support e.g.</p> <ul style="list-style-type: none"> • Speech and language therapy • Assistive technology • Support from health professionals additional learning support • Specialised services 	
<p>Unit aim (s)</p>	<p>This unit aims to provide members of the children and young people's workforce with an understanding of the factors that can impact, both negatively and positively, on the outcomes and life chances of children and young people. It includes approaches to supporting positive outcomes including disability and specific requirements (Additional needs)</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>Units need to be assessed in line with the Skills for Development RQF Assessment Principles</p>
<p>Details of the relationship of the unit and relevant national occupational standards</p>	<p>There are links with CCLD NOS Units: 308: Promote children's wellbeing and resilience <u>HSC38</u>: Support children and young people to manage their lives</p>

	<p>HSC310^(SEP) Work with children and young people to prepare them for adulthood, citizenship and independence UK Codes of Practice for Social Care Workers</p>
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Title:	D/600/9785 Support children and young people to achieve their educational potential
Level:	3
Credit Value:	4
GLH:	30
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the principles, values and current legislation that supports work to help children and young people achieve their educational potential	1.1 Explain the principles and values that underpins work to support children and young people to achieve their educational potential 1.2 Explain current legislation and guidance relating to the provision of and access to educational opportunities for children and young people 1.3 Evaluate the factors that can contribute to low achievement by children and young people
2. Be able to support children and young people to identify and articulate their learning needs, set goals and plan actions	2.1 Support children or young people to articulate their educational needs and aspirations 2.2 Support children or young people to develop a plan of action identifying realistic goals for their educational development
3. Be able to support children and young people to work towards their educational goals	3.1 Identify and celebrate individual children or young people's successes and achievements 3.2 Identify barriers to achievement and support individual children or young people to work towards finding solutions 3.3 Provide support and guidance to children or young people to help them work towards achieving their educational goals
4. Be able to review educational achievements with children and young people	4.1 Evaluate with individual children or young people, their achievements against their action plans 4.2 Discuss and agree with individual children or young people ways of addressing and overcoming any problems and modify the action plan accordingly

Additional information about this unit	
N/A	
Unit aim (s)	The aim of this unit is to provide learners with the skills and knowledge required to enable them to support individual children and young people to achieve their educational potential.
Assessment requirements specified by a sector or regulatory body (if appropriate)	LOs 2, 3 and 4 must be assessed in a real work environment. Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	D/600/9799 Professional practice in learning, development and support services
Level:	3
Credit Value:	5
GLH:	35
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the purposes of learning, development and support services	1.1 Explain the purposes of learning, development and support services 1.2 Explain the roles and responsibilities of those working within learning, development and support services
2. Understand current legislation, policies and influences on LDSS	2.1 Explain the impact of current legislation, policies, and influences on LDSS 2.2 Explain why it is important that effective practice should inform and drive the legislative framework for work with children and young people
3. Be able to implement the current principles and values that underpin and inform the work of LDSS practitioners	3.1 Explain the current principles and values that underpin and inform the work of LDSS practitioners and their impact on practice 3.2 Implement the principles and values in own practice 3.3 Explain the impact of the principles and values that underpin and inform the work of LDSS practitioners on children, young people and carers
4. Understand how the views of children, young people and carers can be used to improve learning, development and support services	4.1 Explain the importance of obtaining the views of children, young people and carers to inform and improve the quality of service provision 4.2 Explain how the views of children, young people and carers can be obtained 4.3 Give examples from own practice of changes to service provision as a result of incorporating the views of children, young people and carers into provision.

<p>5. Be able to use supervision to support continuing professional development and personal effectiveness</p>	<p>5.1 Use organisational reporting and/or supervision processes to identify and agree organisational and own responsibility for improving practice and performance</p> <p>5.2 Agree and implement changes to practice to enhance performance and promote continuing professional development</p>
<p>6. Be able to reflect on own skills, knowledge and effectiveness to inform and improve own practice</p>	<p>6.1 Evaluate own skills, knowledge and practice against agreed criteria and objectives</p> <p>6.2 Develop a personal development plan and reflective practice log</p> <p>6.3 Use the reflective practice log to measure progress against personal development plan and identify where changes and developments are required</p>
<p>Additional information about this unit</p> <p>Principles and values</p> <p>This relates to the current statement of principles and values for LDSS as used in the relevant UK Home nation.</p> <p>Personal development plan and reflective practice log may include:</p> <ul style="list-style-type: none"> • Personal strengths and weaknesses • Personal and professional development needs • The review process • Remedial actions that can be implemented if objectives are not being achieved • SMART objectives • Proposals for meeting development needs including additional training if required • Potential barriers to meeting the SMART objectives and how they can be overcome 	
<p>Unit aim (s)</p>	<p>This unit aims to provide the knowledge, skills and understanding required to enhance the quality of practice of individual learning, development and support services workers through a process of reflective practice.</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>LOs 3, 5 and 6 must be assessed in a real work environment.</p> <p>Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles.</p>

Details of the relationship of the unit and relevant national occupational standards

The unit may provide evidence for the following national occupational standards in the children and young people's workforce developed by Skills for Care and Development:

HSC33: Reflect on and develop your practice
CCLD 304: Reflect on and develop practice
ENTO Counselling: CLG2: Reflect upon your work with clients through supervision and manage your CPD in counselling

Title:	J/600/9781 Context and Principles for Early Years Provision
Level:	3
Credit Value:	4
GLH:	24
Learning Outcomes The learner will:	Assessment Criteria The learner can:
5. Understand the purposes and principles of early years frameworks	<p>1.1 Explain the legal status and principles of the relevant early years framework/s, and how national and local guidance materials are used in settings</p> <p>1.2 Explain how different approaches to work with children in the early years has influenced current provision in the UK</p> <p>1.3 Explain why early years frameworks emphasize a personal and individual approach to learning and development</p>
6. Be able to provide environments within the work setting that support and extend children's development and learning in their early years	<p>2.1 Prepare an area/s within the work setting explaining how the area supports and extends children's learning and development</p> <p>2.2 Monitor how children use the prepared area/s and evaluate how effective it has been in:</p> <ul style="list-style-type: none"> • extending children's learning and development • encouraging high expectations of their achievement <p>2.3 Explain how the environment meets the needs of individual children</p>
3. Understand how to work in partnership with carers	<p>3.1 Explain the partnership model of working with carers</p> <p>3.2 Review barriers to participation for carers and explain ways in which they can be overcome.</p> <p>3.3 Explain strategies to support carers who may react positively or negatively to partnership opportunities</p> <p>3.4 Explain how effective multi agency working operates within early years provision and benefits children and carers.</p>

<p>Additional information</p> <p>1.1. Relevant early years framework</p> <p>The early years framework/s relevant to the UK home nation</p> <p>1.2. Different approaches e.g.</p> <ul style="list-style-type: none"> • Reggio Emilia • High/Scope • Montessori • Steiner • Common core • Country specific: statutory or guidance 	
Unit aim (s)	To familiarise learners with the requirements and principles of the early years framework within which they work. The unit also requires skills and knowledge relating to the implementation of the relevant framework
Assessment requirements specified by a sector or regulatory body (if appropriate)	LO 2 must be assessed in real work environments. Simulation is not permitted.
Details of the relationship of the unit and relevant national occupational standards	<p><i>CCLD 301 Develop and promote positive relationships</i></p> <p>CCLD 303 Promote children’s development</p> <p>CCLD 304 Reflect on and develop practice</p> <p>CCLD 306 Plan and organise environments for children and families</p> <p>CCLD 308 Promote children’s well-being and resilience</p> <p>CCLD 309 Plan and implement curriculum frameworks for early education</p> <p>CCLD 312 Plan and implement positive environments for babies and children under 3 years</p>

Title:	L/600/9782 Promote learning and development in the early years
Level:	3
Credit Value:	5
GLH:	40
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the purpose and requirements of the areas of learning and development in the relevant early years framework	1.1 Explain each of the areas of learning and development and how these are interdependent 1.2 Describe the documented outcomes for children that form part of the relevant early years 1.3 Explain how the documented outcomes are assessed and recorded
2. Be able to plan work with children and support children's participation in planning	2.1 Use different sources to plan work for an individual child or group of children 2.2 Engage effectively with children to encourage the child's participation and involvement in planning their own learning and development activities 2.3 Support the planning cycle for children's learning and development
3. Be able to promote children's learning and development according to the requirements of the relevant early years framework	3.1 Explain how practitioners promote children's learning within the relevant early years framework 3.2 Prepare, set out and support activities and experiences that encourage learning and development in each area of the relevant early years framework.
4. Be able to engage with children in activities and experiences that support their learning and development	4.1 Work alongside children engaging with them in order to support their learning and development 4.2 Explain the importance of engaging with a child to support sustained shared thinking. 4.3 Use language that is accurate and appropriate in order to support and extend children's learning when undertaking activities

<p>5. Be able to review own practice in supporting the learning and development of children in their early years</p>	<p>5.1 Reflect on own practice in supporting learning and development of children in their early years</p> <p>5.2 Demonstrate how to use reflection to make changes in own practice</p>
<p>Additional information</p> <p>LO 1 Relevant early year's framework</p> <p>This refers to the frameworks for early years provision used within the relevant UK Home Nation</p> <p>1.1. Each of the areas of learning and development</p> <p>As required by the frameworks within the relevant UK Home Nation.</p> <p>1.3. Documented outcomes</p> <p>These are the desired outcomes for children that form the basis of the early years framework. They will vary according to the early years frameworks used in the relevant UK Home Nation</p> <p>2.1. Different sources e.g.</p> <ul style="list-style-type: none"> • children's interest and preferences • observations and assessments • mothers, fathers and carers • colleagues in setting • professionals such as health visitors <p>3.1. How practitioners promote children's learning e.g.</p> <ul style="list-style-type: none"> • Effective organisation and management • Sensitive intervention • Following child's interest and stage of development • Supporting and facilitating • Modelling • Coaching • Providing balance of child initiated and adult initiated play and activity <p>4.3. Language</p> <ul style="list-style-type: none"> • Mathematical language that enhances learning of mathematical concepts • Open questions designed to promote and extend children's: - <ul style="list-style-type: none"> -thinking and communication - curiosity - problem solving and investigation • Modelling use of language that is accurate and grammatically correct 	

<ul style="list-style-type: none"> Using language in ways that extend children’s vocabulary 	
Unit aim (s)	To prepare the learner to work with children in supporting their learning and development within the relevant early years frameworks within the UK Home Nations. The unit assesses competence in planning to meet children’s needs and providing and supporting learning and development activities.
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>Assessment of LO 2 must take into account the setting and role of the learner in terms of responsibility for planning</p> <p>LOs 2-5 must be assessed in real work environments. Simulation is not permitted.</p>
Details of the relationship of the unit and relevant national occupational standards	<p>CCLD 303 Promote children’s development</p> <p>CCLD 304 Reflect on and develop practice</p> <p>CCLD 309 Plan and implement curriculum frameworks for early education</p> <p>CCLD 310 Assess children's progress according to curriculum frameworks for early education</p>

Title:	Y/600/9784 Promote children's welfare and wellbeing in the early years
Level:	3
Credit Value:	6
GLH:	45
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the welfare requirements of the relevant early years framework	1.1 Explain the welfare requirements and guidance of the relevant early years framework 1.2 Explain the lines of reporting and responsibility within the work setting
2. Be able to keep early years children safe in the work setting	2.1 Demonstrate safe supervision of children whilst allowing the child to explore and manage risk and challenge 2.2 Explain systems for supporting children's safety when <ul style="list-style-type: none"> • receiving children into the setting • ensuring their safety on departure • during off site visits 2.3 Demonstrate and evaluate how the environment both inside and outside and equipment and materials are checked and used to ensure safety 2.4 Explain, giving examples, why minimum requirements for <ul style="list-style-type: none"> • space • staff ratios are necessary for children's safety
3. Understand the importance of promoting positive health and wellbeing for early years children	3.1 Explain how to promote children's health and wellbeing in an early years work setting 3.2 Describe the roles of key health professionals and sources of professional advice in promoting positive health and wellbeing for early years children and their families and carers
4. Be able to support hygiene and prevention of cross infection in the early years setting	4.1 Demonstrate how equipment and each area of the setting is kept clean and hygienic. 4.2 Demonstrate and evaluate measures taken in the setting to prevent cross infection.

	4.3 Explain how to prepare and store food, formula and breast milk safely according to health and safety guidelines.
5. Understand how to ensure children in their early years receive high quality, balanced nutrition to meet their growth and development needs	5.1 Identify balanced meals, snacks and drinks for children in their early years, following current government guidance on nutritional needs 5.2 Recognise why it is important to follow carer's instructions in respect of their child's food allergies or intolerances 5.3 Identify the dietary requirements of different cultural or religious groups. 5.4 Describe methods of educating children and adults in effective food management
6. Be able to provide physical care for children	6.1 Demonstrate how to support children's personal care routines , showing respect to the child and using opportunities to encourage learning and development 6.2 Explain the regulations concerning management of medicines and how these are interpreted in the work setting 6.3 Explain how to protect themselves when lifting and handling children and equipment in the work setting

Additional information

LO1 Relevant early years framework

The framework used within the relevant UK Home Country

5.4. Food management to include: -

- portion control
- tackling under and overweight children
- food phobias

6.1. Support children's personal care routines e.g.

- Care of skin, hair, teeth allowing for differences based on carer's choice, ethnicity and culture.
- Sun awareness
- Care of nappy area
- Dressing and undressing
- Toileting
- Supporting independence and self-care

<ul style="list-style-type: none"> • Encouraging and modeling good personal hygiene with children • Engaging with the child during care routines to support learning and development 	
Unit aim (s)	This is a unit that is focused on children's welfare and wellbeing. It assesses the learner's ability to provide basic care in a hygienic environment. It includes understanding nutritional needs and the promotion of health and wellbeing.
Assessment requirements specified by a sector or regulatory body (if appropriate)	LOs 2, 4 and 6 must be assessed in a real work environment. Simulation is not permitted.
Details of the relationship of the unit and relevant national occupational standards	<p>There are links with CCLD:</p> <p>302 Develop and maintain a healthy, safe and secure environment for children</p> <p>306 Plan and organise environments for children and families</p> <p>307 Promote the health and physical development of children</p> <p>HSC 32 Promote, monitor and maintain health, safety and security in the working environment</p>

Title:	H/600/9786 Professional practice in early years settings
Level:	3
Credit Value:	3
GLH:	20
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the scope and purposes of the early years sector	1.1 Explain how the range of early years settings reflects the scope and purpose of the sector
2. Understand current policies and influences on the early years sector	2.1 Identify current policies, frameworks and influences on the early years 2.2 Explain the impact of current policies, frameworks and influences on the early years sector 2.3 Describe what is meant by evidence-based practice and give examples of how this has influenced work with children in their early years
3. Understand how to support diversity, inclusion and participation in early years settings	3.1 Explain what is meant by <ul style="list-style-type: none"> • diversity • inclusion • participation 3.2 Explain the importance of anti-discriminatory /anti-bias practice giving examples of how it is applied in practice with children and carers 3.3 Explain how the active participation of children in decisions affecting their lives promotes the achievement of positive outcomes
4. Be able to review own practice in promoting diversity, inclusion and participation in early years settings	4.1 Explain the importance of reviewing own practice as part of being an effective practitioner 4.2 Undertake a reflective analysis of own practice 4.3 Develop strategies to deal with areas of difficulty and challenge encountered in professional practice in early years settings

