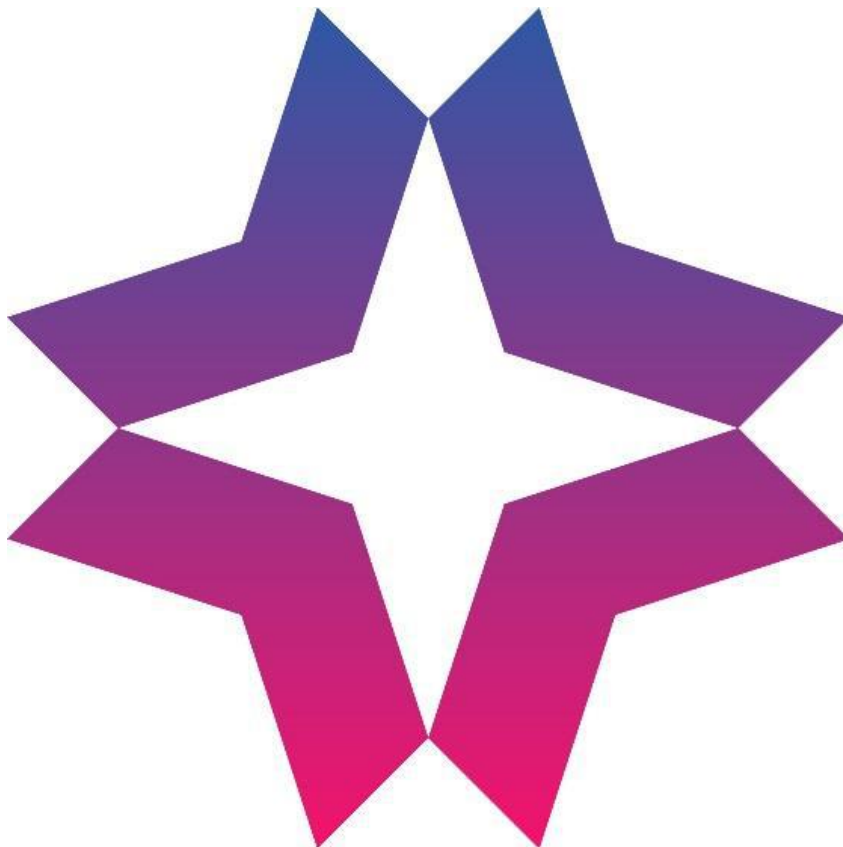


## **SPECIFICATION**

### **IAO LEVEL 2 CERTIFICATE FOR THE CHILDREN AND YOUNG PEOPLE'S WORKFORCE**

**QUALIFICATION NUMBER: 601/3421/5**



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](http://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](mailto:contactus@innovateawarding.org)

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*“ 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. ”*

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## Qualification summary

**Qualification Accreditation Number (QAN)** 601/3421/5

**Qualification review date** 30.04.2023

**Guided Learning Hours (GLH)** Minimum 261 hours

**Total Qualification Time (TQT)** 350 hours

**RQF level** 2

**Qualification credit value** 35 credits

**Minimum credits at/above level** 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).

**Assessment requirements** This qualification is designed to help learners build the knowledge and skills needed when working under supervision with children and young people from birth to 19 years of age. It covers a diverse range of job roles and occupational areas working in children's settings including early years and social care.

It is the only Level 2 qualification on the RQF conferring occupational competence for the Children and Young People's workforce. It is mapped to the Children's Workforce Development Council (CWDC) Induction Standards and the Children's Care Learning and Development National Occupational Standards.

**Aims and objectives of the qualification** There are no formal entry requirements for this qualification.

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

### Entry guidance

Learners who achieve this qualification could progress into employment in children and young people's care such as assistant roles in childcare centres, nurseries, children's residential care homes or pre-school workers.  
 On completion of this qualification, Learners may progress to:

- IAO Level 3 Diploma for Children and Young People's Workforce

- IAO Level 3 Diploma in Early Learning and Childcare (Early Years Educator)

**Progression opportunities**  
**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](http://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](mailto: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 RQF 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 of 35 credits to achieve the Level 2 Certificate for the Children and Young People's Workforce. To do this the learner must achieve 29 credits from Mandatory Group A and a minimum of 6 credits from Optional Group B.

The total Guided Learning Hours (GLH) for this qualification is minimum 261 and maximum 277.

## **Unit structures**

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

## Mandatory units – Group A

Unit ref	Unit title	Level	Credits	GLH
H/601/3305	Child and young person development	2	2	15
K/601/3323	Safeguarding the welfare of children and young people	2	3	20
J/601/3491	Contribute to Children and Young People's Health and Safety	2	3	26
H/601/3496	Contribute to the Support of Positive Environments for Children and Young People	2	3	27
F/601/5465	Introduction to communication in health, social care or children's and young people's settings	2	3	23
R/601/5471	Introduction to equality and inclusion in health, social care or children's and young people's settings	2	2	20
L/601/5470	Introduction to personal development in health, social care or children's and young people's settings	2	3	23
Y/601/3236	Contribute to the support of child and young person development	2	3	25
M/601/3498	Understand Partnership Working in Services for Children and Young People	2	2	18
D/601/7403	Maintain and support relationships with children and young people	2	3	15
T/601/7407	Support children and young people's positive behaviour	2	2	15

## Optional Units - Group B

Unit ref	Unit title	Level	Credit value	GLH
M/601/3310	Contribute to the support of children's communication, language and literacy	2	2	14
H/601/3336	Contribute to the support of children's creative development	2	2	14
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 Relationship 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
M/601/2884	Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties.	3	3	25
F/600/9777	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage.	4	5	40
M/600/9807	Support the creativity of children and young people	3	3	20
H/601/5474	Introduction to duty of care in health, social care or children's and young people's settings	2	1	9
T/601/6564	Support children and young people's play and leisure	2	3	16
A/601/6517	Support children and young people at meal or snack times	2	3	18

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D/601/6526	Support children and young people with disabilities and special educational needs	2	4	26
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<b>Title:</b>	<b>H/601/3305 Child and young person development</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>15</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Know the main stages of child and young person development	<p>1.1 Describe the expected pattern of children and young people's development from birth to 19 years, to include:</p> <ul style="list-style-type: none"> <li>• physical development</li> <li>• communication and intellectual development</li> <li>• social, emotional and behavioural development</li> </ul> <p>1.2 Describe with examples how different aspects of development can affect one another</p>
2. Understand the kinds of influences that affect children and young people's development	<p>2.1 Describe with examples the kinds of influences that affect children and young people's development including:</p> <ul style="list-style-type: none"> <li>• background</li> <li>• health</li> <li>• environment</li> </ul> <p>2.2 Describe with examples the importance of recognising and responding to concerns about children and young people's development</p>
3. Understand the potential effects of transitions on children and young people's development	<p>3.1 Identify the transitions experienced by most children and young people</p> <p>3.2 Identify transitions that only some children and young people may experience, eg. bereavement</p>



	3.3 Describe with examples how transitions may affect children and young people's behaviour and development
<b>Additional information</b>	
N/A	
<b>Unit aim (s)</b>	This unit aims to develop knowledge and understanding of child and young person development and the factors, including transitions, which may affect development.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant national occupational standards</b>	SWiS 2.1 STL2 (CCLD 203) Role and context modules Understanding how children learn module

<b>Title:</b>	<b>K/601/3323 Safeguarding the welfare of children and young people</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>20</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety	1.1 Identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety  1.2 Describe the roles of different agencies involved in safeguarding the welfare of children and young people
2. Know what to do when children or young people are ill or injured, including emergency procedures	2.1 Identify the signs and symptoms of common childhood illnesses  2.2 Describe the actions to take when children or young people are ill or injured  2.3 Identify circumstances when children and young people might require urgent medical attention  2.4 Describe the actions to take in response to emergency situations including: <ul style="list-style-type: none"> <li>• fires</li> <li>• security incidents</li> <li>• missing children or young people</li> </ul>
3. Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied	3.1 Identify the characteristics of different types of child abuse  3.2 Describe the risks and possible consequences for children and young people using the internet, mobile phones and other technologies  3.3 Describe actions to take in response to <b>evidence or concerns</b> that a child or

