

Skillsfirst Awards

Handbook

Level 3 Diploma in Children & Young People's Workforce (QCF)

CYPD03



Skillsfirst
growth through learning

Contents	Page
Section 1 – Introduction	
1.0 Introduction	2
1.1 What is the qualification and credit framework (QCF)	2
1.2 QCF units	2
1.3 QCF terminology	2
Section 2 – Skillsfirst Awards Limited	
2.1 Data protection	3
2.2 Diversity and equality	3
2.3 Enquiries and information sources	3
2.4 Complaints and appeals	4
2.5 Malpractice and maladministration	4
Section 3 – Aim and purpose of the qualification	
3.1 Level 3 Diploma	4
3.2 Qualification design	5
3.3 Continuing professional development (CPD)	5
3.4 Summary of assessment methods	5
Section 4 – Qualification information	
4.1 Occupational expertise of those who assess performance, and moderate and verify assessments	6
4.2 Employer direct model	7
4.3 Learner entry requirements and progression	8
4.4 Guidance on providing evidence for the extended age ranges	9
4.5 Competence based units	9
4.6 Knowledge based units	9
4.7 Confidentiality, and images of minors being used as evidence	9
Section 5 – Qualification structure	
5.1 Rules of combination	10
Section 6 – Unit structure	10
Group A - mandatory units	15
Group B - early learning and childcare	60
Group C - social care	80
Group D - learning, development and support services	94
Group E - optional units	107

1.0 Introduction

Skillsfirst Awards is an awarding organisation specialising in the provision of vocational qualifications across a range of occupational areas.

Skillsfirst Awards recognises the need for industry to have fully trained and qualified staff – reliably qualified to recognised industry standards.

The following handbook provides the learning outcomes and assessment strategy for the delivery of the Level 3 Diploma for the Children & Young People's Workforce (England) (QCF). The handbook is a live document and will be updated should there be any incremental change made. Centres will be informed electronically when changes are made and it will be the responsibility of any recognised centre to ensure the most up to date version of the handbook is used. The document also provides details of the administrative procedures, requirements and responsibilities that are associated with the delivery of vocational qualifications.

The handbook is available on the Skillsfirst Awards website www.skillsfirst.co.uk

This document is copyright but can be copied by any of our recognised centres for the purpose of assessing learners and may also be copied by learners for their own use.

1.1 What is the qualification and credit framework?

The qualification and credit framework (QCF) is a new way of recognising achievement through the award of credit for units and qualifications. It will provide flexible routes to gaining full qualifications and enable qualifications to be achieved in smaller steps. Units within the framework will have a level (ranging from entry level to level 8) to indicate the level of difficulty. They will also have a credit value to indicate the size of the unit.

The QCF will:

- allow providers to design more flexible programmes, suited to the needs of a wider range of learners
- describe achievements (credits) to employers, providers and learners in a way that is easy to understand
- allow learners to accumulate credit, by recognising smaller steps of learning at their own pace
- allow learners to transfer credits into an electronic learner achievement record, which they will keep for life

1.2 QCF units

Each unit has a credit value based on the total number of hours learning required to achieve it, (notional learning). Each 10 hours of learning equals 1 credit, for example, if a unit takes 30 hours of learning, it will receive a credit value of 3. The units vary in credit value. In addition all units have a level which may be different from the qualification in which they can be used.

1.3 QCF terminology

Whilst the evidence outcomes required from QCF and NVQ units are the same, the QCF units use different terminology to the NVQ units. The assessment criteria for NVQ units are listed under 'what you must do' and 'what you must know' whereas the QCF units are all listed under 'the learner can'.

2.0 Skillsfirst Awards

2.1 Data protection

Skillsfirst Awards takes the protection of data seriously and to this end has developed a data protection statement outlining how Skillsfirst and our centres, comply with the current legislation on data protection. It is important for centres to read our statement and ensure that our requirements are put in place. It is particularly important that centres make learners aware that data is shared with Skillsfirst Awards. Our policy statement on this and data requirements can be found in our centre handbook on our website www.skillsfirst.co.uk

2.2 Equality and accessibility

Equality and accessibility

Skillsfirst 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 and EU directives including the Equality Act (2010) and to ensure this occurs, has in place a policy on equality and accessibility which can be found on our website www.skillsfirst.co.uk and within our centre handbook.

Skillsfirst will ensure that centres use a equality and accessibility policy that works together with ours and that they maintain an effective appeals procedure which along with the equality and accessibility policy, will be monitored by the external verifier. We expect centres to tell learners how to find and use their own equality and accessibility and appeals procedures.

Access to assessment

Skillsfirst Awards is committed to guaranteeing all learners are treated fairly and equally and to ensure this occurs, has in place a policy on reasonable adjustments and special considerations. This policy states clearly what centres can and in some cases must, put in place to assist learners who may have particular requirements. We expect centres to tell learners how to find and use their own reasonable adjustments and special considerations policy and will monitor implementation through the external verification process.

This policy can be accessed at www.skillsfirst.co.uk and within our centre handbook. Further advice on this policy and its application can be obtained from our customer services team at customerservices@skillsfirst.co.uk

2.3 Enquiries and information sources

Skillsfirst aims to provide accurate information in a variety of formats and media. Recognised centres are encouraged to make enquiries to the customer services team, or seek clarification from our website. Learners wishing to enquire about qualifications, aspects of qualifications or quality assurance policies and procedures are encouraged, in the first instance, to seek information from the recognised centre or their tutor/assessor. Where a satisfactory answer is unavailable, learners are encouraged to seek clarification from our website, or from the Skillsfirst customer services team.

As a guide, the majority of frequently requested information is available on our website or on request via the electronic helpline listed below.

Website: www.skillsfirst.co.uk.
email: customerservices@skillsfirst.co.uk

Tel: 0121 270 5100
Fax: 0121 747 4102

In writing to:

Customer Services
Skillsfirst Awards Limited
Suite 215
Fort Dunlop
Fort Parkway
Birmingham
B24 9FD

2.4 Complaints and appeals

Complaints

Skillsfirst Awards will endeavour at all times to satisfy our customer's needs and ensure a quality service. There may be times when our centres do not feel we have met these needs. Should they wish, centres may complain in writing to the Skillsfirst Awards customer services manager. We will attempt to resolve all complaints within the published timescales and will record and review all complaints as part of our ongoing customer service commitment.

Appeals

Skillsfirst Awards aims to ensure that at all times its decisions are fair, consistent and based on valid judgements. However, it is recognised that there may be occasions when a centre or a learner may wish to question a decision made. Skillsfirst Awards therefore has an appeals policy and process which clearly indicates the rights of the centre and the learner to appeal against a range of decisions taken by Skillsfirst.

The Skillsfirst Awards appeals policy and process can be accessed on our website www.skillsfirst.co.uk and within our centre handbook. Centres are required to have a documented policy and procedure which allows learners to question decisions made by the centre. The final stage of such a procedure may be to appeal to the Skillsfirst Awards external verifier. This policy would form part of the original centre recognition process and its implementation will be monitored by the external verifier.

2.5 Malpractice and maladministration

Skillsfirst Awards has a responsibility to ensure that malpractice and maladministration is addressed effectively and to publish procedures to centres for dealing with malpractice on the part of learners, centre staff and any others involved in providing the qualification. To meet this requirement, Skillsfirst Awards has a malpractice and maladministration policy and process, the details of which can be accessed on our website www.skillsfirst.co.uk

3.0 Aim and purpose of the qualification

3.1 Level 3 Diploma

The Level 3 Diploma aims to guide and assess development of knowledge and skills relating to early learning and childcare, social care and the learning development and support services workforces. This qualification confirms competence in these areas where appropriate and serves as

the required qualification (for all new practitioners) for registration and regulatory requirements in the sector. This qualification has been designed to:

- provide a broad background understanding of the children and young people's workforce sector and an introduction to the practical skills and knowledge required
- provide an awareness of the range of jobs and work settings in the children and young people's sector.
- enable learners to make an informed assessment of their own aptitude for work in this sector and to make informed decisions about careers
- encourage learners to reach a level of knowledge and skills that will facilitate progress into further vocational learning or to potential employment in the sector
- introduce learners to the discipline of the working environment and to encourage mature attitudes to the community in general
- encourage learners to value continued learning and remain in the learning process
- allow learners to learn, develop and practise selected skills required for progression in the sector
- provide opportunities for progression to the relevant Level 4/5 Diplomas or Foundation/Honours Degrees in the sector.

3.2 Qualification design

This qualification meets the needs of learners who work or want to work in health or social care settings or with children or young people in a wide range of settings, for example in the roles of:

- Care Worker
- Childminder
- Early Years Practitioner
- Nursery Nurse
- Education Welfare Officer
- Connexions Worker
- Learning Mentor
- Careers Adviser
- Youth and Community Worker
- Foster Carer
- Speech and Language Therapist

Within the Level 3 Diploma for the Children and Young People's Workforce (QCF), there are three pathways:

- Early Years pathway – suitable for day care settings practitioners
- Children's Social Care pathway – suitable for practitioners in residential care
- Learning Development and Support Services pathway – suitable for Connexions staff and learning mentors.

3.3 Continuing professional development (CPD)

Centres are responsible for ensuring that Deliverers, Assessors and IVs plan and maintain their CPD.

Centres are expected to support their deliverers, assessors and IVs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

Centres may have generic criteria and personnel specifications in addition to the above.

3.4 Summary of assessment methods

Units will be achieved through the acquisition of evidence by the learner and submission to their assessor. Units may be assessed through a number of different sources and forms, which must meet the requirements of assessment criteria.

- Assessment should normally be at the learner's workplace, but where the opportunity to assess across the range of standards is unavailable other comparable working environments may be used, following agreement from the external verifier.
- A holistic approach towards the collection of evidence should be encouraged, assessing activities generated by the whole work experience rather than focusing on specific tasks. e.g. If the learner communicates with a customer whilst engaged in cleaning activities these can be assessed against both cleaning and customer service elements.
- Assessors can only assess in their acknowledged area of occupational competence.
- Assessors and internal verifiers will be registered with their recognised centre and be accountable to the organisation for their assessment practice.
- Health and safety of customers/clients and employees must be maintained throughout the assessment process and if any person carrying out assessment or verification activities does not feel that there is due regard to health and safety then that person should refuse to continue with the activity(ies) until satisfied that due regard to health and safety is being taken.

4.0 Qualification information

4.1 Occupational expertise of those who assess performance, and moderate and verify assessments

Deliverers, assessors and internal verifiers (IVs) are appointed by the recognised centre and approved by Skillsfirst through the external verifier (EV).

To meet the quality assurance criteria for these qualifications, the centre must ensure that the following internal roles are undertaken:

- Quality assurance coordinator
- Trainer/Tutor
- Assessor (occupationally competent and occupationally knowledgeable)
- Internal verifier

Please note that centre staff are not expected to have had experience of working across the entire 0 – 19 years age range but are expected to update their knowledge through continuing professional development. Centre staff may undertake more than one role, e.g. tutor and assessor or Internal Verifier, but must never internally verify their own assessments.

Assessor requirements

The Assessors of competence based units must:

- Be occupationally competent - this means that each assessor must be able to carry out the full requirements within the competency units that they are assessing. Occupational competence means that they are also occupationally knowledgeable.
- Maintain their occupational competence through clearly demonstrable continuing learning and professional development.
- Hold or be working towards one of the following qualifications: - D32/D33 or A1- The AI replacements (which includes the Level 3 Award in Assessing Competence in the Work Environment or the Level 3 Certificate in Assessing Vocational Achievement) - Another suitable qualification equivalent/alternative in the assessment of work based performance. This must be agreed in advance with the External Verifier.

Assessors of competence based units may also make assessment decisions on knowledge based unit and learning outcomes.

Assessors of knowledge based units and knowledge based Learning Outcomes must:

- Be occupationally knowledgeable. This means that each assessor should possess relevant knowledge and understanding to assess units designed to test specific knowledge and understanding or units where knowledge and understanding are components of competency.
- Maintain their occupational knowledge through clearly demonstrable continuing learning and professional development.
- Hold or be working towards one of the A1 replacement qualifications such as:- Level 3 Award in Assessing Vocational Competence OR- Level 3 Award in Assessing Vocationally Related Achievement OR- Level 3 Certificate in Assessing Vocational Achievement OR- another suitable qualification in the assessment of knowledge. This must be agreed in advance with the External Verifier.

Teachers/Trainers/Tutors

All teachers/trainers/tutors must:

- comply with the ITT Regulations 2007 (QTLS/ATLS) where they are delivering qualifications in England using public funding .
- have occupational expertise relevant to the units they are teaching
- be occupationally knowledgeable in the areas for which they are teaching/delivering training
- have experience of providing training and assessment or be in the process of acquiring this experience.

Expert witness

An expert witness must:

- have a working knowledge of the QCF units on which their expertise is based
- be occupationally competent in their area of expertise
- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

Internal verifiers/Internal quality assurance

Internal quality assurance is key to ensuring that the assessment of evidence for units is of consistent and appropriate quality. Those performing the internal quality assurance role must be occupationally knowledgeable and possess the skills necessary to make quality assurance decisions. Although it is not a requirement to hold a qualification to quality assure this qualification, Skillsfirst recommends that it is best practice to hold a V1 qualification or a suitable alternative. Suitable alternatives include:

- D34 or V1
- The V1 replacements - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice OR - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

If the Internal Verifier does not hold a qualification they must be able to demonstrate evidence of working to their own organisation's QA or IV standards which clearly link to V1 or other equivalent standards for internal quality assurance.

Guidance for the assessment and verification for imported units

Where units have been developed by sector skills councils or standard setting bodies other than Skills for Care & Development any specific assessment requirements will be detailed in the unit itself.

4.2 Employer direct model

Where employers opt for an 'employer direct' model, the qualification requirements for assessors and internal verifiers may be waived.