Additional information 2.1 Current policies , frameworks and influences that are appropriate to the relevant UK Home Nation e.g. <ul style="list-style-type: none"> • United Nations Convention on the Rights of the Child (UNCRC) • Current Equalities legislation • Current research • Social and economic influences such as work patterns and financial constraints 	
Unit aim (s)	This unit introduces the competence required for the application of principles and values in day-to-day practice. The unit includes the importance of evidence-based practice. It revisits the issues of professional practice, reflection and review and requires a focused approach to the development of strategies to address professional development in areas identified as challenging
Assessment requirements specified by a sector or regulatory body (if appropriate)	LOs 3 and 4 must be assessed in a real work environment. LO 4 must relate to own practice in areas covered by unit. Simulation is not permitted.
Details of the relationship of the unit and relevant national occupational standards	CCLD NOS Unit 305 Protect and promote children’s rights UN Convention on Rights of the Child

Title:	T/600/9789 Support children’s speech, language and communication
Level:	3
Credit Value:	4
GLH:	30
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the importance of speech, language and communication for children’s overall development	1.1 Explain each of the terms: <ul style="list-style-type: none"> • Speech • Language • Communication • Speech, language and communication needs 1.2 Explain how speech, language and communication skills support each of the following areas in children’s development: <ul style="list-style-type: none"> • Learning • Emotional • Behaviour • Social 1.3 Describe the potential impact of speech, language and communication difficulties on the overall development of a child both currently and in the longer term
2. Understand the importance and the benefits of adults supporting the speech, language and communication development of the children in own setting	2.1 Explain the ways in which adults can effectively support and extend the speech, language and communication development of children during the early years 2.2 Explain the relevant positive effects of adult support for the children and their carers 2.3 Explain how levels of speech and language development vary between children entering early years provision and need to be taken into account during settling in and planning
3. Be able to provide support for the speech, language and communication development of the children in own setting	3.1 Demonstrate methods of providing support taking into account the: <ul style="list-style-type: none"> • age • specific needs • abilities

	<ul style="list-style-type: none"> • home language where this is different to that of setting • interests of the children in own setting <p>3.2 Demonstrate how day to day activities within the setting can be used to encourage speech, language and communication development in young children</p> <p>3.3 Demonstrate in own practice how to work with children to develop speech, language and communication in :-</p> <ul style="list-style-type: none"> • 1:1 basis • groups <p>3.4 Evaluate the effectiveness of speech, language and communication support for children in own setting</p>
4. Be able to contribute to maintaining a positive environment that supports speech, language and communication	<p>4.1 Explain the importance of the environment in supporting speech, language and communication development</p> <p>4.2 Review evidence about the key factors that provide a supportive speech, language and communication environment</p> <p>4.3 Demonstrate how settings use the environment to provide effective support for speech, language and communication for all children</p>
<p>Additional information</p> <p>General Guidance for whole unit</p> <p>Communication is a complex, two-way process, reliant on a wide range of skills including listening, understanding and means of expression as well as interaction skills. Consideration of the complexity of this process and the many factors which can affect it underpins effective communication in practice.</p> <p>2.1 Ways may include:</p> <ul style="list-style-type: none"> • the words and levels of language adults use with children(including the use of questions) • their conversations / interactions with children • information and activities used • work with parents / carers <p>2.2 Positive effects may include improvements in:</p> <ul style="list-style-type: none"> • speech, language and communication skills • social interaction • behaviour • emotional development / self confidence <p>3.1 Methods may include:</p>	

<ul style="list-style-type: none"> • adapting own language • scaffolding the child’s language • giving children the time and opportunity to communicate • facilitating communication between children with each other • learning through play • working with carers <p>4.2 Key Factors may include:</p> <ul style="list-style-type: none"> • the physical environment • staff roles and responsibilities • training needs and opportunities • views of the child • appropriate involvement of carers 	
Unit aim (s)	The unit aims to provide a basis for understanding the importance of speech, language and communication for a child’s overall development and explores the ways in which those working with children can support the development of speech, language and communication skills.
Assessment requirements specified by a sector or regulatory body (if appropriate)	Learning outcomes 3 and 4 should be assessed in a real work environment. Simulation is not permitted.
Details of the relationship of the unit and relevant national occupational standards	CCLD NOS 301, 312

Title:	M/600/9760 Assessment and planning with children and young people
Level:	3
Credit Value:	5
GLH:	35
Learning Outcomes The learner will:	Assessment Criteria The learner can:
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
2. Be able to participate in assessment and planning for children and young people towards the achievement of positive outcomes	2.1 Demonstrate in own practice engagement with children or young people and their carers in expressing their needs and aspirations to inform planning 2.2 Demonstrate how to encourage a child or young person to plan realistic, achievable but challenging goals 2.3 Explain how the goals and targets identified will support the achievement of positive outcomes 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 2.6 Explain how to support a child or young person and others to understand and agree the goals, targets and outcomes of the plan
3. Be able to work with children and young people to implement the plan for the achievement of positive outcomes	3.1 Demonstrate how a child, young person and others are provided with clear information about the roles and

	<p>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</p> <p>3.3 Demonstrate how a positive approach is used to encourage children or young people work towards the achievement of goals and targets</p> <p>3.4 Demonstrate how progress towards goals and targets is agreed and recorded with the child or young person</p>
4. Be able to work with children and young people to review and update plans	<p>4.1 Demonstrate how to record relevant information to prepare for a review</p> <p>4.2 Demonstrate how to support children and young people to contribute to reviewing achievement of goals and targets</p> <p>4.3 Demonstrate how to contribute to reviews based on measurement of progress of the child or young person</p> <p>4.4 Present information to reviews about aspects of the plan that are working well and those that need to be changed</p>

Additional information

ALL OF THE ASSESSMENT IN THIS UNIT SHOULD BE UNDERTAKEN IN RELATION TO THE STAGE OF DEVELOPMENT AND LEVEL OF UNDERSTANDING OF THE CHILD OR YOUNG PERSON CONCERNED

1.3, 2.4, 2.6, 3.1 Others e.g.

- Children and young people
- Carers
- Foster carers
- Residential workers
- Social workers
- Psychologists
- Doctors
- Support workers
- Police
- Youth justice
- Speech and language therapists
- Other agencies

1.4. Effective methods/ Ways to engage e.g.

- Appropriate venue/location
- Contributions through play
- Contributions through pictures
- Children and young people setting ground rules
- Written contributions
- Video/audio contributions

1.5 Permanency Planning

Permanency Planning is necessary for looked-after children and young people who need to plans made for their long-term future. The purpose of Permanency Planning is to give each child or young person a greater sense of security, and, if possible, a family for life. It takes into account a child or young person's history and current situation, makes an assessment of the young person's needs and how best to meet those needs in the future. Permanency planning should include the child or young person and relevant others in the decision making. It takes into account individual circumstances and the age, needs and abilities of the child or young person.

Unit aim (s)	This unit provides a basis of knowledge, understanding and competence in order to make effective contributions to the assessment and planning for the lives of children and young people in need. The unit stresses the importance of children and young people engaging with the process of assessment and planning
Assessment requirements specified by a sector or regulatory body (if appropriate)	Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles LOs 2,3 and 4 must be assessed in a real work environment.
Details of the relationship of the unit and relevant national occupational standards	Health and Social Care NOS Unit 36

Title:	F/600/9780 Promote the wellbeing and resilience of children and young people
Level:	3
Credit Value:	4
GLH:	30
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the importance of promoting positive wellbeing and resilience of children and young people	1.1 Explain the factors that influence the wellbeing of children and young people 1.2 Explain the importance of resilience for children and young people 1.3 Analyse effective ways of promoting wellbeing and resilience in the work setting 1.4 Describe ways of working with carers to promote wellbeing and resilience in children and young people
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	2.1 Explain why social and emotional identity are important to the wellbeing and resilience of children and young people 2.2 Explain how to support children and young people to identify with their own self-image and identity 2.3 Demonstrate how to encourage children and young people to recognise and value their own abilities, talents and achievements 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 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
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

	<p>3.3 Support and encourage children and young people to respond positively to challenges and disappointments</p> <p>3.4 Demonstrate ways to encourage and support children and young people to express their feelings, views and hopes</p> <p>3.5 Support children and young people to reflect on the impact of their own actions and behaviour</p>
<p>4. Be able to respond to the health needs of children and young people</p>	<p>4.1 Support children and young people to recognise, value and meet their health needs as appropriate to their age and level of understanding</p> <p>4.2 Encourage children and young people to make positive choices about all of their health needs</p> <p>4.3 Assess any risks or concerns to the health and wellbeing of children and young people and take appropriate action</p> <p>4.4 Explain the importance of informing relevant people when there are concerns about a child or young person's health or wellbeing</p> <p>4.5 Record concerns about a child or young person's health or wellbeing following recognised procedures</p>
<p>Additional information</p> <p>ALL OF THE ASSESSMENT IN THIS UNIT SHOULD BE UNDERTAKEN IN RELATION TO THE STAGE OF DEVELOPMENT AND LEVEL OF UNDERSTANDING OF THE CHILD OR YOUNG PERSON CONCERNED</p> <p>1.1 Factors that influence wellbeing e.g.</p> <ul style="list-style-type: none"> • Attachment • Relationships • Emotional security • Health • Self esteem • Diet • Exercise • Rest and sleep • Prompt medical/dental attention when needed • Preventive health programmes <p>2.3 Ways to encourage e.g.</p> <ul style="list-style-type: none"> • Positive role models • Cultural/ethnic networks • Life story work 	

4.2. Health needs e.g.

- Physical
- Mental
- Sexual

4.3. Concerns e.g.

- Illness
- Injury
- Use of illegal substances
- Emotional distress
- Poor lifestyle choices
- Bullying (either as victim or perpetrator)
- Exploitative behaviour (either as victim or perpetrator)
- Harm or abuse
- Changes in behaviour

4.4. Relevant people e.g.

- Carers
- Social worker
- Lead professional
- Residential workers

Unit aim (s)	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 will encounter. It includes the promotion of health as well as promoting self-esteem and supporting children to recognise and value who they are
Assessment requirements specified by a sector or regulatory body (if appropriate)	Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles Assessment of LOs 3 and 4 should be assessed in a real work environment
Details of the relationship of the unit and relevant national occupational standards	HSC NOS Units 34 and 313 CCLD NOS Units 307 and 308

Title:	F/601/0315 Professional practice in children and young people's social care
Level:	3
Credit Value:	4
GLH:	30
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the legislation and policy framework for working with children and young people in social care work settings	1.1 Explain how current and relevant legislation and policy affects work with children and young people 1.2 Describe the impact of social care standards and codes of practice on work with children and young people 1.3 Explain the importance of the United Nations Convention on the Rights of the Child (UNCRC)
2. Understand the professional responsibilities of working with children and young people	2.1 Explain the responsibilities of a <ul style="list-style-type: none"> • corporate parent • professional carer 2.2 Explain what is meant by a 'duty of care' 2.3 Analyse the impact of professional relationships on children and young people 2.4 Give examples of poor practice and unprofessional conduct that may impact on outcomes for children and young people 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
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
<p>Additional information</p> <p>1.1 Current and relevant legislation and policies as appropriate to UK Home Nation</p> <p>2.3. Impact of professional relationships e.g.</p> <ul style="list-style-type: none"> • power relationships • dealing with a employed professional • feelings of powerlessness • uncertainties about how to behave and relate <p>5.1 Equalities legislation as appropriate to UK Home Nation</p>	
Unit aim (s)	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 specified by a sector or regulatory body (if appropriate)	Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles LOs 3 and 4 must be assessed in a real work environment.
Details of the relationship of the unit and relevant national occupational standards	CCLD NOS Unit 305

Title:	M/600/9788 Support children and young people to make positive changes in their lives
Level:	3
Credit Value:	4
GLH:	27
Learning Outcomes The learner will:	Assessment Criteria The learner can:
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
Additional information	
1.1 Factors may include: <ul style="list-style-type: none"> • poor socio-economic background • poor parenting background • poor literacy, numeracy, speech or language skills 	

1.2 Impact may include:

- inappropriate and /or aggressive behaviour
- low educational achievement
- low self-esteem
- self-harm
- inability to establish and maintain relationships
- offending or at risk of offending behaviour
- misuse of substances (drugs, alcohol, solvents)

1.3 Individuals and agencies may include:

- youth workers
- parent support workers
- education professionals
- drug and alcohol support agencies
- social services
- IAG professionals
- speech and language therapists
- behaviour and education support teams (BEST)

2.1 Interventions may include:

- learning and development support
- anger management
- behaviour support classes
- restorative justice
- support to address substance misuse
- support to address mental health issues

2.3 An action plan may include:

- identifying the positive changes the child/young person needs to achieve
- identifying the barriers to achievement
- identifying achievable and realistic goals for the child/young person to achieve
- identifying the interventions required to support achievement
- agreeing a review process

3.1 Supporting children or young people to review and amend their action plan may include:

- identifying and celebrating achievements
- identifying where goals have not been met
- agreeing reasons for any non-achievement
- agreeing any additional interventions that might support children/young people to achieve positive changes in their lives
- revising the action plan in light of the review process

Unit aim (s)	<p>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.</p>
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>LOs 2 and 3 must be assessed in a real work environment.</p> <p>Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles</p>
Details of the relationship of the unit and relevant national occupational standards	<p>The unit may provide evidence for the following national occupational standards in the children and young people's workforce developed by Skills for Care and Development:</p> <p>LDSS 314: Support children to overcome barriers and make positive changes in their lives</p> <p>Youth work 1.1.1: Enable children and young people to use their learning to enhance their future development</p>

Title:	A/601/0121 Work with babies and young children to promote their development and learning
Level:	3
Credit Value:	6
GLH:	45
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the development and learning of babies and young children	1.1. Explain the pattern of development in the first three years of life and the skills typically acquired at each stage 1.2. Explain: <ul style="list-style-type: none"> • how development and learning are interconnected • how and why variations occur in rate and sequence of development and learning • that learning may take place in different ways. • the importance of play 1.3. Explain the potential effects on development, of pre conceptual, pre-birth and birth experiences 1.4. Explain the impact of current research into the development and learning of babies and young children
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