	<p>young person has been abused, harmed (including self-harm) or bullied, or maybe at risk of harm, abuse or bullying</p> <p>3.4 Describe the actions to take in response to <b>concerns that a colleague</b> may be:</p> <ul style="list-style-type: none"> <li>• failing to comply with safeguarding procedures</li> <li>• harming, abusing or bullying a child or young person</li> </ul> <p>3.5 Describe the principles and boundaries of confidentiality and when to share information</p>
<p><b>Additional information</b></p> <p>Evidence or concerns that a child or young person has been abused, harmed or bullied, or maybe at risk of harm, abuse or bullying includes:</p> <ul style="list-style-type: none"> <li>• Disclosure</li> <li>• Allegations</li> <li>• signs and indicators of abuse</li> </ul> <p><b>Concerns about a colleague</b> should recognise that those making the allegations (whistle blowers) and those subject to as yet unproven allegations have rights to protection.</p>	
<b>Unit aim (s)</b>	This unit provides the knowledge and understanding required for safeguarding the welfare of children and young people.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit needs to be assessed in line with the Skills for Care and Development RQF Assessment principles.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>STL3 Help to keep children safe (CCLD202)</p> <p>SWiS 2.1 Explore and respond to the needs of pupils</p> <p>Introductory training materials:</p> <ul style="list-style-type: none"> <li>• Role and context</li> <li>• ICT</li> </ul>

<b>Title:</b>	<b>J/601/3491 Contribute to children and young people's health and safety</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>26</b>
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Know the health and safety policies and procedures of the work setting	1.1 Outline the health and safety policies and procedures of the work setting 1.2 Identify the lines of responsibility and reporting for health and safety in the work setting 1.3 Explain what risk assessment is and how this is managed in the work setting
2. Be able to recognise risks and hazards in the work setting and during off site visits	2.1 Explain why a safe but challenging environment is important for children and young people 2.2 Identify the differences between risk and hazard 2.3 Identify potential hazards to the health, safety and security of children or young people in the work setting 2.4 Contribute to health and safety risk assessment in areas of the work setting and for off site visits
3. Know what to do in the event of a non-medical incident or emergency	3.1 Identify non-medical incidents and emergencies that may occur in the work setting 3.2 Outline the actions to take in response to the following situations: <ul style="list-style-type: none"> <li>• fires</li> <li>• security incidents</li> <li>• emergency incidents</li> </ul>

<p>4. Know what to do in the event of a child or young person becoming ill or injured</p>	<p>4.1 Identify the signs and symptoms which may indicate that a child or young person is injured or unwell</p> <p>4.2 Identify circumstances when children or young people may need urgent medical attention</p> <p>4.3 Outline own role and responsibilities in the event of a child or young person requiring urgent medical attention</p>
<p>5. Be able to follow the work setting procedures for reporting and recording accidents, incidents, emergencies and illness</p>	<p>5.1 Describe the reporting procedures for accidents, incidents, emergencies and illnesses</p> <p>5.2 Complete workplace documentation for recording accidents, incidents, emergencies and illnesses</p>
<p>6. Be able to follow infection control procedures</p>	<p>6.1 Outline procedures for infection control in own work setting</p> <p>6.2 Describe personal protective clothing that is used to prevent spread of infection</p> <p>6.3 Demonstrate use of personal protective clothing to avoid spread of infection</p> <p>6.4 Demonstrate how to wash and dry hands to avoid the spread of infection</p> <p>6.5 Demonstrate safe disposal of waste to avoid the spread of infection</p>
<p>7. Know the work setting's procedures for receiving, storing and administering medicines</p>	<p>7.1 Identify the procedures of the work setting governing the receipt, storage and administration of medicines</p> <p>7.2 Explain how the procedures of the work setting protect both children and young people and practitioners</p>
<p><b>Additional information</b></p> <p><b>LO 3 and 4 Accidents, incidents, emergencies and illnesses e.g.</b></p> <ul style="list-style-type: none"> <li>• Accidents involving children, young people and adults</li> <li>• Incidents- all types</li> <li>• Emergencies such as missing children or young people, evacuation</li> <li>• Recognising signs of illness such as fever, rashes, diarrhoea, sickness</li> </ul>	

<ul style="list-style-type: none"> <li>Recognising sign of injury, such as fractures and unconsciousness</li> </ul>	
<b>Unit aim (s)</b>	To provide learners with the knowledge and skills to contribute to supporting children and young people's health and safety.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit must be assessed in accordance with Skills for Care &amp; Development's RQF Assessment Principles.</p> <p>LO 6 assessed in real work environment</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	CCLD 202

<b>Title:</b>	<b>H/601/3496 Contribute to the support of positive environments for children and young people</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>27</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Know the regulatory <b>requirements</b> for a positive <b>environment</b> for children and young people	1.1 Describe what is meant by a positive environment 1.2 Identify regulatory requirements that underpin a positive environment for children and young people
2. Be able to support a positive environment that meets the individual needs of children and young people	2.1 Meet and greet children and young people in a way that welcomes them into the work setting 2.2 Provide opportunities for children and young people to engage in activities of choice 2.3 Provide activities and resources to meet the <b>individual needs</b> of children and young people 2.4 Support the engagement of children or young people in activities that promote use of their <b>senses</b> 2.5 Demonstrate how to give <b>praise and encouragement</b> to children or young people for individual achievements
3. Be able to support the personal care needs of children and young people within a positive environment	3.1 Explain how to effectively care for children and young people's skin, hair and teeth 3.2 Demonstrate how to support <b>personal care routines</b> that meet the <b>individual needs</b> of children or young people and promote their independence 3.3 Explain how a positive environment and routine meet the emotional needs of children and their families

	3.4 Describe the importance for physical and mental wellbeing of balancing periods of physical activity with rest and quiet time
4. Understand how to support the nutritional and dietary needs of children and young people	4.1 Define the basic nutritional requirements of children and young people to ensure a balanced diet and meet government guidance  4.2 Explain how to establish the different <b>dietary requirements</b> of children and young people  4.3 Describe basic food safety when providing food and drink to children and young people
<p><b>Additional information</b></p> <p><b>Learning Outcome 1 Regulatory</b></p> <p>Relevant to the frameworks within UK home Nation</p> <p><b>Learning Outcome 1 Environment</b></p> <ul style="list-style-type: none"> <li>• Indoors</li> <li>• Outdoors</li> </ul> <p>2.3 &amp; 3.2 <b>Individual needs</b> could include:</p> <ul style="list-style-type: none"> <li>• Physical</li> <li>• Language and communication</li> <li>• Personal Choice</li> <li>• Social and Emotional</li> <li>• Cultural</li> <li>• Intellectual</li> <li>• Religious</li> </ul> <p>2.4 <b>Senses</b> could include:</p> <ul style="list-style-type: none"> <li>• Smell</li> <li>• Taste</li> <li>• Touch</li> <li>• Hear</li> <li>• Sight</li> </ul> <p>2.5 <b>Praise and encouragement</b> could include:</p> <ul style="list-style-type: none"> <li>• Verbal</li> <li>• Displaying children’s work</li> <li>• Sharing positive feedback</li> <li>• Non verbal</li> <li>• Highlighting positive aspects</li> <li>• Sharing time</li> </ul>	



<p>3.2 <b>Personal care routine</b> could include:</p> <ul style="list-style-type: none"> <li>• Toileting</li> <li>• Care of skin</li> <li>• Care of teeth</li> <li>• Opportunity for rest, quiet, sleep</li> </ul> <p>4.2 <b>Dietary requirements</b> could include:</p> <ul style="list-style-type: none"> <li>• Cultural</li> <li>• Religious</li> <li>• Allergies and health requirements</li> <li>• Food preferences</li> </ul>	
<b>Unit aim (s)</b>	The purpose of this unit is to develop the learners understanding of why a positive environment is important to the individual needs of children and young people and the skills required to support this.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit must be assessed in accordance with Skills for Care &amp; Development’s RQF Assessment Principles.</p> <p>Learning Outcome 2 &amp; 3 assessed in real work environment.</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	205 – Prepare and Maintain environments to meet children’s needs.