The 'employer direct' model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process. Under this model, the employer, with the agreement of Skillsfirst and Asset Skills and the approval of the qualification regulators, may choose between:

- achieving the appropriate approved qualifications for assessment/verification
- **or**
- demonstrating that their (the employer's) training and development activity undertaken to prepare, validate and review these assessment roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process **must** be agreed by Skillsfirst as providing the equivalent level of rigour and robustness as achievement of the approved assessment/verification qualification.

Each application to use the employer direct model will be considered on an individual organisation and qualification basis and agreed by the qualification regulators, including the sector skills council. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the Standards in association with Skillsfirst.

4.3 Learner entry requirements and progression

There are no formal entry requirements for learners undertaking this Certificate. However, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place. Learners should not be entered for a qualification of the same type, content and level as that of a qualification they already hold. Learners should choose optional units that are appropriate to their chosen work role.

This Level 3 Diploma is not approved for the use of those who are under 16 years of age, and Skillsfirst cannot accept any registrations for learners in this age group. There may also be age restrictions placed on individuals when undertaking certain work activities within the childcare sector. These too should be clarified with the appropriate regulator in their home nation where there is uncertainty about such restrictions.

The following legal considerations apply to this qualification:

Learners entering the children and young people workforce may be legally required to undergo formal record check relevant to their home nation prior to taking up any employment/work placement. Centres, employers and placement providers will need to liaise closely with one another to ensure that any requirements for the particular work area are fully met. As the requirements vary between sectors and countries checks should be made with the appropriate regulatory body and/or government departments if centres, employers or placement providers are uncertain of the requirements.

It will allow candidates who complete the requirements for a Diploma to take up continuing professional development opportunities through the optional units.

It will allow movement up to another level and across sectors. It is anticipated that learners selecting Group B (Early Learning and Childcare) will progress to a relevant Level 4/5 qualification and/or relevant Foundation/Honours Degrees. It is anticipated that learners selecting Group C (Social Care) will progress to the Level 4/5 Diploma in Health and Social Care or Level 4/5 Diploma for Leadership and Management for Care Services or relevant Foundation/Honours Degrees. It is anticipated that learners selecting Group D (Learning, Development and Support Services) will progress to the Level 4/5 Diploma in Learning, Development and Support Services or relevant Foundation/Honours Degrees.

This suite of units will support progression in/to employment in the following areas:

- Early Years
- Health and Social Care

- Playwork
- Teaching and education welfare
- Youth and community work

4.4 Guidance on providing evidence for the extended age ranges

This certificate applies to learners who are working with children and young people from 0-19 years. It is important to note that the requirement for the extended age range focuses on knowledge not competence. Learners need to have knowledge and understanding of children's development 0-19 years but are only expected to demonstrate competence for the age range for which they normally work. Centre staff are not expected to have experience of working across this entire age range but are expected to up date their knowledge through continuing professional development.

4.5 Competence based units

There will be a combination of assessment methods for this qualification which meets competence units. Direct observation of learner's performance by a qualified occupationally competent assessor and the assessor's judgement on testimony from an expert witness testimony are the main methods of assessment and main source of evidence. The evidence must at all times reflect the policies and procedures of the workplace as informed by current legislation, the relevant service standards and codes of practice for the sector.

4.6 Knowledge based units

Learners may choose to undertake the knowledge via a portfolio of evidence using a diverse range of assessment methods. The evidence must at all times reflect the policies and procedures of the workplace as informed by current legislation, the relevant service standards and codes of practice for the sector.

4.7 Confidentiality, and images of minors being used as evidence

Learners may quite appropriately cite confidential records as evidence in their qualification as long as the parent, or their advocate, has given written and informed consent for records to be used for this purpose. Confidential records should never be included in learners' portfolio of evidence and should be examined in-situ by the qualified occupationally competent assessor. Assessors/learners should describe and record what evidence such documents should provide and where the evidence is located.

External verifiers may wish to discuss such evidence with the centre as part of the verification process, but would not normally require sight of confidential records. However, in the unlikely event that the EV should have concerns about the quality of such evidence, they will, after discussion and agreement with their lead verifier, acquaint the centre management with their concerns, and seek consent to access such records from the organisation which has responsibility for the safe keeping of the particular confidential records in question.

If videos or photographs of minors (those under 18) are used as the medium to present evidence as part of the qualifications the approved centre and the learners have responsibilities in terms of meeting child protection legislation.

It is the responsibility of the approved centre to inform the learner of the following:

- The need for the learner to obtain permission from the minor's parent/guardian prior to collecting the evidence
- The purpose of the use of photographs or video recordings
- The period of time for which the photographs or video recordings are to be kept
- Their obligation to keep photographs or video recordings secure from unauthorised access
- Their obligations relating to storage of the photographs or video recordings which are kept

- electronically, and the associated security of using electronic systems
- Associated child protection legislation

5.0 Qualification structure

5.1 Rules of combination

Learners must gain a minimum of **65 credits** to achieve the Level 3 Diploma for the Children and Young People's Workforce (QCF). To do this they must achieve:

- 27 credits from Group A mandatory units
- All the units from **either** group B, C or D
- The remaining credits must be achieved from Group E.

Guided Learning Hours (GLH)

Minimum Guided Learning Hours (GLH) are 442

Maximum Guided Learning Hours (GLH) are 525

Please be aware of the following barred unit combinations

CYPOP7 barred against CYP30

CYPOP20 barred against EYMP5

LDSSMP1 barred against CYPOP13 and CYPOP8

CYPOP24 barred against EYMP5

6.0 Unit structure

The units which makes up this qualification are written in a standard format and comprise of the following:

- Skillsfirst reference number
- unit title
- level
- credit value
- unit aim
- statement of guided learning hours
- relationship to NOS/other qualifications
- endorsement by a sector or other appropriate body
- functional skills mapping
- assessment and grading
- learning outcomes
- guidance notes.

Group A - mandatory units

QCA ref no.	Skillsfirst unit no.	Unit title	Credit
L/601/1693	CYP31	Understand child and young person development	4
R/601/1694	CYP32	Promote child and young person development	3
Y/601/1695	CYP33	Understand how to safeguard the wellbeing of children and young people	3
D/601/1696	CYP34	Support children and young people's health and safety	2
H/601/1697	CYP35	Develop positive relationships with children, young people and others involved in their care	1
K/601/1698	CYP36	Working together for the benefit of children and young people	2
M/601/1699	CYP37	Understand how to support positive outcomes for children and young people	3
J/601/1434	SHC31	Promote communication in health, social care or children's and young people's settings	3
A/601/1429	SHC32	Engage in personal development in health, social care or children's and young people's settings	3
Y/601/1437	SHC33	Promote equality and inclusion in health, social care or children's and young people's settings	2
R/601/1436	SHC34	Principles for implementing duty of care in health, social care or children's and young people's settings	1

Optional Group B - early learning and childcare

QCA ref No.	Skillsfirst Unit no.	Unit title	Credit
J/600/9781	EYMP1	Context and principles for early years provision	4
L/600/9782	EYMP2	Promote learning and development in the early years	5
Y/600/9784	EYMP3	Promote children's welfare and well-being in the early years	6
H/600/9786	EYMP4	Professional practice in early years settings	3
T/600/9789	EYMP5	Support children's speech, language and communication	4

Optional Group C - social care

M/600/9760	SCMP1	Assessment and planning with children and young people	5
F/600/9780	SCMP2	Promote the well being and resilience of children and young people	4
F/601/0315	SCMP3	Professional practice in children and young people's social care	4

Optional Group D - learning, development and support services

D/600/9785	LDSSMP1	Support children and young people to achieve their education potential	4
M/600/9788	LDSSMP2	Support children and young people to make positive changes in their lives	4
D/600/9799	LDSSMP3	Professional Practice in learning, development and support services	5

Group E - optional units

QCA ref no.	Skillsfirst unit no.	Unit title	Credit
M/503/5877	CY011	Support positive attachments for children and young people	7
F/600/9777	CYP17	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage	5
M/601/2884	CYP22	Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties	3
M/600/9807	CYP30	Support the creativity of children and young people	3
A/601/0121	CYPOP1	Work with babies and young children to promote their development and learning	6
D/601/0130	CYPOP2	Care for the physical and nutritional needs of babies and young children	6
H/601/0131	CYPOP3	Lead and manage a community based early years setting	6
M/601/0133	CYPOP4	Promote young children's physical activity and movements	3
Y/600/9770	CYPOP5	Understand how to set up a home based childcare service	4
T/601/0134	CYPOP6	Support disabled children and young people and those with specific requirements	6
A/601/0135	CYPOP7	Promote creativity and creative learning in young children	5

M/601/1329	CYPOP8	Support young people to develop,implement and review a plan of action	3
A/601/1334	CYPOP9	Provide information and advice to children and young people	3
L/601/1337	CYPOP10	Develop interviewing skills for work with children and young people	3
D/601/1343	CYPOP11	Caseload management	3
F/601/1349	CYPOP12	Support young people to move towards independence and manage their lives	3
D/601/1357	CYPOP13	Support children and young people to achieve their learning potential	3
R/601/1369	CYPOP14	Support children and young people to have positive relationships	3
L/601/2861	CYPOP15	Support positive practice with children and young people with speech, language and communication needs	4
T/600/9775	CYPOP16	Coordinate special educational needs provision	5
A/601/2872	CYPOP20	Support speech,language and communication development	3
Y/601/2877	CYPOP21	Work with parents, families and carers to support their children's speech,language and communication development	3
J/601/2888	CYPOP23	Support the speech, language and communication development of children who are learning more than one language	3
L/601/2889	CYPOP24	Support children and young people's speech, language and communication skills	3
A/600/9809	CYPOP35	Work with children and young people in a residential care setting	5
K/601/0132	CYPOP37	Support children or young people in their own home	4
J/601/1806	CYPOP42	Support care within fostering services for vulnerable children and young people	3
M/601/1377	CYPOP43	Improving the attendance of children and young people in statutory education	5
T/601/1381	CYPOP44	Facilitate the learning and development of children and young people through mentoring	4
R/601/1386	CYPOP45	Support the referral process for children and young people	3
J/600/9781	EYMP1	Context and principles for early years provision	4
L/600/9782	EYMP2	Promote learning and development in the early years	5
Y/600/9784	EYMP3	Promote children's welfare and well-being in the early years	6

H/600/9786	EYMP4	Professional practice in early years settings	3
T/600/9789	EYMP5	Support children's speech, language and communication	4
F/601/3764	HSC3045	Promote positive behaviour	6
F/601/4056	HSC3047	Support use of medication in social care settings	5
D/600/9785	LDSSMP1	Support children and young people to achieve their education potential	4
M/600/9788	LDSSMP2	Support children and young people to make positive changes in their lives	4
D/600/9799	LDSSMP3	Professional Practice in learning, development and support services	5
M/502/3812	LLUK300	Engage parents in their children's early learning	3
Y/502/4680	LLUK301	Work with parents to meet their children's needs	3
H/502/4682	LLUK302	Enable parents to develop ways of handling relationships and behaviour that contribute to everyday life with children	3
J/502/4660	LLUK312	Engage young parents in supporting their children's development	3
Y/502/4663	LLUK313	Engage fathers in their children's early learning	3
M/600/9760	SCMP1	Assessment and planning with children and young people	5
F/600/9780	SCMP2	Promote the well being and resilience of children and young people	4
F/601/0315	SCMP3	Professional practice in children and young people's social care	4
R/502/5231	YP0073	Support young people who are socially excluded or excluded from school	2
A/502/5224	YP00603	Support young people who are looked after or are leaving care	3
T/502/5240	YP00903	Support young people with mental health problems	3
F/502/5242	YP01003	Support young people in relation to sexual health and risk of pregnancy	2
L/502/5261	YP01603	Support young people who are involved in anti-social and/or criminal activities	2
L/503/6602	WSP3	Working within a Social Pedagogic framework with children and young people	5

Group A – Mandatory units



CYP31

Understand child and young person development



CYP31 Understand child and young person development

Level: 3

Credit value: 4

What this unit is about

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.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand the expected pattern of development for children and young people from birth - 19 years
2. Understand the factors that influence children and young people's development and how these affect practice
3. Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern
4. Understand the importance of early intervention to support the speech, language and communication needs of children and young people
5. Understand the potential effects of transitions on children and young people's development

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- CCLD 303: Promote children's development
- HSC 36: Contribute to the assessment of children and young peoples' needs and the development of care plans
- CWDC Training, Support and Development Standards for Foster Care. Standard 5: Understand the development of children and young people

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Simulation is not allowed.

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

CYP31 Understand child and young person development

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

Assessment criteria

The learner can:

- 1 explain the sequence and rate of each **aspect of development** from birth – 19 years
- 2 explain the difference between sequence of development and rate of development and why the difference is important

Additional Guidance

Developmental aspects are:

- a. Physical
- b. Communication
- c. Intellectual/cognitive
- d. Social, emotional and behavioural
- e. Moral

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

Assessment criteria

The learner can:

- 1 explain how children and young people's development is influenced by a range of personal factors
- 2 explain how children and young people's development is influenced by a range of external factors
- 3 explain how theories of development and frameworks to support development influence current practice.

Additional Guidance

Personal factors are:

- a. health status
- b. disability
- c. sensory impairment
- d. learning difficulties

External factors are:

- a. poverty and deprivation
- b. family environment and background
- c. personal choices
- d. looked after/care status
- e. education

Theories of development are:

- a. cognitive (eg Piaget)
- b. psychoanalytic (eg Freud)
- c. humanist (eg Maslow)
- d. social learning (eg Bandura)
- e. operant conditioning (eg Skinner)
- f. Behaviourist (eg Watson)

Frameworks to support development are:

- a. social pedagogy

Outcome 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

Assessment criteria

The learner can:

- 1 explain how to monitor children and young people's development using different **methods**
- 2 explain the **reasons** why children and young people's development may not follow the expected pattern
- 3 explain how disability may affect development
- 4 explain how **different types of interventions** can promote positive outcomes for children and young people where development is not following the expected pattern.