<p>3. Understand the attachment needs of babies and young children</p>	<p>3.1. Explain the benefits of the key worker/person system in early years settings</p> <p>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.</p> <p>3.3. Analyse the possible effects of poor quality attachments on the development of babies and children</p>
<p>4. Be able to engage with babies and young children and be sensitive to their needs</p>	<p>4.1. Engage sensitively with babies and young children giving them time to respond</p> <p>4.2. Engage in playful activity with babies and young children</p> <p>4.3. Explain how babies express their emotions, preferences and needs and demonstrate responsive care in own practice.</p> <p>4.4. Explain why it is important to manage transitions for babies and young children</p> <p>4.5. Explain when and why babies and young children require periods of quiet to rest and sleep</p>
<p>5. Be able to work in partnership with carers in order to promote the learning and development of babies and young children</p>	<p>5.1. Explain the primary importance of carers in the lives of babies and young children</p> <p>5.2. Demonstrate in own practice how to exchange information with carers</p> <p>5.3. Evaluate ways of working in partnership with carers</p>

Additional information

1.4. Pre conceptual, pre-birth and birth experiences on development e.g.

- Smoking
- Alcohol
- Maternal ill health
- Poor maternal diet
- Substance abuse
- Assisted birth
- Birth trauma

2.2. Environment e.g.

- Well equipped, clean and safe with age appropriate equipment and materials
- Provides appropriate challenge
- Offer appropriate levels of sensory stimulation
- Provide quiet calming spaces for babies and young children

- Planned and organised around individual needs of babies and young children

3.3. Possible effects of poor quality attachments

- Effects on social and emotional development and emotional security
- Effects on ability to settle, take risks and make the most of learning opportunities
- Possible effects on short and long term mental health
- Effects on relationships with parents and professional carers

4.2. Responsive care

- where carer responding sensitively, consistently and promptly
- responses sensitive to individual needs and preferences
- consistency of response
- responding promptly and managing situations to avoid delay

Unit aim (s)	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 3 rd birthday.
Assessment requirements specified by a sector or regulatory body (if appropriate)	Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles Assessment of LOs 2, 4 and 5 must take place in a real work environment Reflection on practice should form part of the assessment for this unit
Details of the relationship of the unit and relevant national occupational standards	There are links with CCLD 303 Promote children’s development 312 Plan and implement positive environments for babies and children under 3 years HSC 37 Care for and protect babies

Title:	D/601/0130 Care for the physical and nutritional needs of babies and young children
Level:	3
Credit Value:	6
GLH:	45
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to provide respectful physical care for babies and young children	1.1. Demonstrate culturally and ethnically appropriate care for babies and young children <ul style="list-style-type: none"> • Skin • Hair • Teeth • Nappy area 1.2. Demonstrate in own practice how to take into account the preferences of carers in the provision of physical care and explain why this is important 1.3. Demonstrate in own practice how you engage with babies or young children in a respectful manner and provide personalised physical care tailored to their needs. 1.4. Explain organisational or regulatory procedures that protect babies, young children and practitioners when providing personal care and why these are necessary.
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
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 carer's plan a programme of weaning 5.2. Prepare formula feeds hygienically and following current guidance 5.3. Evaluate the benefits of different types of formula that are commonly available
6 Understand how to provide for the nutritional needs of young children from 18-36 months	6.1. Plan meals for young children that meet their nutritional needs based on current government guidance and information from carers 6.2. Explain food allergies and intolerances that a young child may experience and the importance of following carers instructions on the needs of their child
<p>Additional information</p> <p>2.3. Toilet training e.g.</p> <ul style="list-style-type: none"> • Encouraging and praising • Treating child with respect and avoiding guilt • Working in partnership with carers • Flexible personalised approach • Starting training when the child is ready and not rushing process • Being positive and supportive to the child's efforts • Structuring physical environment to facilitate training • Avoiding confrontation • Providing plenty of fluids and fibre to prevent hard stools 	

4.2. Safety features e.g. <ul style="list-style-type: none"> • socket covers • safety gates • corner protectors • cupboard locks • finger guards on doors 	
Unit aim (s)	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 3 rd birthday.
Assessment requirements specified by a sector or regulatory body (if appropriate)	Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles All LOs must be assessed in a real work environment
Details of the relationship of the unit and relevant national occupational standards	There are links with: CCLD 303 Promote children’s development. 314 Provide physical care that promotes the health and development of babies and children under 3 years HSC 37 Care for and protect babies

Title:	H/601/0131 Lead and manage a community based Early Years setting
Level:	4
Credit Value:	6
GLH:	45
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the purposes, benefits and key features of community based early years provision	1.1 Explain the purpose and features of community based setting 1.2 Explain how a community based early years setting can be an agent of community development 1.3 Describe the benefits arising from community based early years provision for: a) children b) parents/carers c) the early years setting d) the local community
2. Be able to lead the team in a community based early years setting	2.1 Demonstrate leadership skills in own practice 2.2 Implement activities with the setting's staff team to share and promote their understanding of good practice 2.3 Implement strategies to create and maintain a team culture among all of the staff and parents in a community based early years setting 2.4 Examine the effectiveness of own practice in implementing the principles of community based Early Years provision
3. Be able to engage parents as partners in the community based early years setting	3.1 Establish and maintain a relationship of partners with the parents of an early years setting 3.2. Exchange information with parents about the progress of their child's learning and development 3.2 Involve parents in decisions about plans and activities to progress their child's learning and development 3.3 Involve parents in the activities of the early years setting

<p>4. Be able to engage parents in the management/decision making processes of an Early Years setting</p>	<p>4.1. Explain the role of the parent management committee/support group in a community based early years setting</p> <p>4.2 Demonstrate support to parents' involvement in the parent management committee/support group of a community based Early Years setting</p>
<p>5. Be able to provide learning opportunities to support parents' participation in a community based Early Years setting</p>	<p>5.1 Utilise the informal learning opportunities arising from parents' participation in activities to promote the learning and development of their own child and the setting's children</p> <p>5.2 Give a detailed account of a learning activity provided by the setting for its parents to develop their understanding of its early years curriculum, to include:</p> <p>a) why the activity was appropriate for the setting's parents</p> <p>b) how the setting encouraged parents to participate in the activity</p> <p>5.3 Provide parents with information about resources to enable them to develop the knowledge and skills to participate effectively in the parent management committee/support group of the setting</p>
<p>6. Be able to manage the resource, regulatory and financial requirements for a community based Early Years setting</p>	<p>6.1. Explain the regulatory requirements of the work setting and the lines of responsibility and reporting</p> <p>6.2. Explain how human resources are managed within the setting</p> <p>6.3. Demonstrate how systems of resource management operate in the work setting</p> <p>6.4. Demonstrate how financial systems in the setting are operated and accountability maintained according to appropriate standards</p>

Additional information

2.1. Leadership skills e.g.

- Effective Communication
- Negotiation and empathy
- Consistency and fairness
- Leading change and modeling good practice
- Effective conflict management
- Coaching and facilitation skills

3.3. Involve parents in activities e.g.

- Providing the parent with an overview of the planning for activities
- Giving guidance to the parent on which activity/activities in which to participate
- Explaining the purposes of the activity/ activities in which the parent participates.
- Working with a parent to enable her/him to share a specific interest/skill with the Early Years setting's children
- Creating opportunities for parents to contribute to the play materials provided for the children by the early years setting
- Supporting parents to participate in the Early Years setting's curriculum provision for its children

Unit aim (s)	This unit is about providing leadership and management in a community based setting that promotes the engagement, involvement and participation of parents.
Assessment requirements specified by a sector or regulatory body (if appropriate)	LOs 2,3,4,6,7 must be assessed in a real work environment. Simulation is not permitted
Details of the relationship of the unit and relevant national occupational standards	<p>There are links with CCLD</p> <p>311 - Provide leadership for your team</p> <p>317 - Work with families to enhance children's learning and development</p> <p>324 - Support the delivery of community based services to children and families</p> <p>329 - Work with a management committee</p> <p>338 - Develop productive working relationships with colleagues</p>

Title:	M/601/0133 Promote young children's physical activity and movement skills.
Level:	3
Credit Value:	3
GLH:	22
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the importance of physical activity and the development of movement skills for young children's development, health and well being	1.1. Explain why physical activity is important to the short and long term health and wellbeing of children. 1.2. Explain the development of movement skills in young children and how these skills affect other aspects of development
2. Be able to prepare and support a safe and challenging environment for young children that encourages physical activity and the development of movement skills	2.1. Prepare the environment and explain how it allows all children to develop, practice and extend their movement skills according to their age, needs and abilities 2.2. Demonstrate in own practice how young children are kept safe when undertaking challenging physical activities 2.3. Explain the importance of natural outdoor environments for young children's physical activity and movement skills
3. Be able to plan and implement physical activities for young children	3.1 Plan opportunities for physical activity for young children Explain how the plan: - <ul style="list-style-type: none"> • meets the individual movement skills needs of children • includes activities that promote competence in movement skills • encourages physical play 3.2. Demonstrate in own practice how planned physical activities are implemented
4. Be able to build opportunities for physical activity into everyday routines for young children	4.1. Explain the importance of building physical activity into everyday routines 4.2. Demonstrate in own practice how young children are provided with opportunities for physical activity within everyday routines

<p>5. Be able to evaluate the effectiveness of provision in supporting young children’s physical activity and movement skills</p>	<p>5.1 Assess effectiveness of planned provision in:</p> <ul style="list-style-type: none"> • supporting physical activity • supporting confidence and progression in movement skills <p>5.2 Identify and record areas for improvement</p> <p>5.3 Reflect on own practice in supporting young children’s physical development and movement skills</p>
<p>Additional information</p> <p>This unit is most suitable for those learners working in early years settings</p> <p>1.2. Movement skills</p> <ul style="list-style-type: none"> • Travel (travelling movements where the child moves from one point to another such as running, jumping, skipping) • Object control (movements such as throwing, catching, dribbling which involve objects being sent, received, travelled with) • Balance and co-ordination <p>2.1. All Children</p> <ul style="list-style-type: none"> • girls and boys • disabled children • children with specific/ additional needs • children of different ages including babies <p>5.1. Assess e.g.</p> <ul style="list-style-type: none"> • Observing and assessing children’s participation and developmental progress • Direct feedback from children on their participation in and enjoyment of activities • Feedback from parents, colleagues and others 	
<p>Unit aim (s)</p>	<p>The unit is designed to introduce learners working with children in their early years to the importance of physical activity with an emphasis on gross motor and movement skills. It assesses the learners competence in planning and implementing physical activities and routines and encourages evaluation of the effectiveness of practice</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>LOs 2, 3, 4, and 5 must be assessed in real work environments. Simulation is not permitted.</p>
<p>Details of the relationship of the unit and relevant national occupational standards</p>	<p>CCLD 303 Promote children’s development 307 Promote the health and physical development of children</p>

Title:	Y/600/9770 Understand how to set up a home based childcare service
Level:	3
Credit Value:	4
GLH:	29
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how to set up a home based childcare service	1.1 Outline the current legislation covering home based child care and the role of regulatory bodies 1.2 Develop policies and procedures for <ul style="list-style-type: none"> • Accidents, illness and emergencies • Behaviour • Safeguarding • Equal opportunities and explain how these will be implemented 1.3 Explain the importance of confidentiality and data protection 1.4 Develop a marketing plan for own home based childcare service 1.5 Demonstrate financial planning for own home based service 1.6 Identify sources of support and information for the setting up and running of your home based childcare business
2. Understand how to establish a safe and healthy home based environment for children	2.1 Explain the key components of a healthy and safe home based environment 2.2. Explain the principles of safe supervision of children in the home based setting and off site 2.3 Identify ways of ensuring that equipment is suitable for children and meet safety requirements 2.4 Know where to obtain current guidance on health and safety risk assessment of the home based work setting 2.5 Explain how to store and administer medicines
3 Understand the importance of partnerships with parents for all aspects of the home based childcare service	3.1 Explain the importance of partnership with parents for all aspects of the child care service

	3.2 Describe how partnership with parents are set up and maintained
4 Understand the principles of development of routines for home based child care	<p>4.1 Explain how routines are based on</p> <ul style="list-style-type: none"> • meeting a child’s needs • agreements with parents • participation of children <p>4.2 Explain how they would adapt routines to meet the needs of children at different ages and stages of development</p> <p>4.3 Explain how they ensure that each child is welcomed and valued in the home based work setting</p>
5 Understand how to provide play and other activities for children in home based settings that will support equality and inclusion	<p>5.1 Explain the importance of play to children’s learning and development and the need for an inclusive approach</p> <p>5.2 Plan a challenging and enjoyable learning environment in the home that includes using every day domestic routines and household items</p> <p>5.3 Explain what can be learned about children by observing them at play</p> <p>5.4 Identify how and why it is important that children receive equal treatment and access based on their individual needs and acknowledging their rights.</p> <p>5.5 Compare how other resources available for children support their play</p>
6 Understand how home based childcarers can support the safeguarding of children in their care	<p>6.1 Explain the concept of safeguarding and the duty of care that applies to all practitioners</p> <p>6.2 Outline the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding</p> <p>6.3 Outline regulatory requirements for safeguarding children that affect home based childcare.</p> <p>6.4 Explain the procedures that need to be followed by lone workers in home based settings when harm or abuse are suspected or alleged either against them or third parties.</p>
7 Understand the principles of supporting positive behaviour in home based childcare settings	<p>7.1 Describe typical behaviours exhibited by children linked to their stage of development and key events in their lives</p> <p>7.2 Explain how ground rules for behaviour and expectations are developed and implemented</p>

Additional information

2.1. Key components

- Hygiene and waste disposal
- Storage and preparation of food
- Care of animals
- Using equipment according to manufacturers' guidance
- Appropriate responses to illnesses, allergies, incidents and accidents

2.3 Safety requirements.

According to the requirements of the registering body in the relevant UK Home Nation

4.1 Routines

- Arrivals and departures
- Taking children to and from school /playgroup/pre-school
- Meal and snack times
- Sleep and rest
- Play and activities
- Off site visits
- Outdoor activities
- Homework and evening activities for school age children

5.1. Inclusive approach

- Treating children as individuals who are respected, valued and accepted regardless of social or ethnic background or abilities or health status
- Being a positive role model
- Challenging stereotypes and offensive remarks and attitudes appropriately
- Acknowledging children have rights and responsibilities

5.5. Other resources e.g.

- Libraries
- Drop ins
- Toy libraries
- Equipment loan schemes

7.1. Typical behaviours e.g. <ul style="list-style-type: none"> • Toddler tantrums • Separation anxiety 	
Unit aim (s)	To prepare learners to work as home based child carers/childminders. As well as learning relevant aspects of childcare this knowledge based unit supports the development of policies and procedures relevant to registration and the basic business skills to set up a home based child care service.
Assessment requirements specified by a sector or regulatory body (if appropriate)	Assessment must include a portfolio of items relevant to registration with the registering authority in the relevant UK Home Country
Details of the relationship of the unit and relevant national occupational standards	There are links with CCLD NOS: <ul style="list-style-type: none"> 302 Develop and maintain a healthy, safe and secure environment for children 303 Promote children’s development 305 Protect and promote children’s rights 316 Maintain and develop a registered childminding business