<b>Title:</b>	<b>F/601/5465 Introduction to communication in health, social care or children's and young people's settings</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>23</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand why communication is important in the work setting	1.1 Identify different reasons why people communicate 1.2 Explain how effective communication affects all aspects of own work 1.3 Explain why it is important to observe an individual's reactions when communicating with them
2. Be able to meet the communication and language needs, wishes and preferences of individuals	2.1 Find out an individual's communication and language needs, wishes and <b>preferences</b> 2.2 Demonstrate <b>communication methods</b> that meet an individual's communication needs, wishes and preferences 2.3 Show how and when to seek advice about communication
3. Be able to reduce barriers to communication	3.1 Identify barriers to communication 3.2 Demonstrate how to reduce barriers to communication in different ways 3.3 Demonstrate ways to check that communication has been understood 3.4 Identify sources of information and support or <b>services</b> to enable more effective communication
4. Be able to apply principles and practices relating to confidentiality at work	4.1 Explain the term 'confidentiality' 4.2 Demonstrate confidentiality in day to day communication, in line with <b>agreed ways of working</b>

	<p>4.3 Describe situations where information normally considered to be confidential might need to be passed on</p> <p>4.4 Explain how and when to seek advice about confidentiality</p>
<p><b>Additional information</b></p> <p>2.1 <b>Preferences</b> may be based on:</p> <ul style="list-style-type: none"> <li>• beliefs</li> <li>• values</li> <li>• culture</li> </ul> <p>2.2 <b>Communication methods</b> may include:</p> <p>Non-verbal communication</p> <ul style="list-style-type: none"> <li>• eye contact</li> <li>• touch</li> <li>• physical gestures</li> <li>• body language</li> <li>• behaviour</li> </ul> <p>Verbal communication</p> <ul style="list-style-type: none"> <li>• vocabulary</li> <li>• linguistic tone</li> <li>• pitch</li> <li>• technological aids</li> </ul> <p>3.4 <b>Services</b> may include:</p> <ul style="list-style-type: none"> <li>• translation services</li> <li>• interpreting services</li> <li>• speech and language services</li> <li>• advocacy services</li> </ul> <p>4.2 <b>Agreed ways of working</b> include policies and procedures where these exist</p>	
<b>Unit aim (s)</b>	<p>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 introduces the central importance of communication with a range of people in such settings, and ways to reduce barriers to communication. It also addresses the issue of confidentiality.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p>

<b>Details of the relationship of the unit and relevant national occupational standards</b>	CCLD 201 GEN 22 HSC 21 Themes recur as knowledge requirements and core values throughout HSC NOS
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<b>Title:</b>	<b>R/601/5471 Introduction to equality and inclusion in health, social care or children's and young people's settings</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>20</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the importance of equality and inclusion	<p>1.1 Explain what is meant by:</p> <ul style="list-style-type: none"> <li>• Diversity</li> <li>• Equality</li> <li>• Inclusion</li> <li>• discrimination</li> </ul> <p>1.2 Describe ways in which discrimination may deliberately or inadvertently occur in the work setting</p> <p>1.3 Explain how practices that support equality and inclusion reduce the likelihood of discrimination</p>
2. Be able to work in an inclusive way	<p>2.1 Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own role</p> <p>2.2 Show interaction with individuals that respects their beliefs, culture, values and preferences</p> <p>2.3 Describe how to challenge discrimination in a way that encourages change</p>
3. Know how to access information, advice and support about diversity, equality and inclusion	<p>3.1 Identify a range of sources of information, advice and support about diversity, equality and inclusion</p> <p>3.2 Describe how and when to access information, advice and support about diversity, equality and inclusion</p>

<b>Additional information</b>	
N/A	
<b>Unit aim (s)</b>	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 introduces the concepts of equality, diversity and inclusion which are fundamental to such roles.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment  Principles. Learning outcome 2 must be assessed in a real work environment.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	CCLD 203  GEN 12  GCU 5  HSC 24 HSC 234  Themes recur as knowledge requirements and core values throughout HSC NOS

<b>Title:</b>	<b>L/601/5470 Introduction to personal development in health, social care or children's and young people's settings</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>23</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand what is required for competence in own work role	1.1 Describe the duties and responsibilities of own role 1.2 Identify <b>standards</b> that influence the way the role is carried out 1.3 Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work
2. Be able to reflect on own work activities	2.1 Explain why reflecting on work activities is an important way to develop knowledge, skills and practice 2.2 Assess how well own knowledge, skills and understanding meet standards 2.3 Demonstrate the ability to reflect on work activities
3. Be able to agree a <b>personal development plan</b>	3.1 Identify <b>sources of support</b> for own learning and development 3.2 Describe the process for agreeing a personal development plan and <b>who should be involved</b> 3.3 Contribute to drawing up own personal development plan
4. Be able to develop own knowledge, skills and understanding	4.1 Show how a learning activity has improved own knowledge, skills and understanding 4.2 Show how reflecting on a situation has improved own knowledge, skills and understanding

	<p>4.3 Show how feedback from others has developed own knowledge, skills and understanding</p> <p>4.4 Show how to record progress in relation to personal development</p>
<p><b>Additional information</b></p> <p>1.2 <b>Standards</b> may include:</p> <ul style="list-style-type: none"> <li>• Codes of practice</li> <li>• Regulations</li> <li>• Minimum standards</li> <li>• National occupational standards</li> </ul> <p>Learning Outcome 3 A <b>personal development plan</b> may have a different name but will record information such as agreed objectives, proposed activities to meet objectives, timescales for review, etc.</p> <p>3.1 <b>Sources of support</b> may include:</p> <ul style="list-style-type: none"> <li>• Formal support</li> <li>• Informal support</li> <li>• Supervision</li> <li>• Appraisal</li> <li>• Withing the organistaion</li> <li>• Beyond the organisation</li> </ul> <p>3.2 <b>Who should be involved</b> may include:</p> <ul style="list-style-type: none"> <li>• The individual</li> <li>• Carers</li> <li>• Advocates</li> <li>• Supervisor, line manger or employer</li> <li>• Other professionals</li> </ul>	
<b>Unit aim (s)</b>	<p>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.</p> <p>The unit introduces the concepts of personal development and reflective practice which are fundamental to such roles, and ways to implement these.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit must be assessed in accordance with Skills for Care and Development’s RQF Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p>



<b>Details of the relationship of the unit and relevant national occupational standards</b>	CCLD 204 GEN 12 GEN 13 HSC 23 Themes recur as knowledge requirements, performance criteria and core values throughout HSC and CCLD NOS
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<b>Title:</b>	<b>Y/601/3236 Contribute to the support of child and young person development</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>25</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Be able to contribute to assessments of the development needs of children and young people	1.1 Observe and record aspects of the development of a child or young person 1.2 Identify different observation methods and know why they are used 1.3 Support assessments of the development needs of a child or young person 1.4 Suggest ways the identified development needs of a child or young person can be met in the work setting
2. Be able to support the development of children and young people	2.1 Carry out activities with a child or young person to support their holistic development 2.2 Record observations of the child or young persons' participation in the activities 2.3 Contribute to the evaluation of the activities meeting the child or young persons identified development needs
3. Know how to support children and young people experiencing transitions	3.1 Describe the different transitions children and young people may experience 3.2 Explain how to give adult support for each of these transitions
4. Be able to support children and young people's positive behaviour	4.1 Explain how a work setting can encourage children and young people's positive behaviour

	<p>4.2 Demonstrate how children and young people are encouraged to engage in positive behaviour</p> <p>4.3 Reflect on own role in promoting positive behaviour in children or young people</p>
5. Be able to use reflective practice to improve own contribution to child and young person development	<p>5.1 Review effectiveness of own contribution to the assessment of the developmental needs of a child or young person</p> <p>5.2 Review effectiveness of own role in supporting the child or young person's development</p> <p>5.3 Identify changes that can be made to own practice in supporting child and young person development</p>

### **Additional information**

#### **1.1. Observe and record aspects of development e.g.**

- Physical
- Communication
- intellectual / cognitive
- Social, emotional and behavioural

#### **1.2 Different observation methods e.g.**

- Running records
- Diary
- Anecdotal
- Time sampling
- Event recording
- Checklist
- Narrative
- Group, solo and 1-2-1 interaction
- Observation with or without adults

#### **1.3. Support assessments e.g.**

- Take into account the work setting's Assessment Framework/s
- Confidentiality
- Avoiding bias
- Children's wishes, views and feelings
- Information from parent, carers, children and young people, other professionals and colleagues

**1.4. Ways the identified development needs of a child or young person can be met in the work setting.**

- Meet individual needs ( personalised)
- Reflect children’s’ interests and views
- Through play for children in early years
- Provide challenge
- Flexible plans