Additional Guidance

Methods of assessing development needs may include:

- Assessment Frameworks
- Observation
- Standard measurements
- Information from carers and colleagues

Reasons why development is not following expected pattern may include:

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

Different types of interventions may include:

- Social worker
- Speech and language therapist
- Psychologist
- Psychiatrist
- Youth justice
- Physiotherapist
- Nurse specialist
- Additional learning support
- Assistive technology
- Health visitor

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

Assessment criteria

The learner can:

- 1 Analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition
- 2 Explain how multi agency teams work together to support speech, language and
- 3 communication

- 4 Explain how play and activities are used to support the development of speech, language and communication.

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

Assessment Criteria

The learner can:

- 1 explain how different types of transitions can affect children and young people's development
- 2 evaluate the effect on children and young people of having positive relationships during periods of transition

Additional Guidance

Types of transitions are:

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



CYP32

Promote child and young person development



CYP32 Promote child and young person development

Level: 3

Credit value: 3

What this unit is about

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.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to assess the development needs of children or young people and prepare a development plan
2. Be able to promote the development of children or young people
3. Be able to support the provision of environments and services that promote the development of children or young people
4. Understand how working practices can impact on the development of children and young people
5. Be able to support children and young people's positive behaviour
6. Be able to support children and young people experiencing transitions

Guided learning hours

It is recommended that 25 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- CCLD 303: Promote children's development
- LDSS 10: Support the child or young person's successful transfer and transition in learning and development contexts
- HSC 36: Contribute to the assessment of children and young peoples' needs and the development of care plans
- CWDC Training, Support and Development Standards for Foster Care, Standard 5: Understand the development of children and young people
- UK Codes of Practice for Social Care Workers

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Learning Outcomes 1, 2, 3, 5 and 6 must be assessed in a real work environment. Simulation is not allowed.

Some reflection on practice should be included in the assessment.

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

CYP32 Promote child and young person development

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

Assessment criteria

The learner can:

- 1 explain the factors that need to be taken into account when assessing development
- 2 assess a child or young person's development in the following areas:
 - Physical
 - Communication
 - Intellectual/cognitive
 - Social, emotional and behavioural
 - Moral
- 3 explain the selection of the assessment methods used
- 4 develop a plan to meet the development needs of a child or young person in the work setting

Additional Guidance

Factors that need to be taken into account when assessing development may include:

- 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

Methods may include:

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

Plan should feature:

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

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

Assessment criteria

The learner can:

- 1 implement the development plan for a child or young person according to own role and responsibilities, taking into account that development is holistic and interconnected
- 2 evaluate and revise the development plan in the light of implementation
- 3 explain the importance of a person centred and inclusive approach and give examples of how this is implemented in own work
- 4 listen to children or young people and communicate in a way that encourages them to feel valued
- 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

Additional Guidance

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

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

Assessment Criteria

The learner can:

- 1 explain the **features of an environment or service** that promotes the development of children and young people
- 2 demonstrate **how own work environment or service is organised** to promote the development of children or young people

Additional Guidance

Features of an environment or service may include:

- 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

How own work environment or service is organised may include:

- 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

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

Assessment criteria

The learner can:

- 1 explain how own working practice can affect children and young people's development
- 2 explain how institutions, agencies and services can affect children and young people's development.

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

Assessment Criteria

The learner can:

- 1 demonstrate how they work with children and young people to encourage positive behaviour
- 2 evaluate different approaches to **supporting positive behaviour**.

Additional Guidance

Supporting positive behaviour may include:

- 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)

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

Assessment Criteria

The learner can:

- 1 explain how to support children and young people experiencing **different types of transitions**
- 2 demonstrate provision of structured opportunities for children or young people to explore the effects of transitions on their lives

Additional Guidance

Different types of transitions may include:

- 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 eg puberty, long term medical conditions
- Intellectual eg moving from pre school to primary to post primary
- Smaller daily transitions

CYP33

Understand how to safeguard the wellbeing
of children and young people



Level: 3

Credit value: 3

What this unit is about

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

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:

1. Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people
2. Understand the importance of working in partnership with other organisations to safeguard children and young people
3. Understand the importance of ensuring children and young people's safety and protection in the work setting
4. Understand how to respond to evidence or concerns that a child or young person has been abused or harmed
5. Understand how to respond to evidence or concerns that a child or young person has been bullied
6. Understand how to work with children and young people to support their safety and wellbeing
7. Understand the importance of e-safety for children and young people

Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- CLD 305: Protect and promote children's rights
- LDSS NOS Unit 1: Contribute to the protection of children and young people from abuse
- HSC 34: Promote the well-being and protection of children and young people
- CWDC Training, support and development standards for Foster care. Standard 6: Safeguard children and young people
- UK Codes of Practice for Social Care Workers

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

CYP33 Understand how to safeguard the wellbeing of children and young people

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

Assessment Criteria

The learner can:

- 1 outline current legislation, guidelines, policies and procedures within own UK home nation affecting the safeguarding of children and young people
- 2 explain child protection within the wider concept of safeguarding children and young people
- 3 analyse how national and local guidelines, policies and procedures for safeguarding affect **day to day work** with children and young people
- 4 explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice
- 5 explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing.

Additional Guidance

Day to day work may include:

- Childcare practice
- Child protection
- Risk assessment
- Ensuring the voice of the child or young person is heard (eg providing advocacy services)
- Supporting children and young people and others who may be expressing concerns

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

Assessment criteria

The learner can:

- 1 explain the importance of safeguarding children and young people
- 2 explain the importance of a child or young person centred approach
- 3 explain what is meant by partnership working in the context of safeguarding
- 4 describe the roles and responsibilities of the **different organisations** that may be involved when a child or young person has been abused or harmed.

Additional Guidance

Different organisations may include:

- Social services
- NSPCC
- Health visiting
- GP
- Probation
- Police
- School
- Psychology service

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

Assessment criteria

The learner can:

- 1 explain why it is important to ensure children and young people are protected from harm within the work setting
- 2 explain **policies and procedures** that are in place to protect children and young people and adults who work with them
- 3 evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected
- 4 explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits.

Additional Guidance

Policies and procedures may include:

- Working in an open and transparent way
- Listening to children and young people
- Duty of care
- Whistle-blowing
- 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

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

Assessment criteria

The learner can:

- 1 describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding
- 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
- 3 explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged.

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

Assessment criteria

The learner can:

- 1 explain different types of **bullying** and the potential effects on children and young people
- 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
- 3 explain how to support a child or young person and/or their family when bullying is suspected or alleged.

Additional Guidance

Bullying may include:

- Physical (pushing, kicking, hitting, pinching and other forms of violence or threats)
- Verbal (name-calling, insults, sarcasm, spreading rumours, 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

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

Assessment criteria

The learner can:

- 1 explain how to support children and young people's self-confidence and self-esteem
- 2 analyse the importance of supporting resilience in children and young people
- 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
- 4 explain ways of empowering children and young people to make positive and informed choices that support their well being and safety.

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

Assessment criteria

The learner can:

- 1 explain the risks and possible consequences for children and young people of being online and of using a mobile phone
- 2 describe ways of reducing risk to children and young people from:
 - a. Social networking
 - b. Internet use
 - c. Buying online
 - d. Using a mobile phone.

CYP34

Support children and young people's health
and safety



CYP34 Support children and young people's health and safety

Level: 3

Credit value: 2

What this unit is about

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.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand how to plan and provide environments and services that support children and young people's health and safety
2. Be able to recognise and manage risks to health, safety and security in a work setting or off site visits
3. Understand how to support children and young people to assess and manage risk for themselves
4. Understand appropriate responses to accidents, incidents emergencies and illness in work settings and off site visits

Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- CCLD 302: Develop and maintain a healthy, safe and secure environment for children
- HSC 32: 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.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Assessment of Learning Outcome 2 must take place in a real work environment.

Simulation is not allowed.

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

CYP34 Support children and young people's health and safety

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

Assessment Criteria

The learner can:

- 1 describe the **factors** to take into account when planning healthy and safe indoor and outdoor environments and services
- 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
- 3 identify sources of current guidance for planning healthy and safe environments and services
- 4 explain how current health and safety legislation, policies and procedures are implemented in own work setting or service.

Additional Guidance

Factors may include:

- 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

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

Assessment criteria

The learner can:

- 1 Demonstrate how to identify **potential hazards** to the health, safety and security of children or young people, families and other visitors and colleagues
- 2 Demonstrate ability to deal with hazards in the work setting or in off site visits
- 3 Undertake a health and safety risk assessment in own work setting or service illustrating how its implementation will reduce risk
- 4 Explain how health and safety risk assessments are monitored and reviewed.

Additional Guidance

Potential hazards may include:

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

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

Assessment Criteria

The learner can:

- 1 explain why it is important to take a **balanced approach to risk management**
- 2 explain the dilemma between the rights and choices of children and young people and health and safety requirements
- 3 give example from own practice of supporting children or young people to assess and manage risk.

Additional Guidance

Balanced approach to risk management must include:

- 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 person's development

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

Assessment criteria

The learner can:

- 1 explain the policies and procedures of the setting or service in response to **accidents, incidents, emergencies and illness**
- 2 identify the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies.

Additional Guidance

Accidents, incidents, emergencies and illness may include:

- 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

CYP35

**Develop positive relationships with children,
young people and others
involved in their care**



CYP35 Develop positive relationships with children, young people and others involved in their care

Level: 3

Credit value: 1

What this unit is about

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

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

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

Guided learning hours

It is recommended that **8** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- CCLD 301: Develop and promote positive relationships
- HSC 31: Promote effective communication for and about individuals
- CWDC Training, Support and Development Standards for Foster Carers. Standard 4: Know how to communicate effectively
- UK Codes of Practice for Social Care Workers

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in a real work environment. Simulation is not allowed.

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

CYP35 Develop positive relationships with children, young people and others involved in their care

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

Assessment criteria

The learner can:

- 1 explain why **positive relationships** with children and young people are important and how these are **built and maintained**
- 2 demonstrate how to listen to and build relationships with children and young people
- 3 evaluate own effectiveness in building relationships with children or young people.

Additional Guidance

How **positive relationships** are built and maintained may include:

- Communicating effectively
- Identifying and sorting out conflicts and disagreements
- Being consistent and fair
- Showing respect and courtesy
- Valuing and respecting individuality
- Keeping promises and honouring commitments
- Monitoring impact of own behaviour on others
- Keeping confidentiality as appropriate
- Recognising and responding appropriately to the power base underpinning relationships

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

Assessment criteria

The learner can:

- 1 explain why positive relationships with people involved in the care of children and young people are important
- 2 demonstrate how to build positive relationships with people involved in the care of children and young people.

Additional Guidance

People involved may include:

- Colleagues
- Organisational managers and supervisors (where appropriate)
- Carers
- Official visitors eg inspectorate for the UK home nation (where appropriate)
- Other visitors
- Colleagues from other agencies and services
- External partners

CYP36

Working together for the benefit of
children and young people



CYP36 Working together for the benefit of children and young people

Level: 3

Credit value: 2

What this unit is about

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

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand integrated and multi agency working
2. Be able to communicate with others for professional purposes
3. Be able to support organisational processes and procedures for recording, storing and sharing information

Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the:

- CCLD 301: Promote children's' development
- CCLD 431: Contribute to leadership and management of integrated childcare provision
- CCLD 323: Manage multi agency working arrangements
- HSC 31: Promote effective communication with, for and about individuals
- CWDC Training, Support and Development Standards for Foster Care, Standard 4: Know how to communicate effectively
- UK Codes of Practice for Social Care Workers.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Simulation is not allowed.

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

CYP36 Working together for the benefit of children and young people

Outcome 1 Understand integrated and multi agency working

Assessment criteria

The learner can:

- 1 explain the importance of multi-agency working and integrated working
- 2 analyse how integrated working practices and multi-agency working in partnership deliver better outcomes for children and young people
- 3 describe the functions of external agencies with whom your work setting or service interacts
- 4 explain common barriers to integrated working and multi-agency working and how these can be overcome
- 5 explain how and why referrals are made between agencies
- 6 explain the assessment frameworks that are used in own uk home nation

Outcome 2 Be able to communicate with others for professional purposes

Assessment criteria

The learner can:

- 1 select **appropriate communication** methods for different circumstances
- 2 demonstrate use of appropriate communication methods selected for different circumstances
- 3 **prepare reports** that are accurate, legible, concise and meet legal requirements.

Additional Guidance

Appropriate communication may include:

- Use of electronic communication aids
- Use of pictorial and design communication aids such as Makaton
- Use of an interpreter when appropriate including British/Irish Sign Language interpreters
- Effective use of the telephone
- Preparing and delivering presentations
- Written communication
 - Notes of meetings
 - Personal records
 - Presentations
 - Letters
 - Formal reports
 - Email

Prepare Reports

In some settings where this is not a practitioner's lead responsibility (eg 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.

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

Assessment criteria

The learner can:

- 1 demonstrate own contribution to the development or implementation of processes and procedures for recording, storing and sharing information
- 2 demonstrate how to maintain secure recording and storage systems for information:

- paper based
 - electronic
- 3 analyse the potential tension between maintaining confidentiality with the need to disclose information:
- where abuse of a child or young person is suspected
 - when it is suspected that a crime has been/may be committed



CYP37

Understand how to support positive outcomes for children and young people



Level: 3

Credit value: 3

What this unit is about

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).