Title:	T/601/0134 Support disabled children and young people and those with specific requirements
Level:	4
Credit Value:	6
GLH:	45
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the principles of working inclusively with disabled children and young people and those with specific requirements	1.1 Outline the legal entitlements of disabled children and young people for equality of treatment and the principles of working inclusively placing the child/young person in the centre 1.2 Compare service led and child and young person led models of provision for disabled children and young people 1.3 Critically analyse the difference between the social model and medical model of disability and how each model affects provision. 1.4 Explain the importance of <ul style="list-style-type: none"> • advocacy • facilitated advocacy for children and young people who require it • the personal assistant role 1.5 Explain the importance of encouraging the participation of disabled children and young people
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 partnership 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

	<p>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</p> <p>3.4 Develop a plan with an individual child or young person to support learning, play or leisure needs</p> <p>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</p>
<p>4 Be able to evaluate, support and develop existing practice with disabled children and young people and those with specific requirements</p>	<p>4.1 Demonstrate in own practice how barriers which restrict children and young people's access are overcome</p> <p>4.2 Explain the importance of evaluating and challenging existing practice and becoming an agent of change</p> <p>4.3 Explain how and when to use policies and procedures to challenge discriminatory, abusive or oppressive behaviour</p> <p>4.4 Describe the impact of disability within different cultures and the importance of culturally sensitive practice</p> <p>4.5 Explain the importance of systems of monitoring, reviewing and evaluating services for disabled children and young people</p>
<p>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</p>	<p>5.1. Explain the roles and responsibilities of partners that are typically involved with disabled children and young people and those with specific requirements</p> <p>5.2. Analyse examples of multi-agency and partnership working from own practice</p>
<p>Additional information</p> <p>2.2. Types of support and information e.g.</p> <ul style="list-style-type: none"> • Learning to use sign language, Makaton speech board • Social and emotional such as coming to terms with impact of disability on own family • Financial • Information about services and availability • Information about children's and families rights 	

3.3 Assess a child or young person’s learning, play or leisure needs <ul style="list-style-type: none"> • observations • information from others • preferences of the child or young person • findings solutions to obstacles • looking at how to overcome barriers 	
Unit aim (s)	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 specified by a sector or regulatory body (if appropriate)	Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles LOs 2, 3 and 4 must be assessed in a real work environment.
Details of the relationship of the unit and relevant national occupational standards	There are links with:- CCLD 312 Support children with disabilities or special educational needs and their families 418 Co-ordinate and support provision for disabled children and those with special educational needs NOS for Sensory Services-Standards1-7

Title:	A/601/0135 Promote creativity and creative learning in young children
Level:	4
Credit Value:	5
GLH:	35
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the concepts of creativity and creative learning and how these affect all aspects of young children’s learning and development	1.1. Analyse the differences between creative learning and creativity 1.2. Explain current theoretical approaches to creativity and creative learning in early childhood 1.3. Critically analyse how creativity and creative learning can support young children’s emotional, social, intellectual, communication and physical development
2. Be able to provide opportunities for young children to develop their creativity and creative learning	2.1 Demonstrate in own practice how to promote creativity and creative learning 2.2. Explain why young children require extended and unhurried periods of time to develop their creativity
3. Be able to develop the environment to support young children’s creativity and creative learning	3.2. Explain the features of an environment that supports creativity and creative learning 3.3. Monitor and evaluate the effectiveness of aspects of the environment in supporting young children’s creativity and creative learning
4. Be able to support the development of practice in promoting young children’s creativity and creative learning within the setting	4.1. Evaluate and reflect on own practice in promoting creativity and creative thinking 4.2. Support others to develop their practice in promoting creativity and creative learning 4.3. Develop a programme of change to the environment to enhance creativity and creative learning giving a justification and expected outcomes for each area of change

Additional information 2.1. Promoting creativity and creative learning e.g. <ul style="list-style-type: none"> • developing imagination and imaginative play • traditional creative arts • music, dance and movement • areas of learning such as mathematics, problem solving and exploration • ICT 	
Unit aim (s)	The unit is designed to deepen knowledge and understanding of the importance of creativity and creative learning for young children and competence in promoting this in early years settings. The unit also encourages the learner to support change and improvement in practice.
Assessment requirements specified by a sector or regulatory body (if appropriate)	LOs 2, 3 and 4 must be assessed in a real work environment Reflection on practice must form part of the assessment for this unit.
Details of the relationship of the unit and relevant national occupational standards	There are links with CCLD 410 Evaluate, assess and support children’s creativity

Title:	T/600/9775 Coordinate special educational needs provision
Level:	4
Credit Value:	5
GLH:	35
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the role of the special educational needs coordinator	1.1. Outline the legislative context for the role of the special educational needs coordinator with reference to codes of practice as relevant to the UK Home Nation 1.2. Explain the responsibilities of the special educational needs coordinator 1.3. Explain the importance of early recognition and intervention 1.4. Explain the policies and/or procedures of the setting in respect of special educational needs 1.5. Explain the importance of liaison and partnerships with carers, other agencies and professionals
2. Be able to coordinate the observation, recording, assessment and planning to meet the individual requirements of children with special educational needs	2.2 Coordinate and lead the observation, assessment and recording progress of children with special educational needs 2.2. Coordinate and plan the next steps for children with special educational needs in collaboration with: <ul style="list-style-type: none"> • colleagues including those in other agencies • children and their carers 2.3. Demonstrate how the children's individual play/ education plans are developed, monitored and regularly updated 2.4. Explain the importance of statements of special educational needs and how these impact on provision for individual children within the setting
3. Be able to engage with children with special educational needs and their carers	3.1. Assess barriers to communication and engagement and explain how these can be overcome

	<p>3.2. Demonstrate engagement with children who have special educational needs in own work setting or service</p> <p>3.3. Demonstrate engagement with families of children who have special educational needs in own work setting or service</p>
<p>4. Be able to coordinate, support and advise colleagues working with children who have special educational needs</p>	<p>4.1. Demonstrate in own practice how to coordinate provision for special educational needs</p> <p>4.2. Identify sources of support and professional development for special educational needs practitioners and coordinators</p> <p>4.3. Demonstrate in own practice how to share new information and act as an agent of change and improvement.</p> <p>4.4. Demonstrate in own practice how to work directly with colleagues to mentor and support practice</p>
<p>Additional Information</p> <p>N/A</p>	
<p>Unit aim (s)</p>	<p>To provide the learner with the competence required to work as a special educational needs coordinator in early years settings. The unit also assesses ability to support and advise colleagues.</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>LOs 2,3 and 4 must be assessed in a real work environment. Simulation is not permitted.</p>
<p>Details of the relationship of the unit and relevant national occupational standards</p>	<p>CCLD 339 Coordinate special educational needs in early education settings</p>

Title:	F/600/9777 Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage
Level:	4
Credit Value:	5
GLH:	40
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the factors that may impact on the outcomes and life chances of children and young people	1.1. Identify the factors that impact on outcomes and life chances for children and young people 1.2. Explain the critical importance of poverty in affecting outcomes and life chances 1.3. Analyse a strategic national or local policy that has positive impact on outcomes and life chances for children and young people 1.4. Explain why strategic direction from national and local policy is required to address factors impacting on outcomes and life chances for children and young people and young people
2. Understand how poverty and disadvantage affect children and young people's development	2.1. Analyse how poverty and disadvantage may affect children and young people's: <ul style="list-style-type: none"> • Physical development • Social and emotional development • Communication development • Intellectual development • Learning
3. Understand the importance of early intervention for children and young people who are disadvantaged and vulnerable	3.1 Explain what is meant by both disadvantage and vulnerability 3.2. Explain the importance of early intervention for disadvantaged and/or vulnerable children and young people 3.3. Evaluate the impact of early intervention
4. Understand the importance of support and partnership in improving outcomes for children and young people who are experiencing poverty and disadvantage	4.1. Research the policy and guidance impacting on support services at national level and evaluate how this operates at local level

	<p>4.2. Explain how carers can be engaged in the strategic planning of services</p> <p>4.3. Analyse how practitioners can encourage carers to support children and young people’s learning and development</p> <p>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.</p>
<p>5. Understand the role of the practitioner in supporting children and young people who are vulnerable and experiencing poverty and disadvantage</p>	<p>5.1. Explain how positive practice with children and young people who are experiencing poverty and disadvantage may increase resilience and self confidence</p> <p>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</p> <p>5.3 Analyse how and why practitioners should act as agents and facilitators of change in own work setting</p>
<p>Additional information</p> <p>1.1. Factors. There are many factors impacting on children and young people’s life chances the following are examples e.g.</p> <ul style="list-style-type: none"> • Poverty • Social and community pressures • Health status • Abuse and neglect • Violent and/or offending family or personal backgrounds • Race, gender, sexual orientation • Asylum seeking or victims of trafficking <p>3.2. Meaning of Vulnerable Child (young person) A child (young person) (and their family) who needs some additional support in order to reach the best outcomes, because of their social, economic, physical, emotional or family circumstances.</p>	
<p>Unit aim (s)</p>	<p>To provide learners with an in depth understanding of the effects of poverty and disadvantage on children and young people</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles</p>

Details of the relationship of the unit and relevant national occupational standards	N/A
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Title:	K/601/0132 Support children or young people in their own home
Level:	3
Credit Value:	4
GLH:	30
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand roles and responsibilities in relation to supporting children or young people in their own home	1.1 Outline the policies and procedures and codes of practice that set out responsibilities in supporting children or young people in their home 1.2 Explain why it is important to be reliable and dependable when working with children or young people in their own home 1.3 Explain how both formal and informal risk assessments are carried out when working with children or young people in their own home 1.4 Explain what needs to be recorded when working with children or young people in their own home 1.5 Give examples of any areas that may give cause for concern when working with children or young people in their own home and the actions that should be taken in each case
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

<p>3. Be able to provide support for children or young people to engage in activities that meet their needs and preferences</p>	<p>3.1 Demonstrate how activities with children or young people are planned to include:</p> <ul style="list-style-type: none"> • Preparation of the environment • Preparation of resources • Consideration of the level of support required <p>3.2. Demonstrate how children or young people are supported to engage in activities that meet their needs and preferences</p> <p>3.3 Reflect on the success of activities carried out with children or young people and how planning and implementation of these are reviewed as a result</p>
<p>Additional Information</p> <p>N/A</p>	
<p>Unit aim (s)</p>	<p>This unit is aimed at support workers who work with children young people and families in the community. It provides the understanding and competence about working in someone else’s home in order to support the achievement of positive outcomes</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles LO 2 & 3 should be assessed in a real work situation.</p>
<p>Details of the relationship of the unit and relevant national occupational standards</p>	<p>HSC NOS Unit 319</p>

Title:	M/600/9807 Support the creativity of children and young people
Level:	3
Credit Value:	3
GLH:	20
Learning Outcomes The learner will:	Assessment Criteria The learner can:
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
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

Additional information
1.2 Different types of creative activity e.g.

- Solitary
- Shared
- Group
- Sedentary – e.g. writing
- Active e.g. gardening, sport
- Cerebral e.g. chess, computer games

1.3 Informal creative activity e.g.

- Creative thinking
- Cooking
- Baking
- Flower arranging
- Decorating
- Computer gaming

1.3. Formal creative activity e.g.

- Drama groups
- Music groups
- Art classes
- Creative writing groups
- Discussion/debating groups
- Fashion design classes
- Architectural design/drawing

Unit aim (s)	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 specified by a sector or regulatory body (if appropriate)	Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles Learning outcomes 2,3 and 4 should be assessed in real work situations.
Details of the relationship of the unit and relevant national occupational standards	HSC NOS Unit 38 c

Title:	A/600/9809 Work with children and young people in a residential care setting
Level:	3
Credit Value:	5
GLH:	35
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the legal, policy, rights and theoretical framework for residential care for children and young people	1.1 Outline current theoretical approaches to residential provision for children and young people 1.2 Explain the relevant legal and rights framework that underpins work with children and young people in residential care 1.3 Explain the influence of current policies and legislation on residential care provision 1.4 Describe how the life chances and outcomes of children and young people in residential care compare with those who are not
2. Understand own role and professional responsibilities in a residential care setting	2.1 Explain the requirements of professional codes of conduct and how they apply to day to day work activities 2.2 Explain how to ensure that own practice is inclusive and anti-discriminatory and how to challenge practice that is not 2.3 Analyse how power, prejudice and discrimination can affect children and young people 2.4 Explain how to fulfil own responsibilities to colleagues through responsible, constructive and co-operative team working 2.5 Explain the professional requirement to maintain current, competent practice 2.6 Explain the importance of maintaining positive relationships with people in the local community
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

	<p>3.2 Demonstrate ways to work with children or young people to plan, review and evaluate activities and agreements for group living</p> <p>3.3. Demonstrate in own practice how to encourage children or young people to take responsibility for their own plans</p> <p>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</p> <p>3.5. Demonstrate how to encourage positive behaviour through modelling and reinforcement in all aspects of group living</p>
<p>4. Be able to work with children and young people in a residential setting</p>	<p>4.1 Demonstrate how to facilitate agreement of arrangements for living together regardless of group size</p> <p>4.2 Demonstrate how to address and resolve conflict and disagreements with and between children or young people in a residential setting</p> <p>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</p>
<p>5. Be able to safeguard children and young people in a residential care setting</p>	<p>5.1 Demonstrate how to equip children or young people to feel safe and to manage risks</p> <p>5.2 Explain the practical application of legislation, policies and procedures and key messages form research and child protection enquiries for residential care settings</p> <p>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</p>
<p>Additional information</p> <p>1.1 Current theoretical approaches e.g:</p> <ul style="list-style-type: none"> • Therapeutic community's childcare • Social pedagogy • All systems • Outcome based • Lifespace • Solution focused <p>1.2, 1.3. Current policies, frameworks and legislation as relevant to UK Home nation</p>	

Unit aim (s)	<p>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</p>
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles Learning outcomes 3, 4 and 5 must be assessed in real work situations.</p>
Details of the relationship of the unit and relevant national occupational standards	<p>SC NOS Unit 323</p>

Title:	M/601/1329 Support young people to develop, implement and review a plan of action
Level:	3
Credit Value:	3
GLH:	25
Learning Outcomes The learner will:	Assessment Criteria The learner can:
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
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