**3.1 Different types of transitions e.g:**

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

**4.1 How the work setting encourages children and young people’s positive behaviour eg:**

- Developing positive relationships
- Listening to children and valuing their opinions
- Providing a stimulating and challenging environment
- Well planned experiences
- Giving children choices
- Meet individual needs
- Inclusive practice
- Adult role model
- Clear boundaries
- Positive behaviour reinforced (praise/rewards)
- Encouraging children to resolve conflict
- Looking for reasons for inappropriate behaviour (through observations)
- Following behaviour policy
- Following plans for individual behaviour

<p><b>Unit aim (s)</b></p>	<p>The aim of this unit is for the learner to apply their knowledge and understanding in order to support child and young person development. The unit also includes support to children and young people experiencing transitions and positive behaviour support.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit must be assessed in accordance with Skills for Care &amp; Development’s RQF Assessment Principles.</p> <p><b>LO 1, 2 &amp; 4 assessed in real work environment</b></p> <p><b>Note</b></p>

	Please note that for assessment of practice the term 'children' or 'young people' can be interpreted as one child or young person or more than one.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	CCLD 203

<b>Title:</b>	<b>M/601/3498 Understand partnership working in services for children and young people</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>18</b>
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand partnership working within the context of services for children and young people	1.1 Explain why working in partnership with others is important for children and young people 1.2 Identify who relevant partners would be in own work setting 1.3 Define the characteristics of effective partnership working 1.4 Identify barriers to partnership working
2. Understand the importance of effective communication and information sharing in services for children and young people	2.1 Describe why clear and effective communication between partners is required 2.2 Identify policies and procedures in the work setting for information sharing 2.3 Explain where there may be conflicts or dilemmas in relation to sharing information with partners and maintaining confidentiality 2.4 Describe why it is important to record information clearly, accurately, legibly and concisely meeting legal requirements 2.5 Identify how communications and records are recorded and securely stored meeting data protection requirements

	2.6. Explain why and how referrals are made to different agencies.
3. Understand the importance of partnerships with carers	3.1 Identify the reasons for partnerships with carers 3.2. Describe how partnerships with carers are developed and sustained in own work setting 3.3. Describe circumstances where partnerships with carers may be difficult to develop and sustain
<b>Additional information</b> <b>Others</b> could include: <ul style="list-style-type: none"> <li>• Parents, carers, guardians</li> <li>• Professionals</li> <li>• Multi-disciplinary teams</li> <li>• Colleagues</li> </ul>	
<b>Unit aim (s)</b>	This unit provides knowledge and understanding of the importance of partnership working and effective communication
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care & Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>D/601/7403 Maintain and support relationships with children and young people</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>15</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Be able to communicate with children and young people	<p>1.1 <b>Communicate</b> with children and young people in a way that is appropriate to the individual, using both conventional language and body language</p> <p>1.2 Actively listen to children and young people and value what they say, experience and feel</p> <p>1.3 Check that children and young people understand what is communicated</p>
2. Be able to develop and maintain relationships with children and young people	<p>2.1 Demonstrate how to establish rapport and respectful, trusting relationships with children and young people</p> <p>2.2 Give attention to individual children and young people in a way that is fair to them and the group as a whole</p> <p>2.3 Demonstrate supportive and realistic responses to children and young people's questions, ideas, suggestions and concerns</p> <p>2.4 Provide children and young people with reasons for actions when appropriate</p> <p>2.5 Encourage children and young people to make choices for themselves</p>



<p>3. Be able to support relationships between children and young people and others in the setting</p>	<p>3.1 Support children and young people to communicate effectively with others</p> <p>3.2 Encourage children and young people to understand other people's individuality, diversity and differences</p> <p>3.3 Help children and young people to understand and respect other people's feelings and points of view</p> <p>3.4 Support children and young people to develop group agreements about the way they interact with others</p> <p>3.5 Demonstrate ways of encouraging and supporting children and young people to deal with conflict for themselves</p>
<p><b>Additional information</b></p> <p><b>Communicate:</b></p> <ul style="list-style-type: none"> <li>• verbally</li> <li>• non-verbally</li> <li>• informally</li> <li>• formally</li> </ul>	
<p><b>Unit aim (s)</b></p>	<p>This unit covers the competence required to maintain and support relationships with children and young people. It requires demonstration of competence in communicating with children and young people, developing and maintaining relationships with children and young people, and supporting relationships between children and young people and others in the work setting.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit must be assessed in accordance with the TDA assessment principles.</p> <p>All of the assessment criteria must be assessed in the workplace.</p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	<p>N/A</p>

<b>Title:</b>	<b>T/601/7407 Support children &amp; young people's positive behaviour</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>15</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Know the policies and procedures of the setting for promoting children and young people's positive behaviour	1.1 Describe the <b>policies and procedures</b> of the setting relevant to promoting children and young people's positive behaviour 1.2 Describe with examples the importance of all staff consistently and fairly applying boundaries and rules for children and young people's behaviour in accordance with the policies and procedures of the setting
2. Be able to support positive behaviour	2.1 Describe the benefits of encouraging and rewarding positive behaviour 2.2 Apply skills and techniques for supporting and encouraging children and young people's positive behaviour 2.3 Demonstrate realistic, consistent and supportive responses to children and young people's behaviour 2.4 Provide an effective role model for the standards of behaviour expected of children, young people and adults within the setting
3. Be able to respond to inappropriate behaviour	3.1 Select and apply agreed strategies for dealing with <b>inappropriate behaviour</b> 3.2 Describe the sorts of behaviour problems that should be referred to others and to whom these should be referred
<b>Additional information</b>	
<b>Policies and procedures</b> of the setting relevant to promoting positive behaviour eg:	

- behaviour policy
- code of conduct
- rewards and sanctions
- dealing with conflict and inappropriate behaviour
- anti-bullying
- attendance

**Inappropriate behaviour** is behaviour which conflicts with the accepted values and beliefs of the setting and society. Inappropriate behaviour may be demonstrated through speech, writing, non-verbal behaviour or physical abuse.

<b>Unit aim (s)</b>	This unit provides the knowledge, understanding and skills required to support children and young people's positive behaviour. It requires demonstration of competence in supporting positive behaviour and responding to inappropriate behaviour.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with the TDA assessment principles.  Assessment criteria 2.2, 2.3, 2.4 and 3.1 must be assessed in the workplace.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>M/601/3310 Contribute to the support of children’s communication, language and literacy</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>14</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand the importance of communication, language and literacy for children’s learning and development	1.1 Describe why communication, language and literacy are important to children’s learning  1.2 Describe how communication, language and literacy links with other areas of learning and development within the <b>framework</b> related to own work setting
2. Be able to contribute to children’s learning in communication, language and literacy	2.1 Identify the types of equipment and activities that are used to support children’s communication, language and literacy  2.2 Demonstrate how to engage children’s interest and attention in communication, language and literacy activities through a <b>variety of methods</b>  2.3 Use clear language to support children’s learning when engaged in communication, language and literacy activities  2.4 Use encouragement and praise when supporting children’s learning in communication, language and literacy
3. Be able to evaluate own contribution to children’s learning in communication, language and literacy	3.1 Review how own working practice has contributed to children’s learning in communication, language and literacy

	3.2 Adapt own practice to meet individual children's needs
<p><b>Additional information</b></p> <p><b>Variety of Methods</b> to include:</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Telling stories</li> <li>• Songs</li> <li>• Poems</li> <li>• Finger plays</li> </ul> <p><b>Framework.</b> Could include:            Early Years Foundation Stage, Foundation Phase, Pre-School Curriculum</p>	
<b>Unit aim (s)</b>	To enable learners to contribute to supporting children's learning and development in communication, language and literacy within the work setting.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit must be assessed in accordance with Skills for Care &amp; Development's RQF Assessment Principles.</p> <p>LO 2 and 3 must be assessed in a real work environment.</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	CCLD 201, 203, 205, 208.