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people
2. Understand how practitioners can make a positive difference in outcomes for children and young people
3. Understand the possible impact of disability, special requirements (additional needs) and attitudes on positive outcomes for children and young people
4. Understand the importance of equality, diversity and inclusion in promoting positive outcomes for children and young people

Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- CCLD 308: Promote children's wellbeing and resilience
- HSC 38: Support children and young people to manage their lives
- HSC 310: Work with children and young people to prepare them for adulthood, citizenship and independence
- UK Codes of Practice for Social Care Workers

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

CYP37 Understand how to support positive outcomes for children and young people

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

Assessment criteria

The learner can:

- 1 describe the **social, economic and cultural factors** that will impact on the lives of children and young people
- 2 explain the importance and impact of poverty on outcomes and life chances for children and young people
- 3 explain the role of children and young people's personal choices and experiences on their outcomes and life chances.

Additional Guidance

Social, economic and cultural factors may include:

- 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

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

Assessment criteria

The learner can:

- 1 identify the **positive outcomes for children and young people** that practitioners should be striving to achieve
- 2 explain the importance of designing services around the needs of children and young people
- 3 explain the importance of active participation of children and young people in decisions affecting their lives
- 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.

Additional Guidance

Positive outcomes for children and young people may include:

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

Outcome 3 Understand the possible impact of disability, special requirements (additional needs) and attitudes on positive outcomes for children and young people

Assessment criteria

The learner can:

- 1 explain the potential impact of disability on the outcomes and life chances of children and young people
- 2 explain the importance of positive attitudes towards disability and specific requirements
- 3 explain the social and medical models of disability and the impact of each on practice
- 4 explain the different types of **support** that are available for disabled children and young people and those with specific requirements

Additional Guidance

Support may include:

- Speech and language therapy
- Support from health professionals additional learning support
- Assistive technology
- Specialised services

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

Assessment criteria

The learner can:

- 1 explain the meaning of equality, diversity and inclusion in the context of positive outcomes for children and young people
- 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

SHC31

Promote communication in health, social care or children's and young people's settings



SHC31 Promote communication in health, social care or children's and young people's settings

Level: 3

Credit value: 3

What this unit is about

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

Learning outcomes

There are four learning outcomes to this unit. The learner will be able to:

1. Understand why effective communication is important in the work setting
2. Be able to meet the communication and language needs, wishes and preferences of individuals
3. Be able to overcome barriers to communication
4. Be able to apply principles and practices relating to confidentiality

Guided learning hours

It is recommended that 10 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- CCLD 301
- GCU 1
- GEN 22
- HSC 31

Themes recur as knowledge requirements and core values throughout HSC NOS.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Simulation is not allowed.

SHC31 Promote communication in health, social care or children's and young people's settings

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

Learning outcomes and assessment criteria

The learner can:

- 1 identify the different reasons people communicate
- 2 explain how communication affects relationships in the work setting.

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

Learning outcomes and assessment criteria

The learner can:

- 1 demonstrate how to establish the communication and language needs, wishes and preferences of individuals
- 2 describe the factors to consider when promoting effective communication
- 3 demonstrate a range of **communication methods** and styles to meet individual needs
- 4 demonstrate how to respond to an individual's reactions when communicating.

Additional Guidance

Communication methods may include:

a. non-verbal communication, eg

- eye contact
- touch
- physical gestures
- body language
- behaviour

b. verbal communication, eg

- vocabulary
- linguistic tone
- pitch

Outcome 3 Be able to overcome barriers to communication

Learning outcomes and assessment criteria

The learner can:

- 1 explain how people from different backgrounds may use and/or interpret communication methods in different ways
- 2 identify barriers to effective communication
- 3 demonstrate ways to overcome barriers to communication
- 4 demonstrate strategies that can be used to clarify misunderstandings
- 5 explain how to access extra support or **services** to enable individuals to communicate effectively.

Additional Guidance

Services may include:

- translation services
- interpreting services
- speech and language services
- advocacy services

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

Learning outcomes and assessment criteria

The learner can:

- 1 explain the meaning of the term confidentiality
- 2 demonstrate ways to maintain confidentiality in day to day communication
- 3 describe the potential tension between maintaining an individual's confidentiality and disclosing concerns



SHC32

Engage in personal development in health, social care or children's and young people's settings



SHC32 Engage in personal development in health, social care or children's and young people's settings

Level: 3

Credit value: 3

What this unit is about

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

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand what is required for competence in own work role
2. Be able to reflect on practice
3. Be able to evaluate own performance
4. Be able to agree a personal development plan
5. Be able to use learning opportunities and reflective practice to contribute to personal development

Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to

- CCLD 304
- GCU 6
- GEN 12 GEN 13
- HSC 33

Themes recur as knowledge requirements, performance criteria and core values throughout HSC NOS.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Simulation is not allowed.

The unit must be assessed in accordance with Skills for Care and Development's QCF assessment principles.

SHC32 Engage in personal development in health, social care or children's and young people's settings

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

Learning outcomes and assessment criteria

The learner can:

- 1 describe the duties and responsibilities of own work role
- 2 explain expectations about own work role as expressed in relevant **standards**.

Additional Guidance

Standards may include:

- Codes of practice
- Regulations
- Minimum standards
- National occupational standards

Outcome 2 Be able to reflect on practice

Learning outcomes and assessment criteria

The learner can:

- 1 explain the importance of reflective practice in continuously improving the quality of service provided
- 2 demonstrate the ability to reflect on practice
- 3 describe how own values, belief systems and experiences may affect working practice.

Outcome 3 Be able to evaluate own performance

Learning outcomes and assessment criteria

The learner can:

- 1 evaluate own knowledge, performance and understanding against relevant standards
- 2 demonstrate use of feedback to evaluate own performance and inform development.

Outcome 4 Be able to agree a personal development plan

Learning outcomes and assessment criteria

The learner can:

- 1 identify **sources of support** for planning and reviewing own development
- 2 demonstrate how to work with **others** to review and prioritise own learning needs, professional interests and development opportunities
- 3 demonstrate how to work with others to agree own **personal development plan**.

Additional Guidance

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

Sources of support may include:

- Formal support
- Informal support
- Supervision
- Appraisal

- Within the organisation
- Beyond the organisation

Others may include:

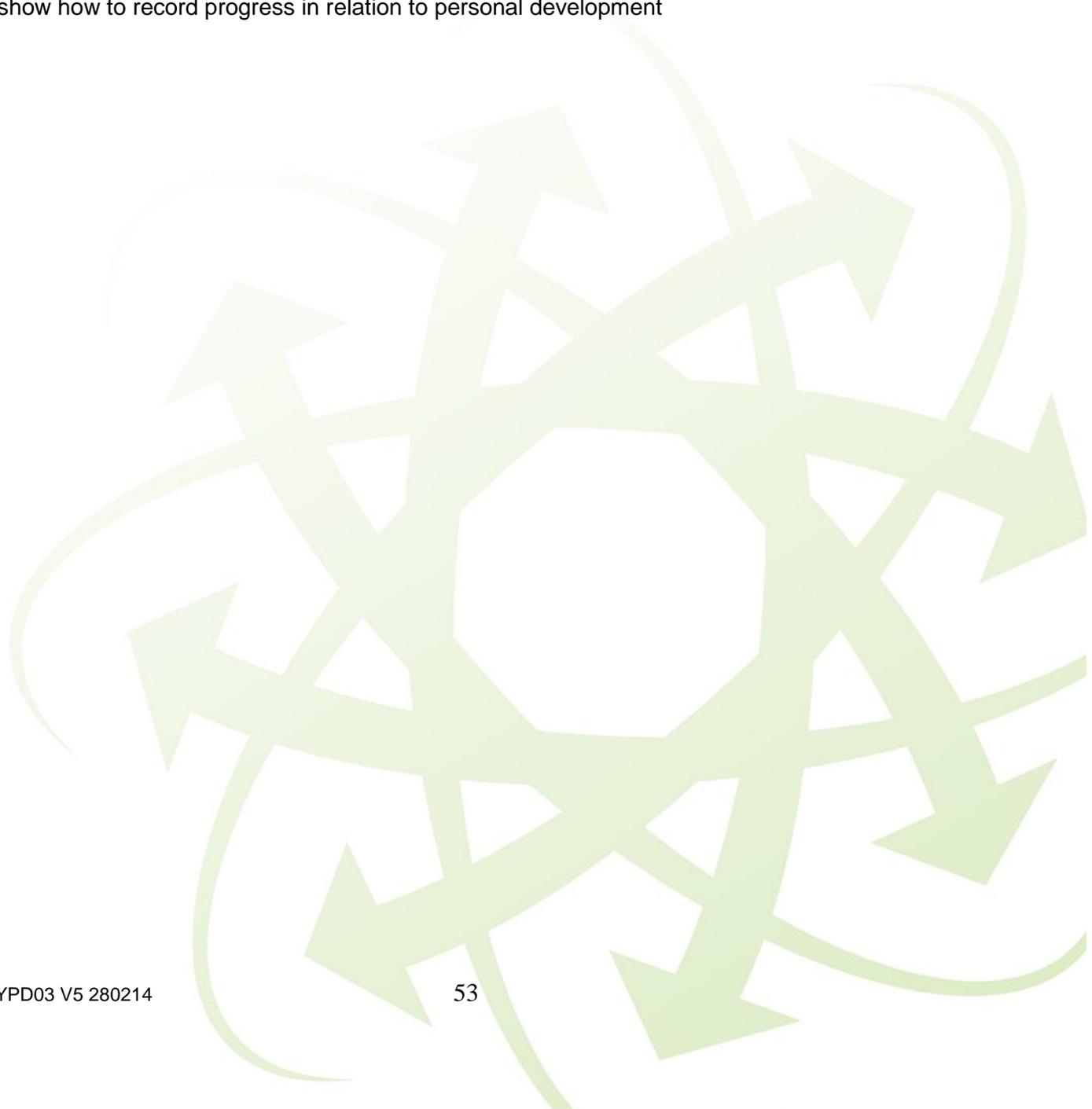
- The individual
- Carers
- Advocates
- Supervisor, line manager or employer
- Other professionals

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

Learning outcomes and assessment criteria

The learner can:

- 1 evaluate how learning activities have affected practice
- 2 demonstrate how reflective practice has led to improved ways of working
- 3 show how to record progress in relation to personal development



SHC33

Promote equality and inclusion in
health, social care or children's and young
people's settings



SHC33 Promote equality and inclusion in health, social care or children's and young people's settings

Level: 3

Credit value: 2

What this unit is about

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

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the importance of diversity, equality and inclusion
2. Be able to work in an inclusive way
3. Be able to promote diversity, equality and inclusion

Guided learning hours

It is recommended that **8** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- CCLD 305
- GCU 5
- HSC 34, HSC 35, HSC 3116

Themes recur as knowledge requirements and core values throughout HSC and CCLD NOS.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Simulation is not allowed.

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

SHC33 Promote equality and inclusion in health, social care or children's and young people's settings

Outcome 1 Understand the importance of diversity, equality and inclusion

Assessment criteria

The learner can:

- 1 explain what is meant by:
 - Diversity
 - Equality
 - Inclusion
- 2 describe the potential effects of discrimination
- 3 explain how inclusive practice promotes equality and supports diversity.

Additional Guidance

Effects may include effects on:

- the individual
- families or friends of the individual
- those who inflict discrimination
- wider society

Outcome 2 Be able to work in an inclusive way

Assessment criteria

The learner can:

- 1 explain how legislation and codes of practice relating to equality, diversity and discrimination apply to own work role
- 2 show interaction with individuals that respects their beliefs, culture, values and preferences

Outcome 3 Be able to promote diversity, equality and inclusion

Assessment criteria

The learner can:

- 1 demonstrate actions that model inclusive practice
- 2 demonstrate how to support others to promote equality and rights
- 3 describe how to challenge discrimination in a way that promotes change

SHC34

Principles for implementing duty of care in health, social care or children's and young people's settings



SHC34 Principles for implementing duty of care in health, social care or children's and young people's settings

Level: 3

Credit value: 1

What this unit is about

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

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand how duty of care contributes to safe practice
2. Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care
3. Know how to respond to complaints

Guided learning hours

It is recommended that **5** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- CCLD 305
- GCU 2
- HSC 24, HSC 34, HSC 35

Themes recur as knowledge requirements and core values throughout HSC and CCLD NOS.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Simulation is not allowed.

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

SHC34 Principles for implementing duty of care in health, social care or children's and young people's settings

Outcome 1 Understand how duty of care contributes to safe practice

Assessment criteria

The learner can:

- 1 explain what it means to have a duty of care in own work role
- 2 explain how duty of care contributes to the safeguarding or protection of individuals.

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

Assessment criteria

The learner can:

- 1 describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights
- 2 describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care
- 3 explain where to get additional support and advice about conflicts and dilemmas.

Outcome 3 Know how to respond to complaints

Assessment criteria

The learner can:

- 1 describe how to respond to complaints
- 2 explain the main points of agreed procedures for handling complaints

Group B - early learning and childcare



EYMP1

Context and principles for early years provision



EYMP1 Context and principles for early years provision

Level: 3

Credit value: 4

What this unit is about

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

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the purposes and principles of early years frameworks
2. Be able to provide environments within the work setting that support and extend children's development and learning in their early years
3. Understand how to work in partnership with carers

Guided learning hours

It is recommended that 24 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- CCLD 301 Develop and promote positive relationships
- CCLD 303 Promote children's development
- CCLD 304 Reflect on and develop practice
- CCLD 306 Plan and organise environments for children and families
- CCLD 308 Promote children's well-being and resilience
- CCLD 309 Plan and implement curriculum frameworks for early education
- CCLD 312 Plan and implement positive environments for babies and children under 3 years.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Learning outcome 2 must be assessed in real work environments.

Simulation is not allowed.