	<p>and implementation of the young person's action plan</p> <p>5.2. Evaluate own contribution to the process</p>
<p>Additional information</p> <p>1.1. Reasons why young people should be encouraged to develop an action plan</p> <ul style="list-style-type: none"> • to identify personal and/or educational development needs • to agree achievable goals • to agree how to achieve those goals • to identify additional support needs <p>2.1. Preliminary and preparatory actions</p> <ul style="list-style-type: none"> - explaining to young people why the action plan is important - checking their understanding - establishing constructive and supporting relationships with the young people <p>2.3. Range of options e.g.</p> <ul style="list-style-type: none"> • working to continue in full time education • working towards an apprenticeship • working towards employment <p>2.4. Action plan e.g.</p> <ul style="list-style-type: none"> • identifies clear goals and outcomes • identifies achievable timescales for reaching the goals • specifies the ways in which the young person will achieve their goals • specifies review dates • identifies any support needed to achieve those goals such as: <ul style="list-style-type: none"> -additional formal tuition e.g. literacy/language skills -support from a learning mentor - support in writing a CV - support to develop interview/employability skills <p>4.2. Review Action Plan</p> <ul style="list-style-type: none"> • identify achievements • identify where goals have not been met • agree reasons for non-achievement • revise the action plan to set new goals and milestones • agree any additional support necessary to help the young person to achieve their goals 	
Unit aim (s)	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 specified by a sector or regulatory body (if appropriate)	Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles

	LOs 2, 3, 4 and 5 must be assessed in a real work environment.
Details of the relationship of the unit and relevant national occupational standards	There are links with: Legal advice NOS Unit (Skills for Justice): Support clients to plan, implement and review action

Title:	A/601/1334 Provide information and advice to children and young people
Level:	3
Credit Value:	3
GLH:	22
Learning Outcomes The learner will:	Assessment Criteria The learner can:
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 to those of their carers
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
Additional information	
1.1 The kind of information needed by practitioners - interests and aspirations of the young person	

- evidence of achievements e.g. academic qualifications, other certificates e.g. first aid, lifeguard, employer testimonials, school report
- young person's motivation
- any other relevant evidence e.g. physical fitness if that is relevant to the aspirations of the young person

2.1. Ways of encouraging the participation of and engagement with children and young people

- active listening
- open questioning
- checking understanding
- summarising
- presenting information
- inviting feedback
- using appropriate settings

2.3. Appropriate sources

- paper based sources e.g. career development leaflets, college/HEI prospectuses
- Web based sources e.g. UCAS,

3.2. Available choices

- remaining in full time education
- applying for an apprenticeship/advanced apprenticeship
- progressing to higher education
- employment

3.4. Legal requirements

- data protection
- confidentiality

Unit aim (s)	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 specified by a sector or regulatory body (if appropriate)	Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles LOs 2 and 3 must be assessed in a real work environment.
Details of the relationship of the unit and relevant national occupational standards	There are links with: ENTO Unit: AG2: Support clients to make use of the advice and guidance service

Title:	L/601/1337 Develop interviewing skills for work with children and young people
Level:	3
Credit Value:	3
GLH:	21
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the process of preparing for and planning the interviews	1.1. Identify why it is important to plan for the interview 1.2. Explain the components of the interview planning process
2. Be able to conduct the interview with individual children or young people	2.1. Use appropriate communication skills to encourage the participation of and engagement with the child or young person 2.2. Provide any relevant information about the interview to the child or young person 2.3. Conduct the interview to achieve the desired outcomes 2.4. Record the details of the interview according to confidentiality and information sharing protocols
3. Be able to implement interview follow up procedures	3.1 Identify the interview follow up procedures 3.2 Implement interview follow up procedures
Additional information	
1.2. Components of the interview planning process <ul style="list-style-type: none"> • define interview objectives • gather and assess all relevant information • confirm the interview with the child/young person • prepare the interview environment to facilitate a constructive interview and to ensure the safety of self and interviewee 	
2.1. Communication skills <ul style="list-style-type: none"> • active listening skills • open questioning techniques • use of appropriate body language • how to give constructive feedback • ways of empathising with children and young people whilst maintaining professional boundaries 	

- how to encourage children and young people to participate and communicate without showing bias or judgement
- using an appropriate environment

2.2. Relevant information

- interview objectives
- rights and responsibilities of interviewee
- rights and responsibilities of interviewer
- potential outcomes and interview follow up procedures

3.1. Interview follow up procedures

- recording and storing protocols of interview outcomes and documentation including dates of future interviews and following confidentiality protocols
- referral details (if appropriate)
- action plans and reviews

Unit aim (s)	The aim of this unit is to provide the learner with the skills and knowledge to enable them to conduct effective interviews with children and young people in the context of supporting their learning and development.
Assessment requirements specified by a sector or regulatory body (if appropriate)	Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles LO2 and 3 must be assessed in a real work environment. Work with more than one young people would normally be required to demonstrate competence
Details of the relationship of the unit and relevant national occupational standards	There are links with ENTO R7: Conduct interviews to support the recruitment process ENTO AG2: Support clients to make use of the advice and guidance service

Title:	D/601/1343 Caseload management
Level:	3
Credit Value:	3
GLH:	21
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the importance of managing personal case load	1.1. Explain the importance of managing personal case load 1.2. Give examples from own practice of pressures on the management of caseloads
2. Be able to prioritise cases in personal case load	2.1. Explain the criteria for prioritising personal case load 2.2. Review and prioritise existing and new cases against specified criteria 2.3. Process cases according to priority 2.4. Explain how to use supervision and other support systems to recognise when additional personal support is required
3. Understand how to review and evaluate the effectiveness of the case management process	3.1. Explain the importance of reviewing and evaluating the effectiveness of the case management process 3.2. Identify and implement improvements in the case management process based on the evaluation
Additional information	
2.1. Criteria for prioritising personal case load <ul style="list-style-type: none"> • urgency of addressing the individual case • potential consequences of postponing the case • own and others' work load • organisation's protocols and timescales for processing cases • availability of organisation's resources 	
Unit aim (s)	This unit aims to provide the learner with the skills and knowledge to enable them to manage their case load effectively and efficiently, making best use of their own time and promoting improved outcomes for children, young people, their families and carers.

Assessment requirements specified by a sector or regulatory body (if appropriate)	Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles LO 2 must be assessed in a real work environment.
Details of the relationship of the unit and relevant national occupational standards	There are links with; ENTO AG14: Manage personal case load

Title:	F/601/1349 Support young people to move towards independence and manage their lives
Level:	3
Credit Value:	3
GLH:	20
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the way that young people move from dependence to independence	1.1 Explain the reasons why some young people may find it difficult to move to independence 1.2 Explain the concept that independence is relative to each individual young person's stage of development and level of understanding and ability 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
2. Be able to prepare young people for the practical challenges of independence	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 2.2 Prepare plans with young people that will assist them in maintaining their own health and well being 2.3 Provide young people with information to prepare them to manage and maintain accommodation and to find advice if necessary 2.4 Provide young people with information about how to manage personal finances 2.5 Explain why practical support and advice for independence is a long term project
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

	<p>3.3 Explain how to support young people who may feel worried and ambivalent about becoming independent</p> <p>3.4 Demonstrate how to support young people to develop resilience in order to face challenges and disappointments</p> <p>3.5 Explain the importance of having somewhere that is 'home'</p>
4. Be able to prepare young people to assess personal risks and protect themselves	<p>4.1 Explain to young people how to assess risks in day to day situations</p> <p>4.2 Demonstrate how to prepare young people to minimise risks</p> <p>4.3 Provide young people with information and skills to protect themselves and know when to seek help</p>

Additional information

1.2 Reasons why it is difficult to move to independence e.g.

- incomplete attachment
- Abuse/exploitation
- Disrupted living
- Disrupted or multiple placements
- Repeated damaging or unsatisfactory relationships
- Unresolved emotional issues
- Physical disability
- Learning difficulties
- Mental health problems
- Risks or threats

2.2 Maintaining health and wellbeing e.g.

- Registering with GP
- Seeking medical advice
- Attending medical screening as necessary
- Registering with dentist
- Regular dental check ups
- Healthy balanced diet
- Regular exercise
- Rest and sleep

2.3 Manage and maintain accommodation e.g.

- Where to find rented accommodation
- Process of renting accommodation
- Legal position of tenants/lodgers
- Basic maintenance- changing lightbulbs etc.
- Simple DIY
- What repairs are essential
- Landlord/tenant responsibilities

2.4 Manage personal finances e.g.

- How to budget
- How bank accounts work

<ul style="list-style-type: none"> • Avoiding/managing debt • Money safety • Avoiding financial abuse • Shoppers rights • Financial rights • Where to get financial advice <p>4.1 Day to day risk situations e.g.</p> <ul style="list-style-type: none"> • Pubs, clubs • Shopping in crowds • Obtaining cash • Shopping online • Meeting people through the internet • Opening door to strangers • Purchasing on the doorstep 	
Unit aim (s)	This unit provides understanding and competence to support young people to move towards independence. This should ideally be undertaken over a period of time so that young people are well prepared as they grow older are ready to be independent adults. This unit is equally important whether young people are leaving care, foster care or family home
Assessment requirements specified by a sector or regulatory body (if appropriate)	Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles Learning outcomes 2, 3 and 4 must be assessed in a real work environment.
Details of the relationship of the unit and relevant national occupational standards	HSC NOS Units 38 and 310

Title:	D/601/1357 Support children and young people to achieve their learning potential
Level:	3
Credit Value:	3
GLH:	20
Learning Outcomes The learner will:	Assessment Criteria The learner can:
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
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
Additional information	
1.1 Legislation as appropriate to relevant UK Home nation	
Unit aim (s)	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 specified by a sector or regulatory body (if appropriate)	Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles Learning outcomes 2 and 3 should be assessed in a real work situation.
Details of the relationship of the unit and relevant national occupational standards	HSC NOS Unit 39 LDSS NOS Unit 317

Title:	R/601/1369 Support children and young people to have positive relationships
Level:	3
Credit Value:	3
GLH:	20
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the importance of positive relationships for the development and wellbeing of children and young people	1.1 Identify the different relationships children and young people may have 1.2 Explain the importance of positive relationships for development and wellbeing 1.3 Explain the possible effects of children having restricted, or supervised contact in order to maintain relationships
2. Be able to support children and young people to make and maintain positive relationships	2.1 Demonstrate how to support children or young people to maintain relationships with carers or professionals who are important to them 2.2 Explain how to support children or young people to make new relationships 2.3 Provide practical and emotional support to encourage children or young people to commit to and enjoy positive relationships
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
Additional information 1.1 Different types of relationship e.g. <ul style="list-style-type: none"> • Parental • Carer • Sibling • Family • Friendship • Emotional/Sexual • Acquaintance • Professional 3.2 Relationship difficulties e.g. <ul style="list-style-type: none"> • Parents or carers • families • peers • close friends • colleagues or other professionals 	
Unit aim (s)	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 specified by a sector or regulatory body (if appropriate)	Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles Learning outcomes 2 must be assessed in real work situations.
Details of the relationship of the unit and relevant national occupational standards	HSC NOS Unit 311 CCLD NOS Unit 301

Title:	M/601/1377 Improving the attendance of children and young people in statutory education
Level:	3
Credit Value:	5
GLH:	40
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the factors that impact on the attendance of children and young people in statutory education	1.1 Explain the factors that can affect the attendance of children and young people in statutory education 1.2 Explain how the factors that affect attendance of children and young people in statutory education can be minimised
2. Understand the role of individuals and agencies in improving attendance of children and young people in statutory education	2.1 Evaluate the role of different agencies in improving the attendance of children and young people in statutory education 2.2 Explain the role of key individuals in improving whole school attendance 2.3 Explain strategies that can be used to improve the attendance of individual children and young people and whole school attendance
3. Be able to use attendance data to inform strategies and plans to improve attendance of children and young people in statutory education	3.1 Obtain data on attendance of children and young people in statutory education 3.2 Analyse data to identify patterns of attendance of children and young people in statutory education 3.3 Store data records in compliance with all organisational and legislative requirements 3.4 Use data to contribute to the development of strategies and plans to improve attendance and reduce persistent absence
4. Be able to support work with children, young people and families to improve attendance according to role and responsibilities	4.1 Support engagement with children, young people and their families to address attendance issues 4.2 Demonstrate in own practice ability to support planning and monitoring activities to improve attendance

	4.3. Liaise effectively with other agencies to improve attendance of children and young people in statutory education
Additional information 2.1. Different agencies e.g. <ul style="list-style-type: none"> - Education Welfare - Social Services - Police 2.2. Individuals <ul style="list-style-type: none"> - school staff including Behaviour and Education Support Teams (BEST) - education welfare staff - children's social workers - families and carers 2.3. Strategies e.g. <ul style="list-style-type: none"> - linking improved attendance to whole school performance - engaging the support of families and carers - identifying 'at risk' pupils and providing appropriate support - providing appropriate parenting support if required 	
Unit aim (s)	This unit is about improving attendance of children and young people in statutory education. It is suitable for those in educational welfare services but could also be suitable for other contexts.
Assessment requirements specified by a sector or regulatory body (if appropriate)	Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles LOs 3 and 4 must be assessed in a real work environment.
Details of the relationship of the unit and relevant national occupational standards	There are links with: LDSS NOS Unit: 307: Contribute to improving attendance

Title:	T/601/1381 Facilitate the learning and development of children and young people through mentoring
Level:	3
Credit Value:	4
GLH:	30
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how to facilitate the learning and development needs of children and young people through mentoring	1.1 Explain the interpersonal and communication skills required to facilitate the learning and development needs of children and young people 1.2 Explain how different learning styles and methods impact on the learning and development of children and young people
2. Be able to support children and young people to address their individual learning and development needs	2.1. Support children or young people to express their goals and aspirations 2.2. Support children or young people to identify-ways of removing barriers to achievement 2.3. Develop an action plan to address individual learning and development needs of children or young people.
3. Be able to promote the wellbeing, resilience and achievement of individual children and young people through mentoring	3.1 Explain the importance of promoting the wellbeing, resilience and achievement of children and young people through mentoring 3.2 Demonstrate mentoring strategies and activities with children or young people that support their wellbeing and resilience
4. Be able to review the effectiveness of the mentoring process	4.1 Assess the progress of individual children or young people against their action plans, suggesting improvements 4.2 Evaluate the effectiveness of the mentoring process in facilitating the learning and development of the individual children or young people
Additional information	
1.1. Interpersonal and communication skills <ul style="list-style-type: none"> • effective listening skills • open questioning techniques • use of appropriate body language 	

- how to give constructive feedback
- ways of empathising with children and young people whilst maintaining professional boundaries
- how to encourage children and young people to participate and communicate effectively in the mentoring process

1.2. Different learning styles and methods

- 1:1 learning
- working in pairs
- group working
- using electronic learning aids
- visual, auditory and tactile learning styles

2.2. Barriers to achievement:

- low levels of literacy/communication skills
- low levels of numeracy skills
- bias and stereotyping in the learning process
- low learner motivation
- parental and/or peer influence

2.3 Action Plan for learning e.g.

- sets clear targets and outcomes appropriate for the individual learner
- sets clear timescales for achievement
- agrees the support that will be provided to help achievement of targets
- agrees clear review and revision processes and procedures