<b>Title:</b>	<b>H/601/3336 Contribute to the support of children’s creative development</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH</b>	<b>14</b>
<b>Learning Outcomes</b> <b>The learner will;</b>	<b>Assessment Criteria</b> <b>The learner can;</b>
1. Understand the importance of <b>creative development</b>	1.1. Describe why creative development is important to children’s learning 1.2. Describe how creative development links to other areas of learning and development within the <b>framework</b> related to own work setting
2. Be able to contribute to children’s creative development	2.1 Identify the types of equipment and activities that are used to support creative development 2.2 Set out and implement creative activities with children 2.3 Use clear language to support children’s creative development during activities 2.4 Use encouragement and praise when supporting children’s creative development
3. Be able to evaluate own contribution to children’s creative development	3.1 Review how own working practice has contributed to children’s creative development 3.2 Adapt own practice to meet individual children’s needs

**Additional information**
**LO 1. Creative development could include:**

- developing imagination and imaginative play
- responding to experiences, expressing ideas
- exploring media and materials
- imaginative play
- traditional creative arts
- music, dance and movement
- messy play

**Framework.** This could include:

Early Years Foundation Stage, Foundation phase , Pre School Curriculum

<b>Unit aim (s)</b>	To enable learners to contribute to supporting children’s creativity within the work setting.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care & Development’s RQF Assessment Principles.  LO 2 & 3 assessed in real work environment
<b>Details of the relationship of the unit and relevant national occupational standards</b>	CCLD 203, 205, 208.

<b>Title:</b>	<b>L/601/1693 Understand child and young person development</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>30</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand the expected pattern of development for children and young people from birth- 19 years	<p>1.1 Explain the sequence and rate of each <b>aspect of development</b> from birth – 19 years</p> <p>1.2. Explain the difference between sequence of development and rate of development and why the difference is important</p>
2. Understand the factors that influence children and young people’s development and how these affect practice	<p>2.1 Explain how children and young people’s development is influenced by a range of <b>personal factors</b></p> <p>2.2 Explain how children and young people’s development is influenced by a range of <b>external factors</b></p> <p>2.3 Explain how <b>theories of development and frameworks to support development</b> influence current practice.</p>
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	<p>3.1 Explain how to monitor children and young people’s development using different <b>methods</b></p> <p>3.2 Explain the <b>reasons</b> why children and young people’s development may not follow the expected pattern</p> <p>3.3 Explain how disability may affect development</p> <p>3.4 Explain how <b>different types of interventions</b> can promote positive outcomes for children and young</p>



	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	<p>4.1 Analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition</p> <p>4.2 Explain how multi agency teams work together to support speech, language and communication</p> <p>4.3 Explain how play and activities are used to support the development of speech, language and communication</p>
5. Understand the potential effects of transitions on children and young people's development	<p>5.1 Explain how <b>different types</b> of transitions can affect children and young people's development</p> <p>5.2 Evaluate the effect on children and young people of having positive relationships during periods of transition</p>

### **Additional information**

#### **1.1 Developmental aspects including:**

- Physical
- Communication
- intellectual / cognitive
- Social, emotional and behavioural
- Moral

#### **2.1. Personal factors including:**

- health status
- disability
- sensory impairment
- learning difficulties

#### **2.2. External factors including:**

- Poverty and deprivation
- Family environment and background
- Personal choices
- Looked after/ care status
- Education

#### **2.3. Theories of development including:**

- Cognitive (e.g. Piaget)
- Psychoanalytic (e.g Freud)
- Humanist (e.g. Maslow)
- Social Learning (e.g. Bandura)
- Operant conditioning (e.g. Skinner)
- Behaviourist (e.g. Watson)

### **Frameworks to support development including**

- Social pedagogy

### **3.1. Methods of assessing development needs e.g:**

- Assessment Framework/s
- Observation
- Standard measurements
- Information from carers and colleagues

### **3.2 Reasons why development is not following expected pattern e.g:**

- Disability
- Emotional
- Physical
- Environmental
- Cultural
- Social
- Learning needs
- Communication

### **3.3. Different types of interventions e.g:**

- social worker
- speech and language therapist
- psychologist
- psychiatrist
- youth justice
- physiotherapist
- nurse specialist
- additional learning support
- assistive technology
- health visitor

### **3.6. Models of and attitudes to disability e.g.**

- social model
- medical model
- cultural differences

- stereotyping
- low expectations
- benefits of positive attitudes to disability

**5.1 Types of transitions** including:

- emotional, affected by personal experience e.g. bereavement, entering/ leaving care
- physical e.g. moving to a new educational establishment, a new home/locality, from one activity to another
- physiological e.g. puberty, long term medical conditions
- intellectual e.g. moving from pre-school to primary to post primary

<p><b>Unit aim (s)</b></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><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>Units need to be assessed in line with the Skills for Development RQF Assessment Principles</p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	<p>CCLD NOS Unit 303: Promote children's development</p> <p>HSC36<sup>SEP</sup> 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>

<b>Title:</b>	<b>R/601/1694 Promote child and young person development</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH</b>	<b>25</b>
<b>Learning Outcomes</b> <b>The learner will;</b>	<b>Assessment Criteria</b> <b>The learner can;</b>
1. Be able to assess the development needs of children or young people and prepare a development plan	<p>1.1 Explain the <b>factors that need to be taken into account when assessing development</b></p> <p>1.2 Assess a child or young person's development in the following areas</p> <ul style="list-style-type: none"> <li>• Physical</li> <li>• Communication</li> <li>• Intellectual/ cognitive</li> <li>• Social, emotional and behavioural</li> <li>• Moral</li> </ul> <p>1.3 Explain the selection of the assessment <b>methods</b> used</p> <p>1.4 Develop a <b>plan</b> to meet the development needs of a child or young person in the work setting</p>
2. Be able to promote the development of children or young people	<p>2.1 Implement the <b>development plan</b> for a child or young person according to own role and responsibilities, taking into account that development is holistic and interconnected</p> <p>2.2 Evaluate and revise the development plan in the light of implementation</p> <p>2.3 Explain the importance of a person centred and inclusive approach and give examples of how this is implemented in own work</p> <p>2.4 Listen to children or young people and communicate in a way that encourages them to feel valued</p>

	2.5 Encourage children or young people to actively participate in decisions affecting their lives and the services they receive according to their age and abilities
3. Be able to support the provision of environments and services that promote the development of children or young people	3.1 Explain the <b>features</b> of an environment or service that promotes the development of children and young people  3.2 Demonstrate <b>how own work environment or service is organised to promote the development of children or young people</b>
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 <b>positive behaviour</b>
6. Be able to support children and young people experiencing transitions	6.1 Explain how to support children and young people experiencing <b>different types</b> 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

#### 1.1. 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.
- Children's wishes and feelings
- Ethnic, linguistic and cultural background
- Disability or specific requirements (Additional needs)
- Reliability of information
- Avoiding bias

### **1.3. Plan**

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

### **1.4. Methods of assessing development needs e.g.**

- Assessment Framework/s
- Observations
- Standard measurements
- Information from parent, carers, children and young people, other professionals and colleagues

### **2.1 Development Plan**

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

### **3.1. Features of an environment or service e.g.**

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

### **3.2. How own work environment or service is organised e.g.**

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

### **5.2. Positive behaviour support e.g.**

- Least restrictive principle
- Reinforcing positive behaviour
- Modelling/ positive culture
- Looking for reasons for inappropriate behaviour and adapting responses
- Individual behaviour planning
- Phased stages
- Planning interventions to reduce inappropriate behaviour

- Deescalate and diversion
- Containment
- Following management plans
- Boundary setting and negotiation
- Supporting children and young people's reflection on and management of own behaviour
- Anti-bullying strategies
- Time out (following up to date guidance)
- Use of physical intervention (following up to date guidance)

### 6.1 Different types of transitions e.g.

- emotional, affected by personal experience e.g. bereavement, entering/ leaving care
- physical e.g. moving to a new educational establishment, a new home/locality, from one activity to another
- physiological e.g. puberty, long term medical conditions
- intellectual e.g. moving from pre-school to primary to post primary
- smaller daily transitions

<b>Unit aim (s)</b>	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.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	Units need to be assessed in line with the Skills for Development RQF Assessment Principles.  LOs 1, 2, 3, 5 and 6 must be assessed in a real work environment.  Some reflection on practice should be included in the assessment
<b>Details of the relationship of the unit and relevant national occupational standards</b>	CCLD NOS Unit 303: Promote children's development  LDSS 10 Support the child or young person's successful transfer and transition in learning and development contexts  HSC36 <sup>[1]</sup> 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:

	<p>Understand the development of children and young people</p> <p>UK Codes of Practice for Social Care Workers</p>
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<b>Title:</b>	<b>Y/601/1695 Understand how to safeguard the wellbeing of children and young people</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>25</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people	<p>1.1 Outline current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people</p> <p>1.2 Explain child protection within the wider concept of safeguarding children and young people</p> <p>1.3 Analyse how national and local guidelines, policies and procedures for safeguarding affect <b>day to day work</b> with children and young people</p> <p>1.4 Explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice</p> <p>1.5 Explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing</p>
2. Understand the importance of working in partnership with other organisations to safeguard children and young people	<p>2.1 Explain the importance of safeguarding children and young people</p> <p>2.2 Explain the importance of a child or young person centred approach</p> <p>2.3 Explain what is meant by partnership working in the context of safeguarding</p>

	<p>2.4 Describe the roles and responsibilities of the <b>different organisations</b> that may be involved when a child or young person has been abused or harmed</p>
<p>3. Understand the importance of ensuring children and young people’s safety and protection in the work setting</p>	<p>3.1 Explain why it is important to ensure children and young people are protected from harm within the work setting</p> <p>3.2 Explain <b>policies and procedures</b> that are in place to protect children and young people and adults who work with them</p> <p>3.2 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>3.3 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 <b>bullying</b> 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>

	5.3 Explain how to support a child or young person and/or their family when bullying is suspected or alleged
6. Understand how to work with children and young people to support their safety and well being	6.1 Explain how to support children and young people's self-confidence and self-esteem  6.2 Analyse the importance of supporting resilience in children and young people  6.3 Explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety  6.4 Explain ways of empowering children and young people to make positive and informed choices that support their wellbeing and safety
7. Understand the importance of e-safety for children and young people	7.1 Explain the risks and possible consequences for children and young people of being online and of using a mobile phone  7.2 Describe ways of reducing risk to children and young people from: <ul style="list-style-type: none"> <li>• social networking</li> <li>• internet use</li> <li>• buying online</li> <li>• using a mobile phone</li> </ul>
<p><b>Additional information</b></p> <p><b>1.3 Day to day work;</b> e.g.:</p> <ul style="list-style-type: none"> <li>• Childcare practice</li> <li>• Child protection</li> <li>• Risk assessment</li> <li>• Ensuring the voice of the child or young person is heard (e.g. providing advocacy services)</li> <li>• Supporting children and young people and others who may be expressing concerns</li> </ul> <p><b>2.4. Different organisations:</b> e.g</p> <ul style="list-style-type: none"> <li>• Social services</li> <li>• NSPCC</li> <li>• Health visiting</li> </ul>	

- GP
- Probation
- Police
- School
- Psychology service

### 3.2 Policies and practice for safe working e.g.

- Working in an open and transparent way
- Listening to children and young people
- Duty of care
- Whistleblowing
- Power and positions of trust
- Propriety and behaviour
- Physical contact
- Intimate personal care
- Off site visits
- Photography and video
- Sharing concerns and recording/ reporting incidents

### 5.1 Bullying e.g.

- Physical (Pushing, kicking, hitting, pinching and other forms of violence or threats)
- Verbal (Name-calling, insults, sarcasm, spreading rumors, persistent teasing)
- Emotional. (Excluding, tormenting, ridicule, humiliation)
- Cyber bullying ( the use of Information and Communications Technology particularly mobile phones and the internet, deliberately to upset someone else)

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

<b>Unit aim (s)</b>	This unit provides the knowledge and understanding required to support the safeguarding of children and young people. The unit contains material on e-safety.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	Units need to be assessed in line with the Skills for Development RQF Assessment Principles
<b>Details of the relationship of the unit and relevant national occupational standards</b>	CCLD 305 Protect and promote children’s rights  LDSS NOS Unit 1: Contribute to the protection of children and young people from abuse

	<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>
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<b>Title:</b>	<b>D/601/1696 Support children and young people's health and safety</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH</b>	<b>15</b>
<b>Learning Outcomes</b> <b>The learner will;</b>	<b>Assessment Criteria</b> <b>The learner can;</b>
1. Understand how to plan and provide environments and services that support children and young people's health and safety	1.1. Describe the <b>factors</b> 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 <b>potential hazards</b> 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 <b>balanced approach to risk management</b>  3.2 Explain the dilemma between the rights and choices of children and young people and health and safety requirements  3.3 Give example from own practice of supporting children or young people to assess and manage risk
4. Understand appropriate responses to accidents, incidents emergencies and illness in work settings and off site visits	4.1 Explain the policies and procedures of the setting or service in response to <b>accidents, incidents, emergencies and illness</b>  4.2 Identify the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies

### **Additional information**

#### **1.1. Factors e.g.**

- The individual needs, age and abilities of the children and young people
- Specific risks to individuals such as pregnancy, sensory impairments
- The needs of carers where relevant
- The function and purpose of environments and services offered
- The duty of care
- Desired outcomes for the children and young people
- Lines of responsibility and accountability

#### **2.1 Potential hazards: e.g.**

- Physical
- Security
- Fire
- Food safety
- Personal safety

#### **2.5. Other people** including:

- Colleagues
- Visitors
- Families and carers

### 3.1. Balanced approach to risk management

- Taking into account child or young person's age, needs and abilities
- Avoiding excessive risk taking
- Not being excessively risk averse
- Recognising the importance of risk and challenge to a child or young persons development

### 4.1 Accidents, incidents, emergencies and illness e.g.

- Accidents involving children, young people or adults
- Incidents –all types
- Emergencies such as fire, missing children or young people, evacuation.
- Recognising signs of illness such as fever, rashes or unconsciousness and taking appropriate action

<b>Unit aim (s)</b>	This unit provides the knowledge, understanding and skills required to support children and young people's health and safety. It requires a demonstration of competence in recognising hazards and undertaking risk assessments in the work setting.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	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.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	CCLD NOS Unit 302 Develop and maintain a healthy, safe and secure environment for children  <a href="#">HSC NOS Unit 32</a> : Promote, monitor and maintain health, safety and security in the working environment  LDSS Unit 2: Ensure your own actions reduce risk to health and safety  CWDC Training, support and development standards for Foster care  Standard 3: Understand health and safety, and healthy care  UK Codes of Practice for Social Care Workers



<b>Title:</b>	<b>H/601/1697 Develop positive relationships with children, young people and others involved in their care</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>1</b>
<b>GLH:</b>	<b>8</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Be able to develop positive relationships with children and young people	1.1 Explain why <b>positive relationships</b> with children and young people are important and how these are <b>built and maintained</b>  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 <b>people involved</b> 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
<b>Additional information</b>  <b>1.1. Positive relationships are built and maintained e.g.</b> <ul style="list-style-type: none"> <li>• communicating effectively</li> <li>• identifying and sorting out conflicts and disagreements</li> <li>• being consistent and fair</li> <li>• showing respect and courtesy</li> <li>• valuing and respecting individuality</li> <li>• keeping promises and honouring commitments</li> <li>• monitoring impact of own behaviour on others</li> <li>• keeping confidentiality as appropriate</li> <li>• recognizing and responding appropriately to the power base underpinning relationships</li> </ul>	

<b>2.1 People involved e.g.</b> <ul style="list-style-type: none"> <li>• Colleagues</li> <li>• Organisational managers and supervisors (where appropriate)</li> <li>• Carers</li> <li>• Official visitors e.g. inspectorate for the UK home nation (where appropriate)</li> <li>• Other visitors</li> <li>• Colleagues from other agencies and services</li> <li>• External partners</li> </ul>	
<b>Unit aim (s)</b>	To enable the learner to understand and practice the skills required to develop positive relationships with children, young people and carers
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>Units need to be assessed in line with the Skills for Development RQF Assessment Principles</p> <p>This unit must be assessed in a real work environment.</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>There are links with:</p> <p>CCLD NOS Unit: 301 Develop and promote positive relationships</p> <p>HSC NOS Unit: 31<sup>[1]</sup><sub>[SEP]</sub> Promote effective communication for and about individuals</p> <p>CWDC Training, Support and Development Standards for Foster Carers. Standard 4: Know how to communicate effectively</p> <p>UK Codes of Practice for Social Care Workers</p>

<b>Title:</b>	<b>K/601/1698 Working together for the benefit of children and young people</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>15</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
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 <b>appropriate communication</b> methods for different circumstances 2.2 Demonstrate use of appropriate communication methods selected for different circumstances 2.3 <b>Prepare reports</b> 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