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

EYMP1 Context and principles for early years provision

Outcome 1 Understand the purposes and principles of early years frameworks

Assessment criteria

The learner can:

- 1 explain the legal status and principles of the **relevant early years framework/s**, and how national and local guidance materials are used in settings
- 2 explain how **different approaches** to work with children in the early years has influenced current provision in the uk
- 3 explain why early years frameworks emphasise a personal and individual approach to learning and development

Additional Guidance

Relevant early years framework/s

The early years framework/s relevant to the UK home nation

Different approaches may include:

- Reggio Emilia
- High/Scope
- Montessori
- Steiner
- Common core
- Country specific: statutory or guidance

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

Assessment criteria

The learner can:

- 1 prepare an area/s within the work setting, explaining how the area supports and extends children's learning and development
- 2 monitor how children use the prepared area/s and evaluate how effective it has been in:
 - extending children's learning and development
 - encouraging high expectations of their achievement
- 3 explain how the environment meets the needs of individual children

Outcome 3 Understand how to work in partnership with carers

Assessment criteria

The learner can:

- 1 explain the partnership model of working with carers
- 2 review barriers to participation for carers and explain ways in which they can be overcome
- 3 explain strategies to support carers who may react positively or negatively to partnership opportunities
- 4 explain how effective multi agency working operates within early years provision and benefits children and carers.

EYMP2

Promote learning and development in the early years



EYMP2 Promote learning and development in the early years

Level: 3

Credit value: 5

What this unit is about

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

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand the purpose and requirements of the areas of learning and development in the relevant early years framework
2. Be able to plan work with children and support children's participation in planning
3. Be able to promote children's learning and development according to the requirements of the relevant early years framework
4. Be able to engage with children in activities and experiences that support their learning and development
5. Be able to review own practice in supporting the learning and development of children in their early years

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- CCLD 303 Promote children's development
- CCLD 304 Reflect on and develop practice
- CCLD 309 Plan and implement curriculum frameworks for early education
- CCLD 310 Assess children's progress according to curriculum frameworks for early education.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Learning outcomes 2 – 5 must be assessed in real work environments. Simulation is not allowed.

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

EYMP2 Promote learning and development in the early years

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

Assessment criteria

The learner can:

- 1 explain each of the areas of learning and development and how these are interdependent
- 2 describe the documented outcomes for children that form part of the relevant early years framework
- 3 explain how the documented outcomes are assessed and recorded.

Additional Guidance

Relevant early years framework

This refers to the frameworks for early years provision used within the relevant UK home nation.

Each of the areas of learning and development

As required by the frameworks within the relevant UK home nation

Documented outcomes

These are the desired outcomes for children that form the basis of the early years framework. They will vary according to the early years frameworks used in the relevant UK home nation.

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

Assessment criteria

The learner can:

- 1 use **different sources** to plan work for an individual child or group of children
- 2 engage effectively with children to encourage the child's participation and involvement in planning their own learning and development activities
- 3 support the planning cycle for children's learning and development.

Additional Guidance

Different sources may include:

- Children's interest and preferences
- Observations and assessments
- Mothers, fathers and carers
- Colleagues in setting
- Professionals such as health visitors

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

Assessment criteria

The learner can:

- 1 explain **how practitioners promote children's learning** within the relevant early years framework
- 2 prepare, set out and support activities and experiences that encourage learning and development in each area of the relevant early years framework.

Additional Guidance

How practitioners promote children's learning may include:

- Effective organisation and management
- Sensitive intervention
- Following child's interest and stage of development
- Supporting and facilitating
- Modelling
- Coaching
- Providing balance of child-initiated and adult-initiated play and activity

Outcome 4 Be able to engage with children in activities and experiences that support their learning and development

Assessment criteria

The learner can:

- 1 work alongside children engaging with them in order to support their learning and development
- 2 explain the importance of engaging with a child to support sustained shared thinking
- 3 use **language** that is accurate and appropriate in order to support and extend children's learning when undertaking activities

Additional Guidance

Language includes:

- a. mathematical language that enhances learning of mathematical concepts
- b. open questions designed to promote and extend children's:
 - thinking and communication
 - curiosity
 - problem solving and investigation
- c. modelling use of language that is accurate and grammatically correct
- d. using language in ways that extend children's vocabulary

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

Assessment criteria

The learner can:

- 1 reflect on own practice in supporting learning and development of children in their early years
- 2 demonstrate how to use reflection to make changes in own practice.

EYMP3

Promote children's welfare and well-being in
the early years



EYMP3 Promote children's welfare and well-being in the early years

Level: 3

Credit value: 6

What this unit is about

This is a unit that is focused on children's welfare and well-being. It assesses the learner's ability to provide basic care in a hygienic environment. It includes understanding nutritional needs and the promotion of health and well-being.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand the welfare requirements of the relevant early years framework
2. Be able to keep early years children safe in the work setting
3. Understand the importance of promoting positive health and well-being for early years children
4. Be able to support hygiene and prevention of cross infection in the early years setting
5. Understand how to ensure children in their early years receive high quality, balanced nutrition to meet their growth and development needs
6. Be able to provide physical care for children

Guided learning hours

It is recommended that **45** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- CCLD 302 Develop and maintain a healthy, safe and secure environment for children
- CCLD 306 Plan and organise environments for children and families
- CCLD 307 Promote the health and physical development of children
- HSC 32 Promote, monitor and maintain health, safety and security in the working environment
- CWDC Training support and development standards for Foster care Standard 3: understand health and safety, and healthy care.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Simulation is not allowed.

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

EYMP3 Promote children's welfare and well-being in the early years

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

Assessment criteria

The learner can:

- 1 explain the welfare requirements and guidance of the **relevant early years framework**
- 2 explain the lines of reporting and responsibility within the work setting.

Additional Guidance

Relevant early years framework

The framework used within the relevant UK Home Country

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

Assessment criteria

The learner can:

- 1 demonstrate safe supervision of children whilst allowing the child to explore and manage risk and challenge
- 2 explain systems for supporting children's safety when:
 - receiving children into the setting
 - ensuring their safety on departure
 - during off -site visits
- 3 demonstrate and evaluate how the environment, both inside and outside, and equipment and materials are checked and used to ensure safety
- 4 explain, giving examples, why minimum requirements for:
 - space
 - staff ratios are necessary for children's safety.

Outcome 3 Understand the importance of promoting positive health and well-being for early years children

Assessment criteria

The learner can:

- 1 explain how to promote children's health and well-being in an early years work setting
- 2 describe the roles of key health professionals and sources of professional advice in promoting positive health and well-being for early years children and their families and carers.

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

Assessment criteria

The learner can:

- 1 demonstrate how equipment and each area of the setting is kept clean and hygienic
- 2 demonstrate and evaluate measures taken in the setting to prevent cross infection
- 3 explain how to prepare and store food, formula and breast milk safely according to health and safety guidelines

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

Assessment criteria

The learner can:

- 1 plan balanced meals, snacks and drinks for children in their early years, following current government guidance on nutritional needs
- 2 recognise why it is important to follow carer's instructions in respect of their child's food allergies or intolerances
- 3 identify balanced meals, snacks and drinks for children in their early years, following current government guidance on nutritional needs
- 4 describe methods of educating children and adults in effective **food management**

Additional Guidance

Food management to include:

- portion control
- tackling under- and over-weight children
- food phobias.

Outcome 6 Be able to provide physical care for children

Assessment criteria

The learner can:

- 1 demonstrate how to **support children's personal care routines**, showing respect to the child and using opportunities to encourage learning and development
- 2 explain the regulations concerning management of medicines and how these are interpreted in the work setting
- 3 explain how to protect themselves when lifting and handling children and equipment in the work setting

Additional Guidance

Support children's personal care routines may include:

- Care of skin, hair, teeth allowing for differences based on carer's choice, ethnicity and culture.
- Sun awareness
- Care of nappy area
- Dressing and undressing
- Toileting
- Supporting independence and self care
- Encouraging and modelling good personal hygiene with children
- Engaging with the child during care routines to support learning and development within the responsibilities of your role within the setting

EYMP4

Professional practice in early years settings



EYMP4 Professional practice in early years settings

Level: 3

Credit value: 3

What this unit is about

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

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the scope and purposes of the early years sector
2. Understand current policies and influences on the early years sector
3. Understand how to support diversity, inclusion and participation in early years settings
4. Be able to review own practice in promoting diversity, inclusion and participation in early years settings

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- CCLD 305 Protect and promote children's rights
- UN Convention on Rights of the Child.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Learning outcome 4 must be assessed in a real work environment.

Simulation is not allowed.

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

EYMP4 Professional practice in early years settings

Outcome 1 Understand the scope and purposes of the early years sector

Assessment criteria

The learner can:

- 1 explain how the range of early years settings reflects the scope and purpose of the sector.

Outcome 2 Understand current policies and influences on the early years sector

Assessment criteria

The learner can:

- 1 identify **current policies, frameworks and influences** on the early years
- 2 explain the impact of current policies, frameworks and influences on the early years sector
- 3 describe what is meant by evidence-based practice and give examples of how this has influenced work with children in their early years.

Additional Guidance

Current policies, frameworks and influences that are appropriate to the relevant UK Home Nation may include:

- United Nations Convention on the Rights of the Child (UNCRC)
- Current Equalities legislation
- Current research
- Social and economic influences such as work patterns and financial constraints

Outcome 3 Understand how to support diversity, inclusion and participation in early years settings

Assessment criteria

The learner can:

- 1 explain what is meant by:
 - Diversity
 - Inclusion
 - Participation
- 2 explain the importance of anti-discriminatory/anti bias practice, giving examples of how it is applied in practice with children and carers
- 3 explain how the active participation of children in decisions affecting their lives promotes the achievement of positive outcomes
- 4 demonstrate diversity, inclusion and participation in own work with children in their early years

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

Assessment criteria

The learner can:

- 1 explain the importance of reviewing own practice as part of being an effective practitioner
- 2 undertake a reflective analysis of own practice
- 3 develop strategies to deal with areas of difficulty and challenge encountered in professional practice in early years settings

EYMP5

Support children's speech, language and communication



EYMP5 Support children's speech, language and communication

Level: 3

Credit value: 4

What this unit is about

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

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the importance of speech, language and communication for children's overall development
2. Understand the importance and the benefits of adults supporting the speech, language and communication development of the children in own setting
3. Be able to provide support for the speech, language and communication development of the children in own setting
4. Be able to contribute to maintaining a positive environment that supports speech, language and communication

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit links to:

- The Speech, language and communication framework
- CCLD 301 Develop and promote positive relationships
- CCLD 312 Plan and implement positive environments for babies and children under 3 years

This unit covers, or links to competences from the SLCF:

- Universal: A1, A5, A6, A8, A9, B1, B5, C1, C2, C3, C5, D1, D2
- Enhanced: A4, B7, C1, C2, C3, C4, C15

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development and the Communication Trust.

Assessment

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

Simulation is not allowed.

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

EYMP5 Support children's speech, language and communication

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

Assessment criteria

The learner can:

- 1 explain each of the terms:
 - Speech
 - Language
 - Communication
 - Speech, language and communication needs
- 2 explain how speech, language and communication skills support each of the following areas in children's development:
 - Learning
 - Emotional
 - Behaviour
 - Social
- 3 describe the potential impact of speech, language and communication difficulties on the overall development of a child, both currently and in the longer term.

Additional Guidance

Explain

Taken from a leaflet produced by the Communications Consortium, 'Explaining Speech, Language and Communication Needs (SLCN)':

Children and young people with speech, language and communication needs (SLCN) have difficulties in communicating with others; it may be that they cannot express themselves effectively or they may have difficulties in understanding what is being said to them. Alternatively those who support them may not understand their way of communicating.

Children and young people may have difficulties across one or many of the different elements of speech, language and communication resulting in a communication breakdown. This may be minor and temporary, or it may be complex and long-term. Under this umbrella term, there will be many different labels used. The term 'needs' refers both to the needs of the individual and to what society can do to support their inclusion. It implicitly looks both at the individual and the environment in which children play, learn, communicate and live.

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

Assessment criteria

The learner can:

- 1 explain the **ways** in which adults can effectively support and extend the speech, language and communication development of children during the early years
- 2 explain the relevant **positive effects** of adult support for the children and their carers
- 3 explain how levels of speech and language development vary between children entering early years provision and need to be taken into account during settling in and planning

Additional Guidance

Ways may include:

- The words and levels of language adults use with children (including the use of questions)
- Their conversations / interactions with children
- Information and activities used
- Work with parents / carers

Positive effects may include improvements in:

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

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

Assessment criteria

The learner can:

- 1 demonstrate **methods** of providing support taking into account the:
 - age
 - specific needs
 - abilities
 - home language where this is different from that of setting
 - interests of the children in own setting
- 2 demonstrate how day to day activities within the setting can be used to encourage speech, language and communication development in young children
- 3 demonstrate in own practice how to work with children to develop speech, language and communication in:
 - 1:1 basis
 - groups
- 4 evaluate the effectiveness of speech, language and communication support for children in own setting

Additional Guidance

Methods may include:

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

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

Assessment criteria

The learner can:

- 1 explain the importance of the environment in supporting speech, language and communication development
- 2 review evidence about the **key factors** that provide a supportive speech, language and communication environment
- 3 demonstrate how settings use the environment to provide effective support for speech, language and communication for all children

Additional Guidance

Key Factors may include:

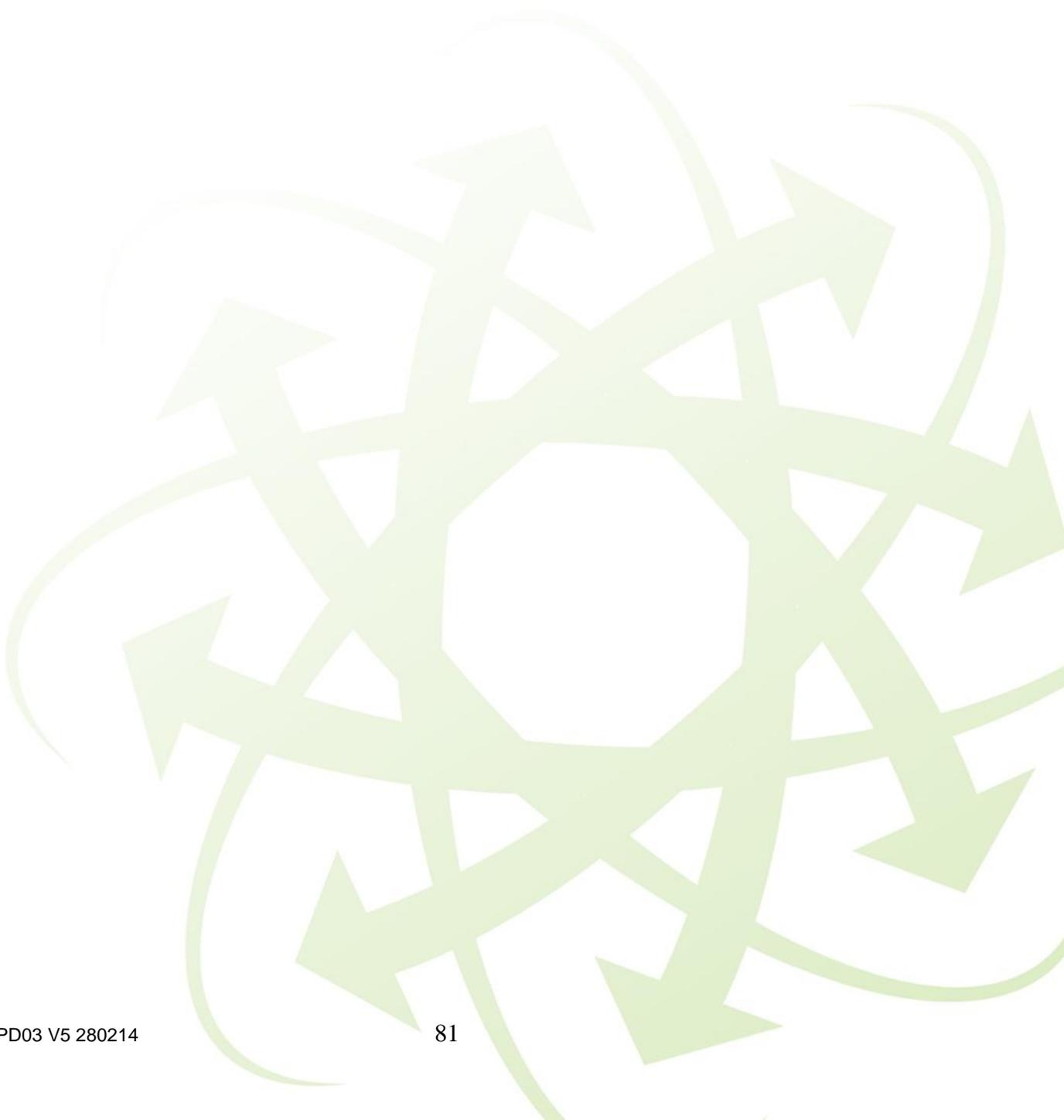
- the physical environment
- staff roles and responsibilities
- training needs and opportunities
- views of the child
- appropriate involvement of carers





SCMP1

Assessment and planning with children and young people



Level: 3

Credit value: 5

What this unit is about

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

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand how to place children and young people at the centre of assessment and planning
2. Be able to participate in assessment and planning for children and young people towards the achievement of positive outcomes
3. Be able to work with children and young people to implement the plan for the achievement of positive outcomes
4. Be able to work with children and young people to review and update plans

Guided learning hours

It is recommended that **35** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- Professional practice in residential child care
- Standard: 4.1
- Training support and development standards for foster care: 1.3
- Health and social care NOS unit 36

Assessment

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

Assessment of Learning Outcomes 2, 3 and 4 must take place in a real work environment.

Simulation is not allowed.

Outcome 1 Understand how to place children and young people at the centre of assessment and planning

Assessment criteria

The learner can:

- 1 explain the value of a child-centred model of assessment and planning
- 2 explain how to identify the needs of children and young people
- 3 explain the importance of working with **others** to assess the needs of children and young people to inform planning
- 4 analyse current evidence about **effective methods** of ensuring participation and engagement of children and young people of all ages and levels of understanding in assessment and planning
- 5 explain the importance of **permanency planning** for children and young people.

Additional Guidance

Others may include:

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

Effective methods/Ways to engage may include:

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

Permanency planning

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

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

Assessment criteria

The learner can:

- 1 demonstrate in own practice engagement with children or young people and their carers in expressing their needs and aspirations to inform planning
- 2 demonstrate how to encourage a child or young person to plan realistic, achievable but challenging goals
- 3 explain how the goals and targets identified will support the achievement of positive outcomes
- 4 develop a plan with a child or young person and **others** to meet their needs with a focus on the achievement of positive outcomes
- 5 explain how to support a child or young person and **others** to understand and agree the goals, targets and outcomes of the plan.

Additional Guidance

Others may include:

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

Other agencies

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

Assessment criteria

The learner can:

- 1 demonstrate how a child, young person and **others** are provided with clear information about the roles and responsibilities of all those involved in the plan
- 2 agree with a child, young person and others how goals and targets will be achieved
- 3 demonstrate how a positive approach is used to encourage children or young people work towards the achievement of goals and targets
- 4 demonstrate how progress towards goals and targets is agreed and recorded with the child or young person

Additional Guidance

Others may include:

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

Other agencies

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

Assessment criteria

The learner can:

- 1 demonstrate how to record relevant information to prepare for a review
- 2 demonstrate how to support children and young people to contribute to reviewing achievement of goals and targets
- 3 demonstrate how to contribute to reviews based on measurement of progress of the child or young person
- 4 present information to reviews about aspects of the plan that are working well and those that need to be changed



SCMP2

Promote the well being and
resilience of children and young people



Level: 3

Credit value: 4

What this unit is about

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

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the importance of promoting positive well-being and resilience of children and young people
2. Understand how to support the development of children and young people's social and emotional identify and self esteem in line with their age and level of understanding
3. Be able to provide children and young people with a positive outlook on their lives
4. Be able to respond to the health needs of children and young people

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

HSC NOS Units 34 and 313

CCLD NOS Units 307 and 308

Professional practice in residential child care: Standards 1.5, 2.2, 2.3 and 4.3

Training support and development standards for foster care: 3.3 and 5.2

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Assessment of Learning Outcomes 3 and 4 must take place in a real work environment.

Simulation is not allowed.

SCMP2 Promote the well being and resilience of children and young people

Outcome 1 Understand the importance of promoting positive well-being and resilience of children and young people

Assessment criteria

The learner can:

- 1 explain the **factors that influence the well-being** of children and young people
- 2 explain the importance of resilience for children and young people
- 3 analyse effective ways of promoting well being and resilience in the work setting
- 4 describe ways of working with carers to promote well being and resilience in children and young people.

Additional Guidance

Factors that influence well-being may include:

- Attachment
- Relationships
- Emotional security
- Health
- Self esteem
- Diet
- Exercise
- Rest and sleep
- Prompt medical/dental attention when needed
- Preventive health programmes

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

Assessment criteria

The learner can:

- 1 explain why social and emotional identity are important to the well being and resilience of children and young people
- 2 explain **how to support children and young people to identify with their own self image and identity**
- 3 demonstrate how to encourage children and young people to recognise and value their own abilities, talents and achievements
- 4 demonstrate how to support children and young people to be involved in decisions and have as much control as possible over their lives
- 5 explain how goals and targets identified as part of the planning process contribute towards building the self esteem of children or young people

Additional Guidance

How to support children and young people to identify with their own self image and identity may include:

Positive role models
Cultural/ethnic networks
Life story work

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

Assessment criteria

The learner can:

- 1 demonstrate work with children or young people in a manner that is open, trustworthy, respectful and reliable
- 2 explain how a solution focused approach will encourage children and young people to have a positive outlook on their lives
- 3 support and encourage children and young people to respond positively to challenges and disappointments
- 4 demonstrate ways to encourage and support children and young people to express their feelings, views and hopes
- 5 support children and young people to reflect on the impact of their own actions and behaviour

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

Assessment criteria

The learner can:

- 1 support children and young people to recognise, value and meet their health needs as appropriate to their age and level of understanding
- 2 encourage children and young people to make positive choices about all of their **health needs**
- 3 assess any risks or **concerns** to the health and well being of children and young people and take appropriate action
- 4 explain the importance of informing **relevant people** when there are concerns about a child or young person's health or well being
- 5 record concerns about a child or young person's health or well being following recognised procedures

Additional Guidance

Health needs may include:

- Physical
- Mental
- Sexual

Concerns may include:

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

Relevant people may include:

- Carers
- Social worker
- Lead professional
- Residential workers

SCMP3

Professional practice in children and young people's social care



Level: 3

Credit value: 4

What this unit is about

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

Learning outcomes

There are **six** learning outcomes to this unit. The learner will be able to:

1. Understand the legislation and policy framework for working with children and young people in social care work settings
2. Understand the professional responsibilities of working with children and young people
3. Be able to meet professional responsibilities by reflecting on own performance and practice
4. Be able to develop effective working relationships with professional colleagues
5. Understand the implications of equalities legislation for working with children, young people and families
6. Understand the value of diversity and the importance of equality and anti-discriminatory practice

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- CCLD NOS Unit 305
- Professional Practice in residential child care Standards: 1.1, 1.2, 1.3, 1.6, 6.1, 6.2 and 6.3
- Training Support and Development Standards for Foster Care Standards 1.2, 2.2, 7.3 and 7.4
- **Support of the unit by a sector or other appropriate body**

Assessment

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

Assessment of Learning Outcomes 3 and 4 must take place in a real work environment.

Simulation is not allowed.

SCMP3 Professional practice in children and young people's social care

Outcome 1 Understand the legislation and policy framework for working with children and young people in social care work settings

Assessment criteria

The learner can:

- 1 explain how current and relevant **legislation and policy** affects work with children and young people
- 2 describe the impact of social care standards and codes of practice on work with children and young people
- 3 explain the importance of the united nations convention on the rights of the child (uncrc).

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

Assessment criteria

The learner can:

- 1 explain the responsibilities of a
 - a) corporate parent
 - b) professional carer
- 2 explain what is meant by a 'duty of care'
- 3 analyse the **impact of professional relationships** on children and young people
- 4 give examples of poor practice and unprofessional conduct that may impact on outcomes for children and young people
- 5 explain the actions to take where poor practice and unprofessional conduct are having a negative impact on outcomes for children and young people.

Additional Guidance

Impact of professional relationships may include:

Power relationships

Dealing with a employed professional

Feelings of powerlessness

Uncertainties about how to behave and relate

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

Assessment criteria

The learner can:

- 1 explain the professional responsibility to maintain current and competent practice
- 2 engage with professional supervision in order to improve practice
- 3 demonstrate how to seek, and learn from, feedback on own practice from colleagues and children and young people
- 4 explain the importance of understanding the limits of personal competence and when to seek advice

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

Assessment criteria

The learner can:

- 1 demonstrate how to respect and value the professional competence and contribution of colleagues
- 2 explain own rights and expectations as a professional and how to assert them

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

Assessment criteria

The learner can:

- 1 explain how current **equalities legislation** affects work with children young people and families
- 2 identify examples of good practice in promoting equality and explain how and why they are effective

Additional Guidance

Equalities legislation as appropriate to UK Home Nation

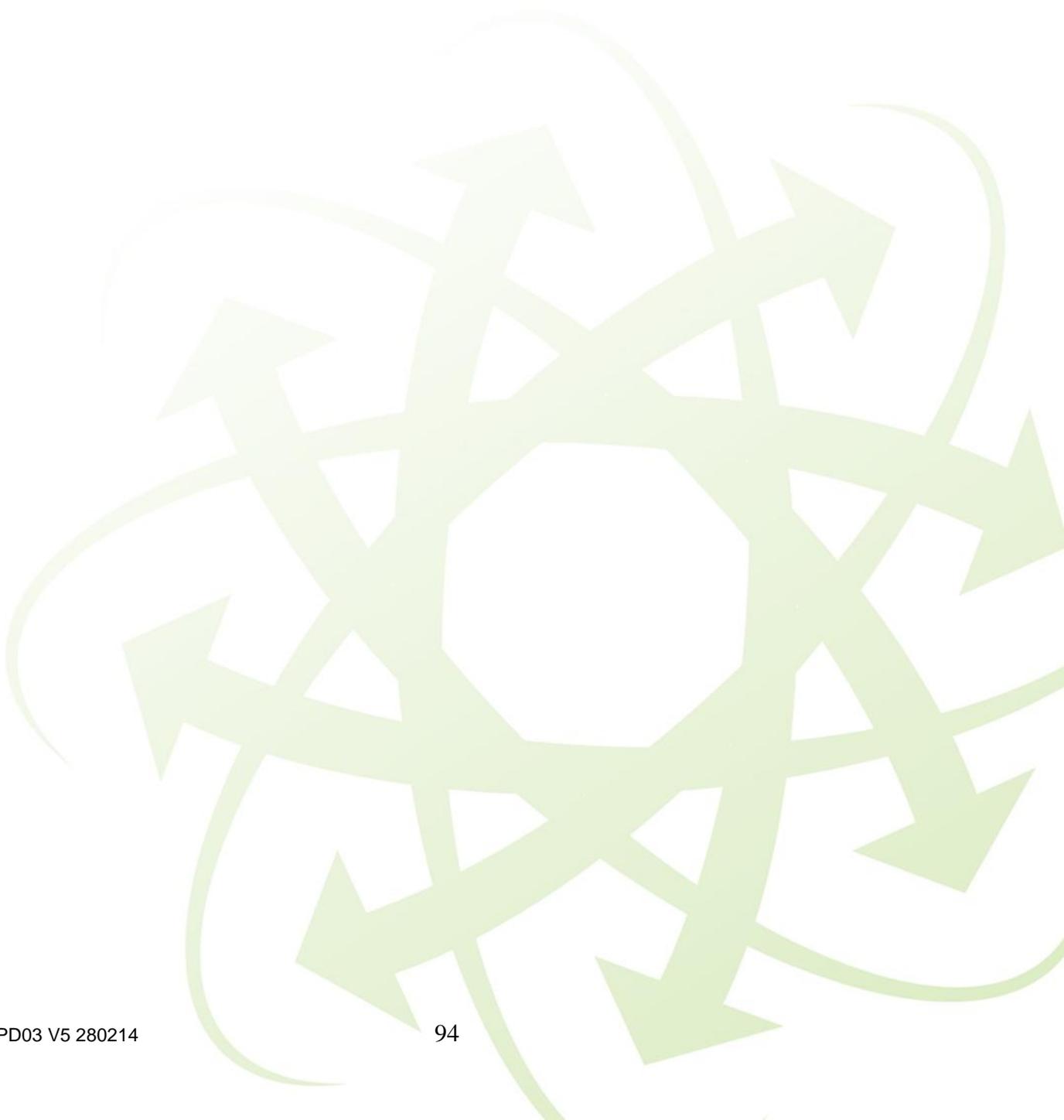
Outcome 6 Understand the value of diversity and the importance of equality and anti-discriminatory practice

Assessment criteria

The learner can:

- 1 explain what is meant by diversity
- 2 explain what is meant by anti-discriminatory practice giving examples of how it is applied in practice with children, young people and families
- 3 describe the effects of discrimination and explain the potential results for children and young people





LDSSMP1

**Support children and young people to
achieve their education potential**



LDSSMP1 Support children and young people to achieve their education potential

Level: 3

Credit value: 4

What this unit is about

The aim of this unit is to provide learners with the skills and knowledge required to enable them to support individual children and young people to achieve their educational potential.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the principles, values and current legislation that supports work to help children and young people achieve their educational potential
2. Be able to support children and young people to identify and articulate their learning needs, set goals and plan actions
3. Be able to support children and young people to work towards their educational goals
4. Be able to review educational achievements with children and young people

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- LDSS Unit 322: Support children and young people to achieve their educational potential

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Assessment of Learning Outcomes 2, 3 and 4 must take place in a real work environment.