Unit aim (s)	This unit describes the skills and knowledge required to identify the learning and development needs of children and young people and help them express their goals and aspirations. It also describes the application of those skills and knowledge to the practice of mentoring individual children or young people to enable them to achieve identified and agreed outcomes. Reviewing the effectiveness of the mentoring process is also an important outcome of the unit.
Assessment requirements specified by a sector or regulatory body (if appropriate)	Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles Learning outcomes 2, 3 and 4 must be assessed in a real work environment.
Details of the relationship of the unit and relevant national occupational standards	There are links with: CCLD NOS Unit: 311: Facilitate individual learning and development through mentoring

Title:	L/601/2861 Support positive practice with children and young people with speech, language and communication needs
Level:	3
Credit Value:	4
GLH:	28
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the concept of positive practice when working with children and young people with speech, language and communication needs	1.1 Explain how to recognise and build on the strengths of a child or young person by giving different examples of positive strategies 1.2 Compare the differences between strategies based on children and young people's strengths and abilities and those based around children's difficulties 1.3 Provide examples of how current research evidence supports positive practice
2. Know how to work alongside speech, language and communication specialists to use appropriate strategies and targets to support children and young people	2.1 Identify and describe the different strategies and targets that can support children and young people's speech, language and communication needs 2.2 Explain the process of how supportive strategies are selected and implemented to support children and young people's speech, language and communication needs 2.3 Explain own role in the process of how targets are set, monitored and evaluated along with specialist 2.4 Compare different examples of how strategies and targets have been used to support children and young people with speech, language and communication needs
3. Be able to place children and young people at the centre of professional practice when working with children and young with speech, language and communication needs	3.1 Review and identify the particular issues and implications of work setting for children and young people's speech, language and communication 3.2 Demonstrate ways to adapt and modify own communication, resources and tasks to support

	<p>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>
4. Understand how to work with others to support the social, emotional and cognitive needs of children and young people	<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>
<p>Additional information</p> <p>1.1 Positive strategies may include:</p> <ul style="list-style-type: none"> • Adapting adult language • Adapting the environment to support communication • Modelling and expanding the child or young person's language • Demonstrating specific communication behaviours • Facilitating communication between children and young people • Providing time and supported opportunities to communicate • Supporting and developing confidence and self-esteem <p>3.2 Resources and tasks may include:</p> <ul style="list-style-type: none"> • Everyday activities within the work setting • Specific resources or activities within, for example a curriculum • Daily routines within the setting • Published resources; written information 	
Unit aim (s)	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 specified by a sector or regulatory body (if appropriate)	Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles Learning Outcome 3 must be assessed in relation to a real work situation
Details of the relationship of the unit and relevant national occupational standards	There are links to some of the competencies from CCLD Units 302, 306, 308, 312

Title:	A/601/2872 Support speech, language and communication development
Level:	3
Credit Value:	3
GLH:	20
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the importance of speech, language and communication for children's overall development	<p>1.1 Explain each of the terms:</p> <ul style="list-style-type: none"> • Speech • Language • Communication • Speech, language and communication needs <p>1.2 Explain how speech, language and communication skills support the following areas in children and young people's development:</p> <ul style="list-style-type: none"> • Learning • Emotional • Behaviour • Social <p>1.3 Describe the potential impact of speech, language and communication difficulties on the overall development of a child or young person both currently and long term</p> <p>1.4 Explain the factors that increase the risk of children and young people having speech, language and communication needs</p>
2. Understand typical speech, language and communication development in children and young people	<p>2.1 Summarise the typical stages of speech, language and communication development of children in the following age groups, including both understanding and use of language:</p> <ul style="list-style-type: none"> • 0-5 years old • 5-11 • 11-16 <p>2.2 Explain how children and young people develop their speech, language and communication and identify how this applies to children who are learning more than one language</p>

	<p>2.3 Explain how speech, language and communication work together to enable effective interaction</p> <p>2.4 Explain the different ways in which a child or young person may not follow typical speech, language and development</p>
<p>3. Be able to identify typical speech, language and communication development of children and young people</p>	<p>3.1 Observe and report examples of a child or young person using their communication skills in different contexts</p> <p>3.2 Plan and carry out an observation of a child or young person using their communication skills in different contexts</p> <p>3.3 Report on planned observations highlighting normal variations in the typical speech, language and communication development of children or young people</p>
<p>Additional information</p> <p>1.4 Factors may include:</p> <ul style="list-style-type: none"> • Limited or poor quality support for speech, language and communication development • Hearing difficulties • Social disadvantage • Physical difficulties such as cerebral palsy • Other syndromes, conditions or areas of need such as autism, attention deficit disorder • Trauma/abuse • Family history of SLCN • Learning difficulties 	
<p>Unit aim (s)</p>	<p>The unit aims to provide a basis for understanding the typical development of speech, language and communication in children and young people and the importance for a child or young person's overall development</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles</p> <p>Assessment of Learning Outcome 3 should relate to real work activities</p>
<p>Details of the relationship of the unit and relevant national occupational standards</p>	<p>There are links to some of the competencies from CCLD NOS Unit 301 and 303</p>

Title:	Y/601/2877 Work with parents, families and carers to support their children's speech, language and communication development
Level:	3
Credit Value:	3
GLH:	23
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the importance of parental support for the development of speech, language and communication	1.1 Outline the nature of the parent/child relationship at key stages of a child's life in relation to speech, language and communication 1.2 Explain the influences of different parenting styles on speech, language and communication development 1.3 Explain how supporting effective speech, language and communication between parents and children could influence their relationship and overall development at home
2. Be able to work in partnership with parents to support their child's speech, language and communication development	2.1 Explain issues and challenges for parents which may influence how they support their child's speech, language and communication development 2.2 Support parents to understand their valuable role in supporting their child's speech, language and communication development 2.3 Explain a range of ways to work with parents to support their child's speech, language and communication development 2.4 Demonstrate ways on how to develop and maintain a parent's confidence in supporting their child's speech, language and communication development
3. Be able to support parents to use activities and approaches to support their child's speech, language and communication development	3.1 Provide parents with appropriate advice and sources of information to support their child's speech, language and communication development 3.2 Explain ways to support parents in how to use activities and approaches to

	<p>support their child's speech, language and communication development</p> <p>3.3 Evaluate the ways in which own role can be effective in supporting parents to support their children's speech, language and communication development</p>
4. Understand the importance of working in partnership with parents of children with speech, language and communication needs and relevant professional agencies	<p>4.1 Explain why it is important to be able to work in partnership with parents of children with SLCN</p> <p>4.2 Identify useful sources of information and relevant organisations and services to support parents of children who have SLCN</p> <p>4.3 Explain the importance of partnership working across professionals, agencies and parents when supporting children with SLCN</p>
Additional Information	
N/A	
Unit aim (s)	To develop the ability of those working with children and young people to work in partnership with parents to support their child's speech, language and communication development
Assessment requirements specified by a sector or regulatory body (if appropriate)	Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles Learning Outcome 3 and part of Learning Outcome 4 must be assessed in real work situations
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	M/601/2884 Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties
Level:	3
Credit Value:	3
GLH:	25
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the links between language, behaviour, emotional and social development difficulties	1.1 Explain why behaviour can be seen as a means of communication 1.2 Explain, with examples, how speech, language and communication needs may affect behavioural, emotional and social development in children and young people 1.3 Review and report on relevant research about the incidence of speech, language and communication needs and behavioural, social and emotional difficulties in children and young people 1.4 Describe the range of behavioural, emotional and social difficulties that children and young people may experience and how they can affect speech, language and communication development
2. Understand how to support positive speech, language and communication development for children and young people with behavioural, emotional and social difficulties	2.1 Identify key barriers to behavioural, social and emotional development that are experienced by children and young people with speech, language and communication needs 2.2 Explain effective strategies to overcome barriers to support the speech language and development of children and young people with behavioural, emotional and social difficulties 2.3 Explain how adapting adult language and interactions can support a child's behaviour, emotional, social skills, as well as support their communication development

	2.4 Explain how positive changes to the communication environment can support communication development for children and young people with behavioural, emotional and social difficulties
3. Understand how to adapt strategies and approaches to behavioural, emotional and social development to meet speech, language and communication needs	3.1 Identify and explain current evidence based approaches to understanding children and young people's behaviour 3.2 Explain how setting wide strategies to promote positive behaviour and emotional and social development can be adapted to support children and young people with speech, language and communication needs 3.3 Explain, using examples, how individual strategies to promote positive behaviour and emotional and social development can be adapted to support children and young people with speech, language and communication needs
4. Know how to work with others in order to support the speech, language and communication development of children and young people with behavioural, emotional and social development needs	4.1 Explain ways to work with parents and families in supporting children and young people's speech, language and communication needs that also promotes positive behaviour 4.2 Explain the roles of other professionals who may be involved in joint or integrated working to promote positive behaviour and emotional and social development needs of children and young people

Additional information

1.4 Range of behaviour may include:

- withdrawn or isolated
- disruptive and disturbing
- hyperactive and lacking concentration
- immature social skills
- challenging behaviours arising from other complex special needs
- emotional disorders
- conduct disorders/hyperkinetic disorders
- anxiety
- self-harm
- school phobia
- depression

2.4 Positive changes may include:

- increased accessibility of the language used in behaviour management techniques
- ensuring children and young people understand verbal and written information

<ul style="list-style-type: none"> • clear visual support • making rules, routines and boundaries clear, explicit and understandable. • decreasing visual and auditory distractions • increased staff awareness and skills • ensuring approaches which support children to ask for clarification 	
Unit aim (s)	This unit explores the way in which behaviour and social and emotional difficulties are linked with speech, language and communication and provides effective ways to support the speech, language and communication development of children and young people with behaviour, emotional and social difficulties.
Assessment requirements specified by a sector or regulatory body (if appropriate)	Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	This unit has some links to competencies from CCLD NOS Unit 337

Title:	J/601/2888 Support the speech, language and communication development of children who are learning more than one language
Level:	3
Credit Value:	3
GLH:	26
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the speech, language and communication assessment process for children and young people who are learning more than one language	1.1 Explain how to identify which languages are used by children and young people in the work setting 1.2 Explain how to collect information on a child or young person's use of their languages at home and in the work setting 1.3 Explain the difficulties of using formal, standardised tests/screens with children and young people whose home language is not English 1.4 Explain how to recognise when a child or young person learning more than one language may have additional or specific speech, language and communication needs
2. Understand the cultural issues of assessing and supporting the speech, language and communication development of children and young people who are learning more than one language	2.1 Explain what is meant by bilingualism 2.2 Explain the advantages of bilingualism 2.3 Define culture and identify how to integrate different cultures within own work setting 2.4 Explain the importance of using culturally appropriate and relevant materials and approaches with children and young people learning more than one language 2.5 Explain how resources can be adapted to meet the support needs of children and young people whose home language is not English
3. Be able to work with parents of children and young people whose home language is not English	3.1 Provide appropriate advice to parents on supporting their child's speech, language and communication development

	<p>3.2 Demonstrate approaches to support parents in promoting their child’s speech, language and communication development</p> <p>3.3 Explain how language and resources can be adapted to enable close work with parents whose home language is not English</p>
<p>4. Know how to work with others in order to support the speech, language and communication development of children and young people whose home language is not English.</p>	<p>4.1 Explain the different ways in which professionals can work together in the interests of children and young people</p> <p>4.2 Explain the roles and importance of other professionals who may be involved in joint or integrated working to support children and young people with speech, language and communication needs who are learning more than one language</p> <p>4.3 Identify and describe when and how to contact and work with relevant agencies and services</p>
<p>Additional information</p> <p>N/A</p>	
<p>Unit aim (s)</p>	<p>This unit is designed to explore the ways in which speech, language and communication skills are influenced when children and young people are learning more than one language. The unit addresses the cultural issues around the assessment and approaches to speech, language and communication development for children and young people learning more than one language</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles</p> <p>Learning Outcome 3 should be assessed in relation to real work activities</p>
<p>Details of the relationship of the unit and relevant national occupational standards</p>	<p>This unit has links to some of the competencies in CCLD NOS Units 334 and 347</p>

Title:	L/601/2889 Support children and young people's speech, language and communication skills
Level:	3
Credit Value:	3
GLH:	25
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the importance and the benefits of adults supporting the speech, language and communication development of children and young people	1.1 Explain the ways in which adults can effectively support and extend the speech, language and communication development for each of the following age groups <ul style="list-style-type: none"> • 0-5 • 5-11 • 11-16 • 16-25 1.2 Evaluate relevant positive effects of adult support for children, young people and their families
2. Be able to provide support for the speech, language and communication development of children and young people	2.1 Demonstrate methods of providing support taking into account the <ul style="list-style-type: none"> • specific needs • abilities • home language • interests of children and young people in their setting 2.2 Initiate and implement planning for speech, language and communication support to children and young people in work setting 2.3 Gather information and feedback to evaluate the effectiveness of speech, language and communication support in work setting
3. Understand how environments support speech, language and communication	3.1 Explain the importance of the environment in supporting speech, language and communication development 3.2 Review relevant evidence about the key factors that provide a supportive speech, language and communication environment

	3.3 Apply research evidence to planning an environment that supports speech, language and communication
4. Be able to recognise, and obtain additional support for, children and young people who may have speech, language and communication needs	4.1 Identify the range of speech language and communication needs that children and young people may have 4.2 Identify the indicators which may suggest that a child or young person has speech, language and communication needs 4.3 Explain the processes and procedures to follow in order to raise any concerns and access additional, specialist support

Additional information

Learning outcome 4 should be assessed in relation to real work activities

1.1 Ways in which adults can support may include:

- the words and levels of language and questions adults use with children and young people
- conversations / interactions with children and young people
- information and activities used
- work with parents / carers

1.2 Positive effects may include improved:

- speech, language and communication skills
- social interaction
- behaviour
- emotional development / self confidence

2.1 Methods may include:

- adapting own language
- scaffolding the child's language
- giving CYP the time and opportunity to communicate
- facilitating communication between CYP with each other
- learning through play
- working with parents, carers and families

2.2 Planning may include:

- the physical environment
- staff roles and responsibilities
- training needs and opportunities
- views of the children and young people
- involvement of parents and families

4.1 Range may include:

- whether speech, language and communication are the primary need or part of another disability or need
- whether SLCN are short term or persistent
- the level of need a child may have
- whether a child has needs in one, more or all areas of speech, language and communication

- whether the needs relate to delayed or disordered speech, language and communication development

4.2 Indicators may include:

- limited speech, language and communication skills
- poor behaviour
- poor literacy skills
- limited social / play / interaction skills
- isolation from peer group
- low confidence / self esteem

4.3 Processes and procedures may include:

- raising initial concern within the setting
- discussion with parents/carers/young person
- period of observation / monitoring / support
- consent for referral
- onward referral to specialists, eg Speech and Language Therapist
- procedures for collaborative working with specialists