	<p>recording, storing and sharing information</p> <p>3.2 Demonstrate how to maintain secure recording and storage systems for information:</p> <ul style="list-style-type: none"> <li>• paper based</li> <li>• electronic</li> </ul> <p>3.3 Analyse the potential tension between maintaining confidentiality with the need to disclose information:</p> <ul style="list-style-type: none"> <li>• where abuse of a child or young person is suspected</li> <li>• when it is suspected that a crime has been/may be committed</li> </ul>
<p><b>Additional information</b></p> <p><b>2.1. Appropriate communication e.g.</b></p> <ul style="list-style-type: none"> <li>• use of electronic communication aids</li> <li>• use of pictorial and design communication aids such as Makaton</li> <li>• use of an interpreter when appropriate including British/Irish Sign Language interpreters</li> <li>• effective use of the telephone</li> <li>• preparing and delivering presentations</li> <li>• written communication             <ul style="list-style-type: none"> <li>- notes of meetings</li> <li>- personal records</li> <li>- presentations</li> <li>- letters</li> <li>- formal reports</li> <li>- e mail</li> </ul> </li> </ul> <p><b>2.3 Prepare Reports</b></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, concise and meet legal requirements.</p>	
<b>Unit aim (s)</b>	<p>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</p>

	between those involved in work with children and young people.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>Units need to be assessed in line with the Skills for Development RQF Assessment Principles</p> <p>LOs 2 and 3 must be assessed in real work environments.</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<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> <p>UK Codes of Practice for Social Care Workers</p>

<b>Title:</b>	<b>M/601/1699 Understand how to support positive outcomes for children and young people</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>25</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
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 <b>social, economic and cultural factors</b> 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 <b>positive outcomes</b> 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	3.1 Explain the potential impact of disability on the outcomes and life chances of children and young people

<p>needs) and attitudes on positive outcomes for children and young people</p>	<p>3.2 Explain the importance of positive attitudes towards disability and specific requirements</p> <p>3.3 Explain the social and medical models of disability and the impact of each on practice</p> <p>3.4 Explain the different types of support that are available for disabled children and young people and those with specific requirements</p>
<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>

### **Additional information**

#### **1.1. Social, economic, cultural factors e.g.:**

- personal choice
- being in care system
- poverty
- housing and community
- educational environment
- offending or anti-social behaviour
- health status of self or family member
- disability
- health support (GP, health clinic, access to A&E etc)
- addictions in family or self
- bereavement and loss
- family expectations and encouragement
- religious beliefs and customs
- ethnic/cultural beliefs and customs
- marginalisation and exclusion

#### **2.1. Positive Outcomes for Children and Young People e.g.**

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

<b>3.3 Additional support e.g.</b> <ul style="list-style-type: none"> <li>• speech and language therapy</li> <li>• support from health professionals additional learning support</li> <li>• assistive technology</li> <li>• specialised services</li> </ul>	
<b>Unit aim (s)</b>	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)
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	Units need to be assessed in line with the Skills for Development RQF Assessment Principles
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>There are links with CCLD NOS Units: 308: Promote children’s wellbeing and resilience</p> <p><u>HSC38</u>:Support children and young people to manage their lives</p> <p><u>HSC310</u><sup>[SEP]</sup>Work with children and young people to prepare them for adulthood, citizenship and independence</p> <p>UK Codes of Practice for Social Care Workers</p>



<b>Title:</b>	<b>M/601/2884 Understand the speech language and communication needs of children and young people with behavioural, social and emotional difficulties</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>25</b>
<b>Learning Outcomes</b> <b>The learner will;</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
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 <b>range</b> 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

	<p>behavioural, emotional and social difficulties</p> <p>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</p> <p>2.4 Explain how <b>positive changes</b> to the communication environment can support communication development for children and young people with behavioural, emotional and social difficulties</p>
<p>3. Understand how to adapt strategies and approaches to behavioural, emotional and social development to meet speech, language and communication needs</p>	<p>3.1 Identify and explain current evidence based approaches to understanding children and young people's behaviour</p> <p>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</p> <p>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</p>
<p>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</p>	<p>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</p> <p>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</p>
<p><b>Additional information</b></p>	

**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

**Positive changes may include:**

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

<b>Unit aim (s)</b>	This unit explores the way in which behaviour, social and emotional difficulties are linked with speech, language and communication and provides effective ways to support the speech, language and communication development of children and young people with behaviour, emotional and social difficulties.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles
<b>Details of the relationship of the unit and relevant national occupational standards</b>	This unit has some links to competencies from CCLD NOS Unit 337

<b>Title:</b>	<b>F/600/9777 Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>5</b>
<b>GLH:</b>	<b>40</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand the factors that may impact on the outcomes and life chances of children and young people	1.1 Identify the <b>factors</b> 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	4.1 Analyse how poverty and disadvantage may affect children and young people's: <ul style="list-style-type: none"> <li>• Physical development</li> <li>• Social and emotional development</li> <li>• Communication development</li> <li>• Intellectual development</li> <li>• Learning</li> </ul>

<p>3. Understand the importance of early intervention for children and young people who are disadvantaged and vulnerable</p>	<p>3.1 Explain what is meant by both disadvantage and vulnerability</p> <p>3.2 Explain the importance of early intervention for disadvantaged and/or vulnerable children and young people</p> <p>3.3 Evaluate the impact of early intervention</p>
<p>4. Understand the importance of support and partnership in improving outcomes for children and young people who are experiencing poverty and disadvantage</p>	<p>4.1 Research the policy and guidance impacting on support services at national level and evaluate how this operates at local level</p> <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><b>Additional information</b></p> <p><b>1.1.Factors. There are many factors impacting on children and young people’s life chances the following are examples e.g.</b></p> <ul style="list-style-type: none"> <li>• Poverty</li> </ul>	

- 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

### 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

<b>Unit aim (s)</b>	To provide learners with an in depth understanding of the effects of poverty and disadvantage on children and young people
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	Units need to be assessed in line with the Skills for Care and Development RQF Assessment Principles
<b>Details of the relationship of the unit and relevant national occupational standards</b>	DCSF Narrowing the Gap Guidance 2008

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

	<p>4.2 Demonstrate how to spend time with children and young people in creative activity</p> <p>4.3 Demonstrate how to support children and young people to recognise how creativity can be used in all aspects of life</p>
<p><b>Additional information</b></p> <p>N/A</p>	
<b>Unit aim (s)</b>	<p>This unit provides competence in working with children and young people to develop their creativity and innovative thinking. The unit explores day-today creativity for living and participation in organised creative activities.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>Learning outcomes 2, 3 and 4 should be assessed in real work situations. The unit needs to be assessed in line with Skills for Care and Development RQF Assessment Principles</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>N/A</p>



<b>Title:</b>	<b>H/601/5474 Introduction to duty of care in health, social care or children's and young people's settings</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>1</b>
<b>GLH:</b>	<b>9</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the implications of duty of care	1.1 Define the term 'duty of care' 1.2 Describe how the duty of care affects own work role
2. Understand support available for addressing dilemmas that may arise about duty of care	2.1 Describe dilemmas that may arise between the duty of care and an individual's rights 2.2 Explain where to get additional support and advice about how to resolve such dilemmas
3. Know how to respond to complaints	3.1 Describe how to respond to complaints 3.2 Identify the main points of agreed procedures for handling complaints
<b>Additional information</b>	
N/A	
<b>Unit aim (s)</b>	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 introduces the concept of duty of care and awareness of dilemmas or complaints that may arise where there is a duty of care.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	CCLD 203 HSC 24 GCU 2  Themes recur as knowledge requirements and core values throughout HSC and CCLD NOS

<b>Title:</b>	<b>T/601/6564 Support children and young people's play and leisure</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH</b>	<b>16</b>
<b>Learning Outcomes</b> <b>The learner will;</b>	<b>Assessment Criteria</b> <b>The learner can;</b>
1. Understand the nature and importance of play and leisure	1.1 Describe the importance of play and leisure for children and young people 1.2 Describe how play and leisure contribute to children and young people's development 1.3 Outline the requirements of the UN Convention on the Rights of the Child in relation to relaxation and play 1.4 Describe the characteristics of freely chosen, self-directed play and leisure
2. Be able to support children and young people's play and leisure	2.1 Describe own role in supporting children and young people's play and leisure activities 2.2 Give attention to children and young people's play and leisure activities while being sensitive to own impact on activities 2.3 Undertake routine safety checks on areas used for children and young people's play and leisure before, during and after play and leisure activities 2.4 Supervise children and young people's play and leisure ensuring their safety 2.5 Interact with children and young people in a way that demonstrates: <ul style="list-style-type: none"> <li>• interest in what they they say, experience and feel</li> </ul>