Simulation is not allowed.

LDSSMP1 Support children and young people to achieve their education potential

Outcome 1 Understand the principles, values and current legislation that supports work to help children and young people achieve their educational potential

Assessment criteria

The learner can:

- 1 explain the **principles and values** that underpin work to support children and young people to achieve their educational potential
- 2 explain **current legislation** and guidance relating to the provision of and access to educational opportunities for children and young people
- 3 evaluate the **factors that can contribute to low achievement** by children and young people.

Additional Guidance

Principles and values as follows.

- Putting the needs and rights of the individual child at the centre of service provision
- Promoting integrated working practices
- Maintaining personal and professional integrity
- Promoting equality of opportunity and valuing diversity

Current legislation

As appropriate to the relevant UK Home Nation

Factors that can contribute to low achievement may include:

- Poor literacy or numeracy skills
- Poor speech and language skills
- Lack of parental support
- Peer pressure
- Low self esteem and aspirations
- Low expectations expressed by others

Outcome 2 Be able to support children and young people to identify and articulate their learning needs, set goals and plan actions

Assessment criteria

The learner can:

- 1 support children or young people to articulate their educational needs and aspirations
- 2 support children or young people to develop a **plan of action** identifying realistic goals for their educational development

Additional Guidance

Plan of action, which may:

- set out clear short, medium and long term goals
- identify the resources needed to achieve the goals (eg physical resources, such as books, electronic learning aids, appropriate learning environment, time)
- identify any additional support needed by the child/young person (eg additional formal teaching support, literacy, numeracy support or speech and language therapy)
- identify support to address inappropriate and/or aggressive behaviour
- include working with carers to enable them to support the child/young person
- identify the process for reviewing achievement and revising goals

Outcome 3 Be able to support children and young people to work towards their educational goals

Assessment criteria

The learner can:

- 1 identify and celebrate individual children or young people's **successes and achievements**
- 2 identify **barriers** to achievement and support individual children or young people to work towards finding solutions
- 3 provide support and guidance to children or young people to help them work towards achieving their educational goals

Additional Guidance

Successes and achievements

This will vary according to the child or young person's individual progress, needs and aspirations. It may be a small step or a recognised formal educational achievement.

Barriers may include:

- Lack of appropriate/sufficient physical resources
- Lack of available appropriate learning environment at a time suitable for the child/young person
- Lack of carer/peer support
- Lack of motivation of individual child/young person

Outcome 4 Be able to review educational achievements with children and young people

Assessment criteria

The learner can:

- 1 evaluate with individual children or young people, their achievements against their action plans
- 2 discuss and agree with individual children or young people ways of addressing and overcoming any problems and modify the action plan accordingly

LDSSMP2

Support children and young people to make positive changes in their lives



LDSSMP2 Support children and young people to make positive changes in their lives

Level: 3

Credit value: 4

What this unit is about

This unit aims to provide learners with the skills and knowledge to help them identify any barriers that children and young people may encounter which impact on their lives and help them to support children and young people to overcome those barriers and achieve positive changes in their lives.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand how to support children and young people to make positive changes in their lives
2. Be able to support children and young people to make positive changes in their lives
3. Be able to review support to children and young people to make positive changes in their lives

Guided learning hours

It is recommended that **27** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- LDSS NOS Unit: 314: Support children to overcome barriers and make positive changes in their lives
- Youth work 1.1.1: Enable children and young people to use their learning to enhance their future development

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Assessment of Learning Outcomes 2 and 3 must take place in a real work environment.

Simulation is not allowed.

LDSSMP2 Support children and young people to make positive changes in their lives

Outcome 1 Understand how to support children and young people to make positive changes in their lives

Assessment criteria

The learner can:

- 1 identify the **factors** that can impact on the lives of children and young people
- 2 analyse the **impact** such factors can have on the lives of children and young people
- 3 explain how **individuals and agencies** support children and young people to make positive changes in their lives

Additional Guidance

Factors may include:

- Poor socio-economic background
- Poor parenting background
- Poor literacy/numeracy/speech and language skills

Impact may include:

- Inappropriate and/or aggressive behaviour
- Low educational achievement
- Low self esteem
- Self harm
- Inability to establish and maintain relationships
- Offending or at risk of offending behaviour
- Misuse of substances (drugs, alcohol, solvents)

Individuals and agencies may include:

- Youth workers
- Parent support workers
- Education professionals
- Drug and alcohol support agencies
- CAMHS
- Social services
- IAG professionals
- Speech and language therapists
- Behaviour and education support teams (BEST)

Outcome 2 Be able to support children and young people to make positive changes in their lives

Assessment criteria

The learner can:

- 1 explain **interventions** that can be provided to support children and young people to make positive changes in their lives
- 2 demonstrate engagement with children or young people to help them to identify actions that could be taken to support positive change
- 3 work with a child or young person to develop an **action plan** to support positive changes in their lives

Additional Guidance

Interventions may include:

- Learning and development support
- Anger management
- Behaviour support classes
- Restorative justice
- Support to address substance misuse
- Support to address mental health issues

Action plan that may include:

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

Outcome 3 Be able to review support to children and young people to make positive changes in their lives

Assessment criteria

The learner can:

1. **support children or young people to review and amend their action plan**
2. give examples from own practice of supporting children or young people to access further interventions
3. reflect on own practice in supporting children or young people to make positive changes in their lives

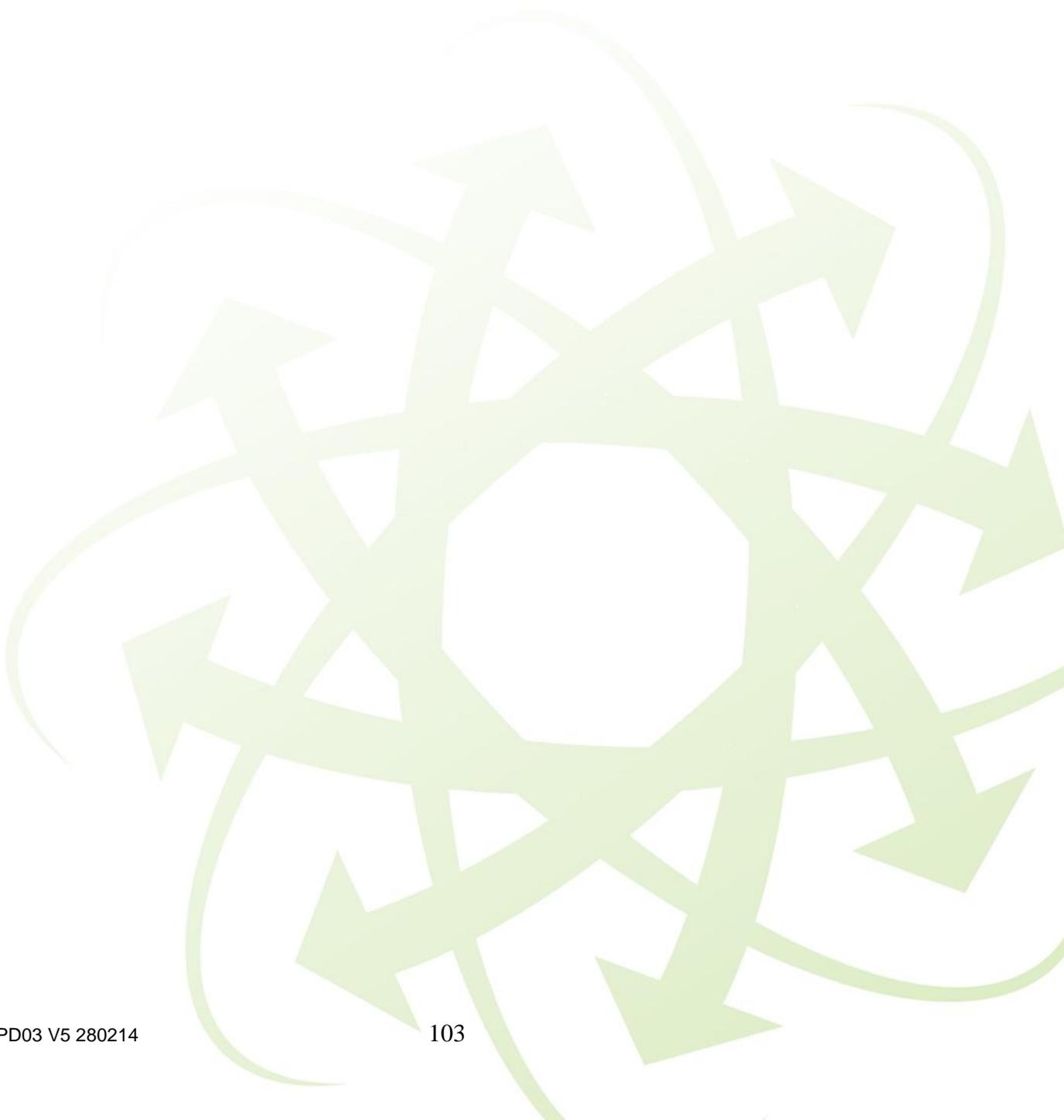
Additional Guidance

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

- Identify and celebrate achievements (this will vary according to the child or young person's individual progress, needs and aspirations)
- Identify where goals have not been met
- Agree reasons for non achievement Agree any additional interventions that might support children/young people to achieve positive changes in their lives
- Revise the action plan in the light of the review process

LDSSMP3

Professional practice in learning,
development and support services



Level: 3**Credit value: 5****What this unit is about**

This unit aims to enhance the quality of practice of individual LDSS workers through a process of reflective practice, identifying professional development needs and taking steps to improve own practice. It also considers the role of professional supervision in supporting the development of individual practitioners. The whole unit and the work of all LDSS workers is underpinned and informed by the principles and values of the sector.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will be able to:

1. Understand the purposes of learning, development and support services
2. Understand current legislation, policies and influences on LDSS
3. Be able to implement the current principles and values that underpin and inform the work of LDSS practitioners
4. Understand how the views of children, young people and carers can be used to improve learning, development and support services
5. Be able to use supervision to support continuing professional development and personal effectiveness
6. Be able to reflect on own skills, knowledge and effectiveness to inform and improve own practice

Guided learning hours

It is recommended that **35** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Assessment of Learning Outcomes 3, 5 and 6 must take place in a real work environment.

Simulation is not allowed.

LDSSMP3 Professional practice in learning, development and support services

Outcome 1 Understand the purposes of learning, development and support services

Assessment criteria

The learner can:

- 1 explain the purposes of learning, development and support services
- 2 explain the roles and responsibilities of those working within learning, development and support services

Outcome 2 Understand current legislation, policies and influences on LDSS

Assessment criteria

The learner can:

- 1 explain the impact of current legislation, policies, and influences on LDSS
- 2 explain why it is important that effective practice should inform and drive the legislative framework for work with children and young people

Outcome 3 Be able to implement the current principles and values that underpin and inform the work of LDSS practitioners

The learner can:

- 1 explain the current **principles and values** that underpin and inform the work of LDSS practitioners and their impact on practice
- 2 implement the principles and values in own practice
- 3 explain the impact of the principles and values that underpin and inform the work of LDSS practitioners on children, young people and carers

Additional Guidance

Principles and values

This should relate to the current statement of principles and values for LDSS as used in the relevant UK Home nation.