Unit aim (s)	This unit explores the ways in which those working with children and young people can support the development of speech, language and communication skills. The unit also looks at how to recognise, and access specialist support, for those children and young people who may have speech, language and communication needs
Assessment requirements specified by a sector or regulatory body (if appropriate)	Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles Learning outcome 4 should be assessed in relation to real work activities
Details of the relationship of the unit and relevant national occupational standards	There are links to some of the competencies from CCLD NOS L3 301

Title:	J/601/1806 Support care within fostering services for vulnerable children and young people
Level:	3
Credit Value:	3
GLH:	20
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the role of support care in fostering services for vulnerable children, young people and carers	1.1. Explain the principles, aims and legal status of support care in fostering services 1.2. Explain own role and responsibilities and that of others involved in support care in fostering services 1.3. Identify sources of information and support for the support carer role within fostering services.
2. Be able to offer support care within fostering services to a vulnerable child or young people	2.1 Demonstrate and explain how to build positive relationships with the vulnerable child or young person taking into account their age, needs, abilities, culture, religious and ethnic background 2.2 Explain, giving examples from own practice, <ul style="list-style-type: none"> • how placement agreements are reached and typical content • the types of tasks and activities to be undertaken with the child or young person and the reason for the selection 2.3. Evaluate how the support care they offer meets the needs of a child or young person and could be adapted for both planned and emergency situations
3. Be able to support carers of vulnerable children or young people	3.1. Demonstrate and explain how to build positive relationships with carers 3.2. Explain the barriers that may exist in positive relationships with carers and how these may be overcome 3.3. Demonstrate own role in supporting and modelling effective parenting and acting as mentor where this is appropriate

Additional information	
N/A	
Unit aim (s)	To assess competence in the provision of specialised support care within fostering services for vulnerable children and young people. Support care is preventative and aims to prevent admission into local authority care. It is also sometimes used to support adoption services
Assessment requirements specified by a sector or regulatory body (if appropriate)	Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles LOs 2 and 3 must be assessed in a real work environment.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	R/601/1386 Support the referral process for children and young people
Level:	3
Credit Value:	3
GLH:	20
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the referral options that are available for children and young people	1.1. Explain the services provided by individuals and agencies that children and young people can be referred to 1.2. Explain how to identify the most appropriate referral opportunity for children and young people
2. Be able to work with children and young people in order to encourage their participation in the referral process.	2.1. Demonstrate in own practice how to encourage participation of children or young people during the referral process 2.2. Demonstrate in own practice how to support children or young people to make realistic and appropriate choices in terms of their referral options
3. Be able to support children and young people through the referral process	3.1 Explain how children and young people are supported through difficult decisions and conflict situations. 3.2 Facilitate the referral process between the child or young person and the referral opportunity
4. Be able to evaluate the effectiveness of the referral process suggesting improvements	4.1. Evaluate the referral process 4.2. Suggest improvements to the referral process in the light of the evaluation
Additional information 1.1. Individuals and agencies <ul style="list-style-type: none"> - colleagues in own organisation - colleagues in other organisations including: <ul style="list-style-type: none"> ➤ education welfare ➤ education psychologist ➤ CAMHS ➤ Drug and alcohol teams ➤ SENCO ➤ Youth offending team ➤ behaviour and educational support teams (BEST) ➤ support for gifted and talented students 	

Unit aim (s)	The aim of this unit is to provide the skills and knowledge to enable learners to provide appropriate referral opportunities for children and young people as required in a Connexions service.
Assessment requirements specified by a sector or regulatory body (if appropriate)	Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles LOs 2, 3 and 4 must be assessed in a real work environment.
Details of the relationship of the unit and relevant national occupational standards	There are links with: LDSS NOS Unit: 308/ENTO AG 13 Enable clients to access referral opportunities

Title:	L/502/5261 Support young people who are involved in anti-social and/or criminal activities
Level:	3
Credit Value:	2
GLH:	10
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the underlying issues contributing to the anti-social and/or criminal activity of young people	1.1 Explain the causes and circumstances that may contribute to the anti-social and/or criminal activity of young people including personal, physical, psychological and social factors 1.2 Explain the factors and tensions that may affect the ability of young people and significant others involved with them to address their anti-social and/or criminal behaviour
2. Understand how to support young people who are involved in anti-social and/or criminal activities	2.1 Explain how to enable young people to express their views and understanding of their own behaviour on significant others 2.2 Explain how to draw up and record a support plan which will benefit the young person and which secures a commitment from those who will be working with the young person 2.3 Describe the types of support and support agencies that may be available for these young people and explain the nature of the relationship between own and other agencies
Additional Information	
N/A	
Unit aim (s)	This unit aims to provide the knowledge and understanding of issues contributing to anti-social and/or criminal activity in young people and to know how to provide support to the young people.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A

Details of the relationship of the unit and relevant national occupational standards	N/A
Title:	A/502/5224 Support young people who are looked after or are leaving care
Level:	3
Credit Value:	3
GLH:	23
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the issues affecting young people who are looked after or leaving care	1.1 Explain the social, emotional and personal issues that might arise for young people who are looked after or are leaving care 1.2 Explain the key factors that may be relevant to the needs of these young people, for example, employment and/or education status, their health and well-being, existing care plans, potential risks for themselves or others
2. Understand how to support young people who are looked after or leaving care	2.1 Describe the sources of information and support services which are available to support young people who are looked after or leaving care 2.2 Enable young people to explore their views, choices and perceptions of their care situation or change of situation and to understand the potential consequences of their choices 2.3 Encourage young people to maintain positive relationships and contact with family, carers and/or significant others
3. Know about the statutory and legal frameworks in relation to young people who are looked after or leaving care	3.1 Describe the statutory and legal frameworks for protecting young people who are looked after or leaving care 3.2 Explain how to give support in a way that balances the interests of the young person, inherent risks and legal duties of care
Additional Information	
N/A	

Unit aim (s)	This unit aims to provide the knowledge and understanding required to support young people who are in care or those that are leaving care.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	R/502/5231 Support young people who are socially excluded or excluded from school
Level:	3
Credit Value:	2
GLH:	10
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the issues affecting young people who are socially excluded or excluded from school	1.1 Explain the issues that may affect young people who are excluded, including access to services or amenities, crime or anti-social behaviour, isolation or stigmatisation 1.2 Explain the potential effects of exclusion on the health, safety and well-being of these young people
2. Understand how to support young people who are socially excluded or excluded from school	2.1 Enable these young people to reflect on their own beliefs, concerns and priorities to maintain their health, safety and well-being 2.2 Describe the information, support and community services which are available to support excluded young people 2.3 Encourage excluded young people to explore options which are achievable and to discuss the implications or consequences of those options for self, family and significant others
Additional information	
N/A	
Unit aim (s)	This unit aims to provide the knowledge and understanding of issues affecting young people who are socially excluded or excluded from school and to know how to provide support to them.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	F/502/5242 Support young people in relation to sexual health and risk of pregnancy
Level:	3
Credit Value:	2
GLH:	10
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the issues affecting young people in relation to sexual health and risk of pregnancy	1.1 Explain the issues affecting young people in relation to sexual health and risk of pregnancy, including peer pressure, consensual relationships, readiness for sexual activity, contraception, sexually transmitted infections and pregnancy options 1.2 Explain how age, maturity, ethnicity, culture, gender and beliefs can affect attitudes and behaviour in relation to sexual activity, sexual health and pregnancy 1.3 Explain the social, health and educational risk factors associated with early sexual activity or teenage pregnancy
2. Understand how to support young people in relation to sexual health and risk of pregnancy	2.1 Describe relevant sources of information, guidance and support and the range of health services available for these young people 2.2 Explain how to support young people to identify their needs and priorities in relation to their sexual health and risk of pregnancy, in a way that is confidential, non-judgemental and sensitive to their individual situation 2.3 Enable young people to make informed choices in relation to their identified needs and priorities 2.4 Describe the codes of practice, relevant professional guidance and/or organisational policies within which they are working and explain their implications for professional conduct, confidentiality and gaining consent

Additional information	
N/A	
Unit aim (s)	This unit aims to provide the knowledge and understanding of the issues affecting young people in relation to sexual health and risk of pregnancy and to know how to provide support to the young people.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	H/502/4682 Enable parents to develop ways of handling relationships and behaviour that contribute to everyday life with children
Level:	3
Credit Value:	3
GLH:	20
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know how to enable parents to understand and respond to children's feelings and behaviours	1.1. Explain the importance of modelling behaviour for children and parents 1.2. Explain the effects of harsh parenting on children 1.3. Explain the importance of boundaries 1.4. Explain parental strategies for holding boundaries 1.5. Explain ways of promoting children's progression towards self-discipline 1.6. Explain and demonstrate how to enable parents to understand their children's feelings and behaviour 1.7. Explain and demonstrate how to enable parents to assist children to recognise their feelings 1.8. Explain how to enable parents to identify strategies for them and their children to manage conflict 1.9. Explain when particular/specialist help is needed, and how to refer parents to appropriate services
2. Understand how to support parents to interact with their children in positive ways	2.1. Explain why parents must balance parental authority and the developing autonomy of their children, and how they can be supported in this 2.2. Explain and demonstrate how to support parents to develop clear and developmentally appropriate ways of communication with their children 2.3. Explain and demonstrate how parents can be supported to help their children understand the effect of their actions on others

<p>3. Understand how to develop parents' knowledge of how to support children's play, learning and creativity</p>	<p>3.1. Explain the role of play in children's development</p> <p>3.2. Explain ways in which parents can support children's play in developmentally appropriate ways</p> <p>3.3. Explain how children can be encouraged to take the lead and develop their own ideas</p> <p>3.4. Describe sources of information and advice for parents on meeting children's play and learning needs</p>
<p>4. Understand how to work with parents to find positive ways to meet children's physical needs</p>	<p>4.1. Explain how to raise parents' awareness of common hazards and risks to children's safety inside and outside the home</p> <p>4.2. Explain how to enable parents to find strategies for addressing eating and sleeping issues</p> <p>4.3. Describe sources of information and advice on meeting children's physical needs</p>
<p>5. Understand how to reflect on own practice in enabling parents to develop ways of handling relationships and behaviour that contribute to everyday life with children</p>	<p>5.1 Reflect on own practice in enabling parents to develop ways of handling relationships and behaviour that contribute to everyday life with children, identifying strengths and areas for development</p>
<p>Additional information</p> <p>N/A</p>	
<p>Unit aim (s)</p>	<p>This unit aims to help parents to better understand the range of needs of their children and to help them identify ways of meeting these needs.</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>N/A</p>
<p>Details of the relationship of the unit and relevant national occupational standards</p>	<p>This unit is based on WWP NOS 308</p>

Title:	Y/502/4680 Work with parents to meet their children's needs
Level:	3
Credit Value:	3
GLH:	20
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the nature of the parent and child relationship	1.1. Explain the evolving and inter dependent nature of the relationship between parents and their children 1.2. Explain key factors which affect the relationship between parents and children through all developmental stages 1.3. Explain key types of transitions that a child or young person may experience 1.4. Explain changes which parenthood makes to the lives of parents 1.5. Explain key factors in the process and function of bonding and attachment 1.6. Explain key factors in the process of children's development of a sense of self
2. Know how to work with parents to understand the nature of the parent and child relationship	2.1. Explain and demonstrate strategies to support parents in understanding that both parents and children develop and change over time and have unique temperaments 2.2. Explain and demonstrate strategies to support parents in understanding the role of reciprocal responses and interaction in parenting 2.3. Explain and demonstrate strategies to support parents in understanding that the process of parenting is one of progressive separation of child and parent 2.4. Explain ways of challenging parents assertively and when it is appropriate to do so
3. Understand how to work with parents to provide age appropriate support for	3.1. Identify key features of expected patterns of child development

a specified age group of children	3.2. Explain the development and maturational tasks of a specified age group of children 3.3. Explain and demonstrate strategies for supporting parents to meet the needs of a specified age group of children 3.4. Explain and demonstrate strategies for meeting the support needs of parents of a specified age group of children
4. Understand how to reflect on own practice in working with parents to meet their children's needs	4.1 Reflect on own practice in working with parents to meet their children's needs, identifying strengths and areas for development
Additional information	
N/A	
Unit aim (s)	The unit aims to provide the knowledge and skills to support parents to understand the changes necessary as their children develop and as they themselves develop as parents.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	The unit is developed from WWP 307

Title:	T/502/5240 Support young people with mental health problems
Level:	3
Credit Value:	3
GLH:	23
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the issues affecting young people with mental health problems	1.1 Explain the social, emotional and psychological issues that may affect the well-being of young people with mental health problems 1.2 Explain the factors that may affect the needs of these young people, such as physical, medical and mental health care, social and sexual well-being or harmful behaviours
2. Understand how to support young people with mental health problems	2.1 Describe the sources of information, agencies and support services which are available to help young people with mental health problems 2.2 Explain how to help build self-confidence, independence and self-esteem in young people with mental health problems 2.3 Enable young people with mental health problems to express their views, anxieties and feelings about their support needs, without fear of pressure or judgement
3. Know about the statutory and legal frameworks in relation to young people with mental health problems	3.1 Describe the statutory and legal frameworks for protecting young people with mental health problems 3.2 Explain how to work in partnership with families, parents, carers or significant others in a way that balances the rights and interests of these young people against any limitations required for their protection
Additional information	
N/A	

Unit aim (s)	This unit aims to provide the learner with the knowledge and understanding of the issues affecting young people with mental health problems, and to know how to support them and to understand the relevant statutory and legal frameworks.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	J/502/4660 Engage young parents in supporting their children's development
Level:	3
Credit Value:	3
GLH:	20
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the context of pregnancy and parenthood for young people	1.1 Explain the implications of the current strategy and guidance relating to pregnancy and parenthood for young people 1.2 Explain the impact on own practice of the current strategy and guidance relating to pregnancy and parenthood for young people 1.3 Demonstrate how the strategy and guidance applies to own work with young parents
2. Understand transition issues for young people and their potential impact on parenthood	2.1 Reflect on own transitional experiences as a young person 2.2 Describe issues facing young parents in their transition from child to young adult
3. Understand the impact of stress on a young parent's relationship with their child/children	3.1 Explain how stress experienced by young parents may affect their relationships with their children 3.2 Explain how a practitioner can support young parents to overcome the negative impact of stress on their parenting
4. Understand how to engage young parents with services	4.1 Explain factors which impact on a young parent's engagement with services 4.2 Reflect on the potential effectiveness of the range of services that can be offered to young parents 4.3 Demonstrate how young parents engage with services/settings in own practice
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

	<p>5.2 Explain factors that may lead to young fathers engaging with the needs of their children</p> <p>5.3 Explain how services/settings can support young fathers to engage with their child's needs and development</p>
<p>Additional information</p> <p>N/A</p>	
<p>Unit aim (s)</p>	<p>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</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>N/A</p>
<p>Details of the relationship of the unit and relevant national occupational standards</p>	<p>This unit is linked to the National Occupational Standards for Work with Parents (WWP) units WWP 310 and WWP 312 and for Children's Care, Learning and Development (CCLD) units CCLD 304, CCLD 317 and CCLD 301.</p>

Title:	Y/502/4663 Engage fathers in their children's early learning
Level:	3
Credit Value:	3
GLH:	20
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the policy context and research that underpins the involvement of fathers in their children's early learning	1.1 Explain key research studies that show the importance of fathers' involvement in their children's early learning 1.2 Summarise the role of a father in family life, structure and functioning in diverse communities 1.3 Explain the concept of positive home learning environments and ways of promoting and supporting them 1.4 Explain why it is important to work in partnership with fathers 1.5 Explain the importance of clear principles and policies to support the engagement of fathers in their child's early learning
2. Understand how to work in partnership with fathers to support their children's early learning	2.1 Explain and demonstrate a range of strategies that can be used to build confidence in fathers from diverse communities to contribute to their child's early learning 2.2 Explain and demonstrate the use of key relationship building strategies and/or skills involved in working in partnership with fathers from diverse communities 2.3 Explain and demonstrate the use of key communication strategies and/or skills involved in working in partnership with fathers from diverse communities
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

	<p>to fathers' involvement in their child's early learning</p> <p>3.3 Explain how attitudes can be barriers to engaging fathers in their children's early learning</p>
4. Understand how to use reflection to challenge and develop existing practice in working with fathers to support their children's early learning	<p>4.1 Reflect on ways of working with resident and non-resident fathers to help them provide support for their children's early learning</p> <p>4.2 Identify and explain support and changes needed to improve own skills and knowledge and build on their own practice</p> <p>4.3 Explain culturally sensitive ways of working with fathers to help them provide support for their children's early learning</p>
Additional information	
N/A	
Unit aim (s)	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 specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	This unit is linked to the National Occupational Standards for Work with Parents (WWP) units WWP 310 and WWP 312 and for Children's Care, Learning and Development (CCLD) units CCLD 304, CCLD 317 and CCLD 301.