	<ul style="list-style-type: none"> <li>• respect for their privacy and freedom to make choices for themselves</li> <li>• encouragement and praise for play and leisure activities</li> </ul>
3. Be able to support children and young people in balancing risk and challenge	<p>3.1 Outline the value of risk and challenge in children and young people’s play and leisure</p> <p>3.2 Describe with examples what is meant by unacceptable risk and challenge in children and young people’s play and leisure</p> <p>3.3 Describe why it is important for children and young people to manage risk and challenge for themselves</p> <p>3.4 Demonstrate ways of encouraging children and young people to manage risk and challenge in play and leisure activities for themselves</p>
4. Be able to reflect on and improve own practice	<p>4.1 Reflect on all aspects of own practice in supporting children and young people’s play and leisure</p> <p>4.2 Identify own strengths and areas where practice could improve</p> <p>4.3 Describe how own practice has been improved following reflection</p>
<b>Additional information</b>	
N/A	
<b>Unit aim (s)</b>	This unit provides the knowledge, understanding and skills required to support children and young people’s play and leisure. It requires demonstration of competence in supporting play and leisure activities, helping children and young people to manage risk and challenge and reflecting on and improving own practice.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with the TDA assessment principles. Assessment criteria 2.2, 2.3, 2.4, 2.5 and 3.4 must be assessed in the workplace

<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A
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<b>Title:</b>	<b>A/601/6517 Support children and young people at meal or snack times</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>18</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Know the principles of healthy eating for children and young people	1.1 Outline the nutritional requirements of a healthy diet for children and young people 1.2 Describe examples of healthy meals and snacks for children and young people 1.3 Describe how culture, religion and health conditions impact on food choices
2. Know the benefits of healthy eating for children and young people	2.1 Describe the benefits of healthy eating for children and young people 2.2 Describe the possible consequences of an unhealthy diet 2.3 Describe how to recognise and deal with allergenic reactions to food 2.4 Describe where to get advice on dietary concerns
3. Know how to encourage children and young people to make healthier food choices	3.1 Describe the food policy of the setting 3.2 Describe with examples ways of encouraging children and young people: <ul style="list-style-type: none"> <li>• to make <b>healthier food choices</b></li> <li>• to eat the food provided for them</li> </ul>
4. Be able to support hygiene during meal and snack times	4.1 Explain the importance of personal hygiene at meal and snack times

	<p>4.2 Demonstrate good hygiene practice in relation to own role in food handling and waste disposal</p> <p>4.3 Demonstrate ways of encouraging children and young people’s personal hygiene at meal and snack times</p>
<p>5. Be able to support the code of conduct and policies for meal and snack times</p>	<p>5.1 Describe the setting’s <b>code of conduct and policies</b> for meal and snack times</p> <p>5.2 Apply skills and techniques for supporting and encouraging children and young people’s positive behaviour in the dining area including table manners</p> <p>5.3 Apply skills and techniques for dealing with inappropriate behaviour in the dining area</p>
<p><b>Additional information</b></p> <p><b>Healthier food choices</b> in relation to:</p> <ul style="list-style-type: none"> <li>• meals provided in the setting</li> <li>• packed lunches</li> <li>• snacks</li> <li>• meals and snacks purchased off-site</li> </ul> <p><b>Code of conduct and policies</b> for meal and snack times eg:</p> <ul style="list-style-type: none"> <li>• entry to and exit from the dining area</li> <li>• collecting/serving food</li> <li>• noise levels</li> <li>• conduct in the dining area</li> <li>• conduct at the table</li> <li>• clearing away</li> <li>• sustainability</li> </ul>	
<p><b>Unit aim (s)</b></p>	<p>This unit provides the knowledge, understanding and skills required to support children and young people at meal or snack times. It covers the principles of healthy eating and requires demonstration of competence</p>

	in supporting hygiene and positive behaviour at meal and snack times.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with the TDA assessment principles .  Learning outcomes 4 and 5 must be assessed in the workplace.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>D/601/6526 Support children and young people with disabilities and Special Educational Needs</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>26</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Know the rights of disabled children and young people and those with special educational needs	<p>1.1 Outline the legal entitlements of <b>disabled</b> children and young people and those with <b>special educational needs</b></p> <p>1.2 Describe the assessment and intervention frameworks for disabled children and young people and those with special educational needs</p> <p>1.3 Describe the benefits of early recognition and intervention for disabled children and young people and those with special educational needs</p> <p>1.4 Describe the purpose of individual plans for disabled children and young people and those with special educational needs</p> <p>1.5 Describe the principles of working inclusively with disabled children and young people and those with special educational needs</p>
2. Understand the disabilities and/or special educational needs of children and young people in own care	<p>2.1 Describe the relationship between disability and special educational needs</p> <p>2.2 Describe the nature of the particular disabilities and/or special educational needs of children and young people with whom they work</p> <p>2.3 Describe the <b>special provision</b> required by children and young people with whom they work</p>



<p>3. Be able to contribute to the inclusion of children and young people with disabilities and special educational needs</p>	<p>3.1 <b>Obtain information</b> about the individual needs, capabilities and interests of disabled children and young people and those with special educational needs with whom they work</p> <p>3.2 Identify <b>barriers to participation</b> for disabled children and young people and those with special educational needs with whom they work</p> <p>3.3 Work with children, young people and <b>others</b> to remove barriers to participation</p> <p>3.4 Demonstrate ways of supporting <b>inclusion</b> and inclusive practices in own work with disabled children and young people and those with special educational needs</p>
<p>4. Be able to support disabled children and young people and those with special educational needs to participate in the full range of activities and experiences</p>	<p>4.1 Identify and implement <b>adaptations</b> that can be made to support disabled children and young people and those with special educational needs to participate in the full range of activities and experiences provided by the setting</p> <p>4.2 Support children and young people to use specialist aids and equipment as necessary to enable them to participate in activities and experiences</p> <p>4.3 Demonstrate ways of supporting <b>participation</b> and <b>equality of access</b> for disabled children and young people and those with special educational needs</p> <p>4.4 Work in partnership with children, young people and others to review and improve activities and experiences provided for disabled children and young people and those with special educational needs</p>
<p><b>Additional information</b></p> <p><b>Disabled:</b></p>	

The Disability Discrimination Act (DDA) defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

### **Special Educational Needs:**

Children and young people with Special Educational Needs learn differently from most children or young people of the same age. These children and young people may need extra or different help from that given to other children and young people

### **Special provision:**

Provision which is additional to, or otherwise different from, the provision made generally for children of their age in schools maintained by the Local Authority, other than special schools, in the area

**Obtain information** about the individual needs, capabilities and interests of disabled children and young people and those with special educational needs from:

- the children and young people themselves
- family members
- colleagues within the setting
- external support agencies
- individual plans

### **Barriers to participation**

Anything that prevents a child or young person participating fully in activities and experiences offered by the setting or service

**Others** according to own role e.g.

- family members
- colleagues within the setting
- professionals external to the setting

### **Inclusion:**

A process of identifying, understanding and breaking down barriers to participation and belonging.

**Adaptations** that can be made to support participation of disabled children and young people and those with special educational needs in relation to:

- the environment
- activities
- working practice
- resources

<p><b>Participation</b> involves:</p> <p>Asking children and young people what works, what doesn't work and what could work better; and involving them in the design, delivery and evaluation of services, on an on-going basis.</p> <p><b>Equality of access:</b></p> <p>Ensuring that discriminatory barriers to access are removed and allowing for children and young peoples' individual needs</p>	
<b>Unit aim (s)</b>	<p>This unit provides the knowledge and skills to support disabled children and young people and those with special educational needs. It covers understanding the rights and needs of disabled children and young people and those with special educational needs and supporting their inclusion and participation in the full range of activities and experiences provided by the setting.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit must be assessed in accordance with the TDA assessment principles.</p> <p>Assessment criteria 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3 and 4.4 must be assessed in the workplace.</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>STL12 Support a child with disabilities or special educational needs (CCLD 209)</p> <p>STL38 Support children with disabilities or special educational needs (CCLD 321)</p> <p>Introductory training materials: Inclusion</p>