Title:	M/502/3812 Engage parents in their children's early learning
Level:	3
Credit Value:	3
GLH:	20
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the policy context and research that underpins parental involvement in their children's early learning	1.1 Explain key research findings which show the importance of parental involvement in their children's learning in their early years 1.2 Explain the concept of positive home learning environments and identify ways of promoting and supporting them 1.3 Explain why it is important to work in partnership with parents, including fathers 1.4 Explain the importance of clear principles and policies to support the engagement of parents in their child's early learning
2. Understand how to work in partnership with parents to support their children's early learning	2.1 Explain and demonstrate how parents are engaged as partners in their children's early learning 2.2 Explain and demonstrate key relationship building strategies and/or skills involved in working with parents in partnership 2.3 Explain and demonstrate key communication strategies and/or skills involved in working with parents in partnership 2.4 Explain and demonstrate a range of strategies that can be used to build confidence in parents as their child's first educator
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
Additional information	
N/A	
Unit aim (s)	This unit aims to provide the knowledge and understanding to enable learners to know how to engage parents in their children's early learning.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	F/601/3764 Promote Positive Behaviour
Level:	3
Credit Value:	6
GLH:	44
Learning Outcomes The learner will:	Assessment Criteria The learner can:
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
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	<p>3.1 Explain how a range of factors may be associated with challenging behaviours</p> <p>3.2 Evaluate the effectiveness of proactive strategies on mitigating challenging behaviours</p> <p>3.3 Highlight, praise and support positive aspects of an individual's behaviour in order to reinforce positive behaviour</p> <p>3.4 Demonstrate how to model to others best practice in promoting positive behaviour</p>
4. Be able to respond appropriately to incidents of challenging behaviour	<p>4.1 Identify types of challenging behaviours</p> <p>4.2 Demonstrate how to respond to incidents of challenging behaviour following behaviour support plans, agreed ways of working or organisational guidelines</p> <p>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</p> <p>4.4 Demonstrate how to complete records accurately and objectively in line with work setting requirements following an incident of challenging behaviour</p>
5. Be able to support individuals and others following an incident of challenging behaviour	<p>5.1 Demonstrate methods to support an individual to return to a calm state following an incident of challenging behaviour</p> <p>5.2 Describe how an individual can be supported to reflect on an incident including:</p> <ul style="list-style-type: none"> • How they were feeling at the time prior to and directly before the incident • Their behaviour • The consequence of their behaviour • How they were feeling after the incident <p>5.3 Describe the complex feelings that may be experienced by others involved in or witnessing an incident of challenging behaviour</p>

	<p>5.4 Demonstrate how to debrief others involved in an incident of challenging behaviour</p> <p>5.5 Describe the steps that should be taken to check for injuries following an incident of challenging behaviour</p>
<p>6. Be able to review and revise approaches to promoting positive behaviour</p>	<p>6.1 Work with others to analyse the antecedent, behaviour and consequences of an incident of challenging behaviour</p> <p>6.2 Work with others to review the approaches to promoting positive behaviour using information from records, de-briefing and support activities</p> <p>6.3 Demonstrate how reflection on own role in an incident of challenging behaviour can improve the promotion of positive behaviour</p>
<p>Additional information</p> <p>1.5 Challenging behaviour may include behaviours that are:</p> <ul style="list-style-type: none"> • Repetitive / obsessive • Withdrawn • Aggressive • Self-injurious • Disruptive • Anti-social or illegal • Verbally abusive <p>2.6 Individual Child, young person or adult accessing a service</p> <p>2.6 Well Being e.g.</p> <ul style="list-style-type: none"> • Emotional • Psychological • Physical <p>3.1 Factors</p> <ul style="list-style-type: none"> • 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

3.4 Others may include:

- The individual
- Colleagues
- Families or carers
- Other professionals
- Members of the public
- Advocates

6.1 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

Unit aim (s)	The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to promote positive behaviour and respond appropriately to incidences of challenging behaviour
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Care and Development's RQF Assessment Principles. LO 3, 4, 5 & 6 must be assessed in real work environment
Details of the relationship of the unit and relevant national occupational standards	HSC 326, 337 and 398

Title:	F/601/4056 Support use of medication in social care settings
Level:	3
Credit Value:	5
GLH:	40
Learning Outcomes The learner will:	Assessment Criteria The learner can:
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 well-being that may indicate an adverse reaction to a medication
3. Understand roles and responsibilities in the use of medication in social care settings	3.1 Describe the roles and responsibilities of those involved in prescribing, dispensing and supporting use of medication 3.2 Explain where responsibilities lie in relation to use of 'over the counter' remedies and supplements
4. Understand techniques for administering medication	4.1 Describe the routes by which medication can be administered 4.2 Describe different forms in which medication may be presented 4.3 Describe materials and equipment that can assist in administering medication
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"> • consent • self-medication or active participation • dignity and privacy • confidentiality 6.2 Explain how risk assessment can be used to promote an individual's independence in managing medication 6.3 Describe how ethical issues that may arise over the use of medication can be addressed
7. Be able to support use of medication	7.1 Demonstrate how to access information about an individual's medication 7.2 Demonstrate how to support an individual to use medication in ways that promote hygiene, safety, dignity and active participation 7.3 Demonstrate strategies to ensure that medication is used or administered correctly 7.4 Demonstrate how to address any practical difficulties that may arise when medication is used 7.5 Demonstrate how and when to access further information or support about the use of medication
8. Be able to record and report on use of medication	8.1 Demonstrate how to record use of medication and any changes in an individual associated with it 8.2 Demonstrate how to report on use of medication and problems associated with medication, in line with agreed ways of working
<p>Additional information</p> <p>1.4 Agreed ways of working will include policies and procedures where these exist</p> <p>2.4 An individual is someone requiring care or support</p> <p>6.1 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</p> <p>Using medication correctly must ensure that the individual receives:</p> <ul style="list-style-type: none"> • The correct medication • In the correct dose • By the correct route • At the correct time 	

<ul style="list-style-type: none"> • With agreed support • With respect for dignity and privacy <p>7.4 Practical difficulties may include:</p> <ul style="list-style-type: none"> • 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 	
Unit aim (s)	This unit assesses support for use of medication in social care settings. It covers broad types, classifications and forms of medication, as well as safe handling and storage. It addresses practical support for use of medication that reflects social care principles and values, and includes the need for accurate recording and reporting.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Care and Development's Assessment Principles. Learning outcomes 5, 7 and 8 must be assessed in the workplace.
Details of the relationship of the unit and relevant national occupational standards	HSC375 HSC221 HSC236

Title:	A/503/5879 Practise as a Foster Carer
Level:	3
Credit Value:	5
GLH:	46
Learning Outcomes The learner will:	Assessment Criteria The learner can:
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 risks 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
4. Be able to support family and other key people to adjust to family life with children and young people accessing foster care	4.1 Explain the impact that emotional, social and physical demands may have on family and other key people 4.2 Consider techniques that can be used to support family and other key people to

	integrate a child or young person as a family member 4.3 Support family and other key people to balance their own needs with those of the child or young person 4.4 Take steps to address conflicts and disagreements as they arise 4.5 Develop strategies to protect the child or young person, family and key people when the behaviour of the child or young person presents a risk to themselves or others
5. Be able to work effectively as a member of a professional team and wider community to meet the needs of children and young people in foster care	5.1 Implement elements of the care plan that relate to own role as part of the foster care team 5.2 Work with the fostering team and others to support children or young people's health and well-being 5.3 Demonstrate the use of organisational skills in foster carer role
<p>Additional information about this unit</p> <p>Risks could include: Environmental Behavioural Emotional Allegations</p> <p>Key people – may include members of wider family, friends, carers, others with whom the family has a supportive relationship</p> <p>Strategies could include either: Past, present or future strategies Strategies agreed with other professionals</p> <p>Others could include: Child's family Own family Friends/informal networks</p> <p>Health and well being could include: Physical Emotional Psychological Education Employment Social</p>	

Unit aim (s)	The purpose of this unit is to enable the learner to develop their knowledge, understanding and skills of providing support to children and young people within their home through foster care.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with the Skills for Care and Development Assessment Principles. All learning outcomes must be assessed in real work situations.
Details of the relationship of the unit and relevant national occupational standards	This unit maps to HSC 318. It does not guarantee that evidence will meet the NOS.

Title:	M/503/5877 Support positive attachments for children and young people
Level:	3
Credit Value:	7
GLH:	55
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the importance of positive attachment for the well-being of children and young people	1.1 Summarise theories of attachment 1.2 Explain why positive attachment is important for children and young people 1.3 Evaluate the potential impact on the well-being of children and young people of not forming positive attachments 1.4 Explain the role of carers in supporting children and young people to form positive attachments
2 Understand how resilience can reduce vulnerability of children and young people to separation and loss	2.1 Describe what is meant by the term resilience 2.2 Explain how the development of resilience can help children and young people cope with separation and loss. 2.3 Explain ways carers can help develop resilience in children and young people
3 Be able to promote positive attachments for children or young people	3.1 Engage a child or young person in routines and activities that promote positive relationships and well-being 3.2 Use active listening with a child or young person to promote the development of positive relationships and well-being 3.3 . Seek advice and support from others when concerned about the attachment behaviour of a child or young person 3.4 Implement agreed strategies with a child or young person to promote positive relationships and well-being

<p>4 Be able to develop own practice in supporting positive attachments for children or young people</p>	<p>4.1 Describe how a child or young person has been supported by own practice to develop positive attachments</p> <p>4.2 Evaluate why approaches in supporting positive attachments have been successful or unsuccessful for a child or young person</p> <p>4.3 Reflect on how own practice can be adapted to support a child or young person in the future</p>
<p>Additional information about this unit</p> <p>Impact – should include both physiological and psychological impact</p> <p>Carers – could be either paid carers or informal carers</p> <p>Others – to include professionals and family</p> <p>Agreed strategies – strategies agreed with other professionals (social workers, occupational therapists, etc.)</p>	
<p>Unit aim (s)</p>	<p>This unit provides the learner with the knowledge, understanding and skills to support the development of positive attachments.</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>This unit must be assessed in accordance with the Skills for Care and Development Assessment Principles.</p>
<p>Details of the relationship of the unit and relevant national occupational standards</p>	<p>This unit maps to CCLD 308, 326 and HSC 313. It does not guarantee that evidence will meet the NOS.</p>

Title:	T/503/5878 Understand the context of supporting children and young people through foster care
Level:	3
Credit Value:	5
GLH:	45
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1 Understand the circumstances that can lead to children and young people accessing foster care	1.1 Explain the circumstances that can lead to children and young people accessing foster care 1.2 Explain the changes that a child or young person accessing foster care may experience 1.3 Explain the effects that changes may have on the child or young person and others
2 Know the information that should be provided to foster carers prior to placements being arranged	2.1 Explain what information should be provided to assist in the provision of a safe and secure environment for children and young people accessing foster care 2.2 Explain steps that should be taken if sufficient information has not been received for a child or young person accessing foster care
3 Understand how legislation, policies and procedures relate to foster care	3.1 Evaluate how current legislative frameworks in own home national and organisational policies and procedures underpin the way that children and young people are looked after in foster care 3.2 Explain the importance of foster carers adhering to service policies and procedures 3.3 Explain how delegated responsibility impacts upon the role of foster carers
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

	<p>4.2 Evaluate the role of foster carers in providing children and young people with a safe, secure and stable environment</p>
<p>5 Understand the importance of relationships for children and young people accessing foster care</p>	<p>5.1 Explain the importance for children and young people accessing foster care, of maintaining relationships with their wider family and informal networks</p> <p>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</p> <p>5.3 Explain circumstances where children and young people are not able to maintain relationships with wider family members and informal networks</p> <p>5.4 Analyse the impact of separation and loss on children and young people accessing foster care</p> <p>5.5 Explain how children and young people can be supported to explore feelings in relation to contact and relationships with wider family members</p> <p>5.6 Explain why it is important for foster carers to have positive regard for a child or young people's background</p>
<p>6 Understand the roles and responsibilities of a foster carer when working with birth families, carers and professionals</p>	<p>6.1 Describe the roles and responsibilities of the foster carer as part of the fostering service</p> <p>6.2 Explain the importance of foster carers developing and maintaining good relationships with birth families, carers and professionals</p> <p>6.3 Summarise circumstances that may impact on foster carers developing and maintaining relationships with birth families, carers and professionals</p>

Additional information about this unit

Changes could include Transitions, Family Breakdown, One or multiple placement breakdowns, Health and mental health, criminal justice, adoption by foster carer, family contact, education, different physical environments, communities and cultures

Others could include Foster carers, Family, Friends, Professionals

Legislative frameworks should include the UN Convention for the Right of the Child and Young Person

Delegated responsibility – decision making about children in placement, devolved to the foster carer by the local authority/those holding parental responsibility

Informal networks could include Family, Siblings, Friends, Neighbours, Special interest groups, Social groups

Unit aim (s)	The unit is designed to enable the learner to understand the context of supporting children and young people through foster care.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with the Skills for Care and Development Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit maps to HSC 317. It does not guarantee that evidence will meet the NOS.