Outcome 4 Understand how the views of children, young people and carers can be used to improve learning, development and support services

Assessment criteria

The learner can:

- 1 explain the importance of obtaining the views of children, young people and carers to inform and improve the quality of service provision
- 2 explain how the views of children, young people and carers can be obtained
- 3 give examples from own practice of changes to service provision as a result of incorporating the views of children, young people and carers into provision

Outcome 5 Be able to use supervision to support continuing professional development and personal effectiveness

Assessment criteria

The learner can:

- 1 use organisational reporting and/or supervision processes to identify and agree organisational and own responsibility for improving practice and performance
- 2 agree and implement changes to practice to enhance performance and promote continuing professional development

Outcome 6 Be able to reflect on own skills, knowledge and effectiveness to inform and improve own practice

Assessment criteria

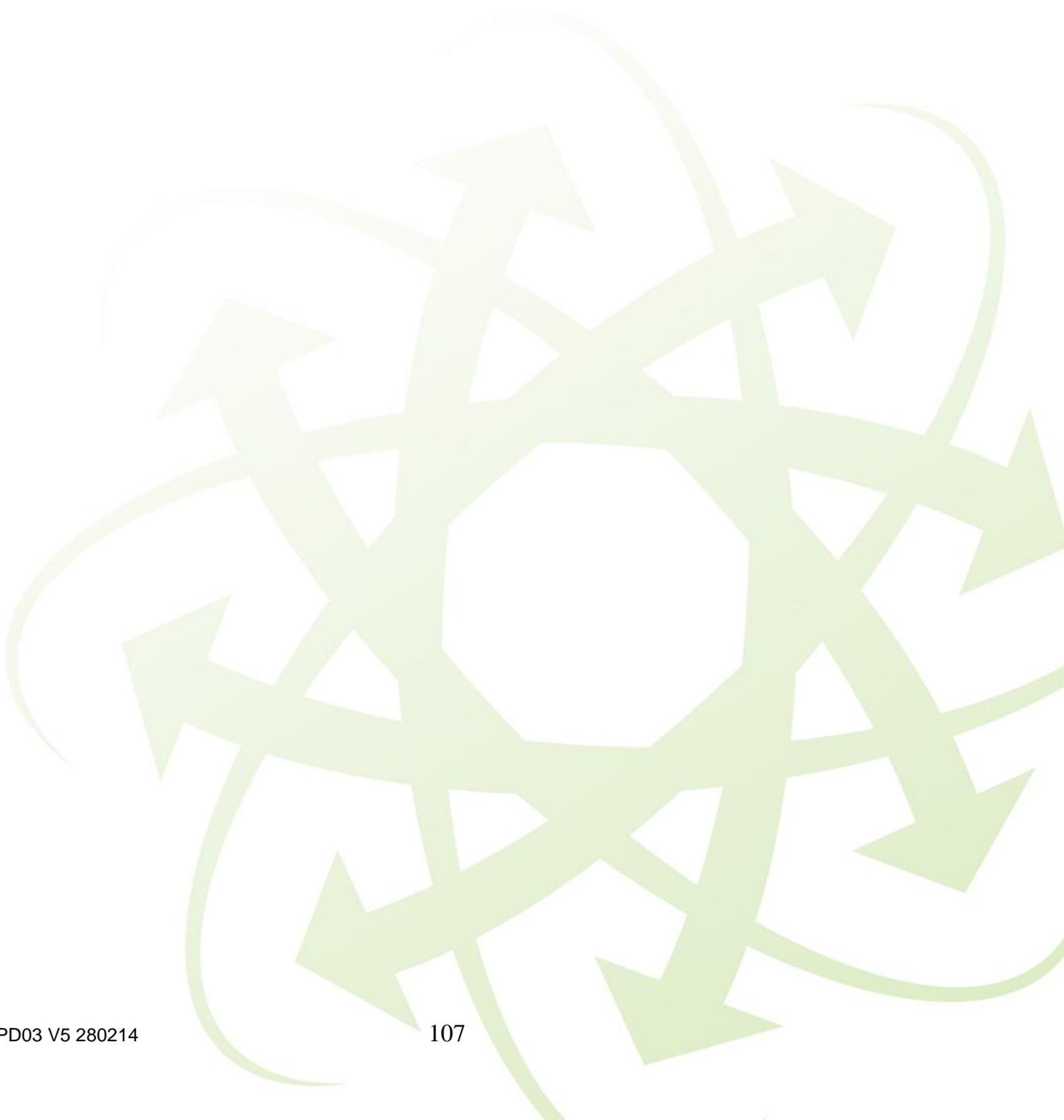
The learner can:

- 1 evaluate own skills, knowledge and practice against agreed criteria and objectives
- 2 develop a **personal development plan and reflective practice log**
- 3 use the reflective practice log to measure progress against personal development plan and identify where changes and developments are required

Additional Guidance

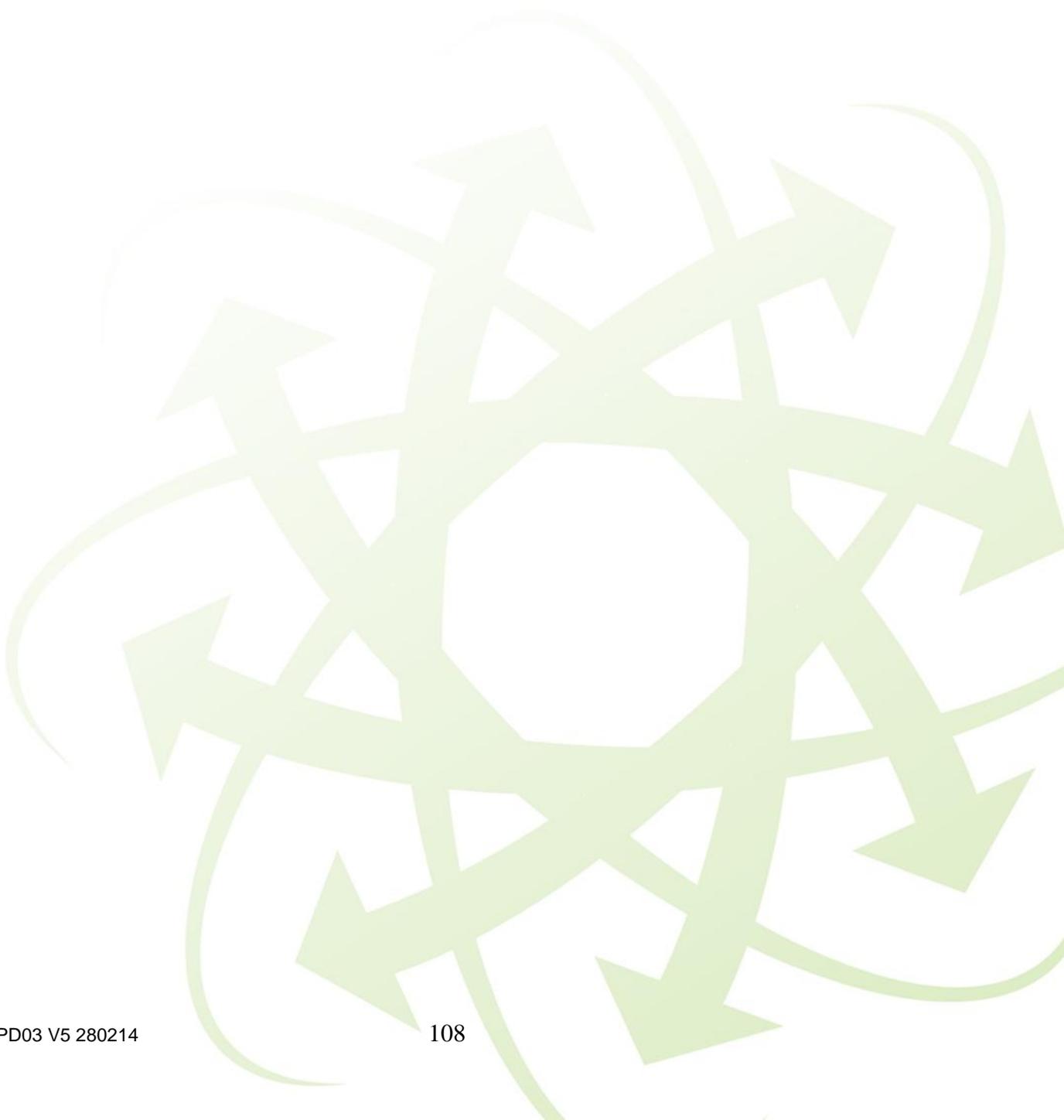
Personal development plan and reflective practice log that identifies:

- Personal strengths and weaknesses
- SMART objectives
- Personal and professional development needs
- Proposals for meeting development needs, including additional training if required
- The review process
- Potential barriers to meeting the SMART objectives and how they can be overcome
- Remedial actions that can be implemented if objectives are not being achieved
- A reflective practice log to be completed on an agreed timescale, eg weekly



CY011

Support positive attachments for children and young people



CY011 Support positive attachments for children and young people

Level: 3

Credit value: 7

Unit aim

This unit aims to provide learners with the skills required to promote positive attachment for children and young people and an understanding of how resilience can reduce their vulnerability to separation and loss.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the importance of positive attachment for the well-being of children and young people
2. Understand how resilience can reduce vulnerability of children and young people to separation and loss
3. Be able to promote positive attachments for children or young people
4. Be able to develop own practice in supporting positive attachments for children or young people

Guided learning hours

It is recommended that **55** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Assessment

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

Learning Outcomes 3 and 4 must be assessed in the workplace

CY011 Support positive attachments for children and young people

Learning outcomes and assessment criteria

Outcome 1 Understand the importance of positive attachment for the well being of children and young people

The learner can:

- 1 summarise theories of attachment
- 2 explain why positive attachment is important for children and young people
- 3 evaluate the potential impact on the well being of children and young people of not forming positive attachments
- 4 explain the role of carers in supporting children and young people to form positive attachments

Outcome 2 Understand how resilience can reduce vulnerability of children and young people to separation and loss

The learner can:

- 1 describe what is meant by the term resilience
- 2 explain how the development of resilience can help children and young people cope with separation and loss
- 3 explain ways carers can help develop resilience in children and young people

Outcome 3 Be able to promote positive attachments for children or young people

The learner can:

- 1 engage a child or young person in routines and activities that promote positive relationships and well-being
- 2 use active listening with a child or young person to promote the development of positive relationships and well-being
- 3 seek advice and support from others when concerned about the attachment behaviour of a child or young person
- 4 implement agreed strategies with a child or young person to promote positive relationships and well-being

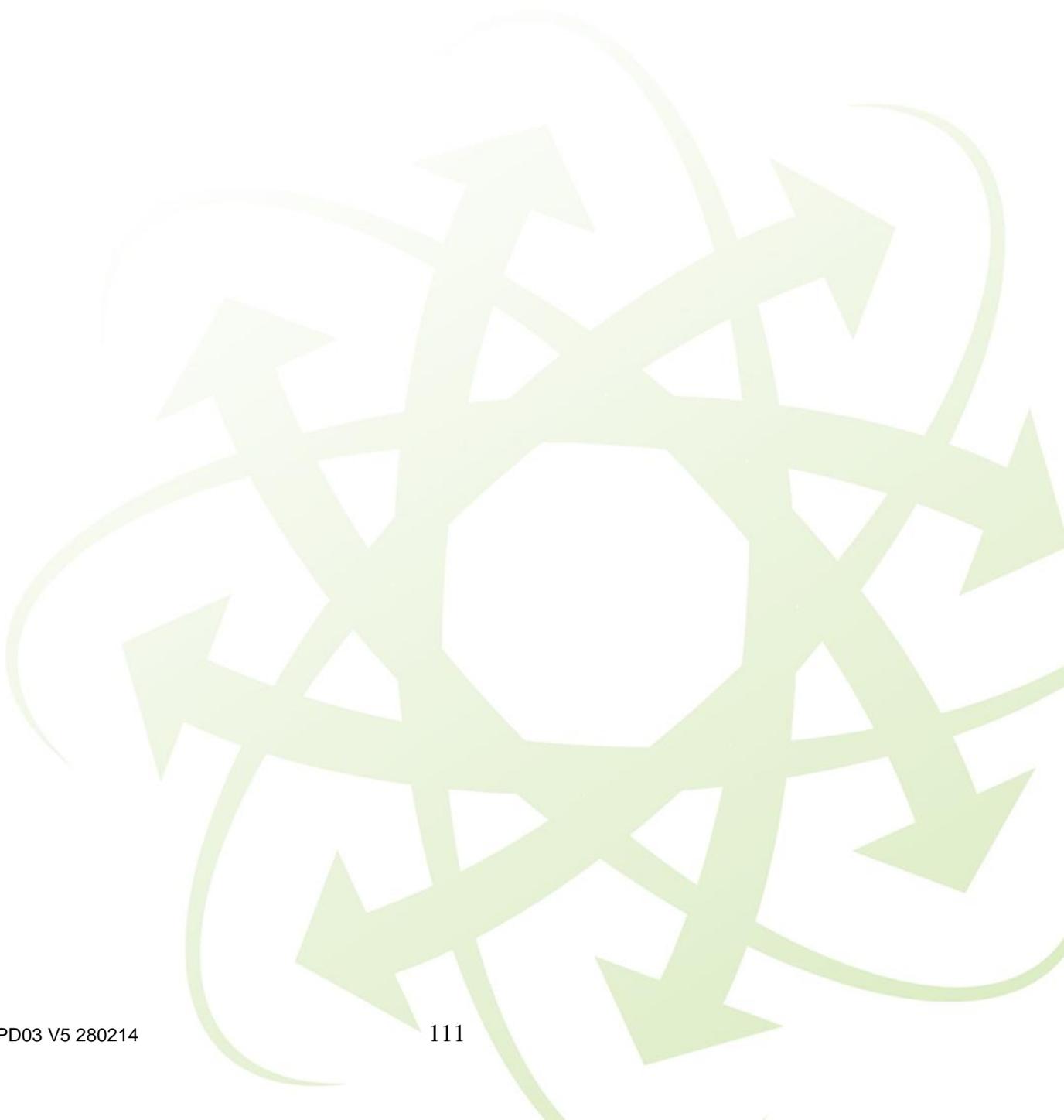
Outcome 4 Be able to develop own practice in supporting positive attachments for children or young people

The learner can:

- 1 describe how a child or young person has been supported by own practice to develop positive attachments
- 2 evaluate why approaches in supporting positive attachments have been successful or unsuccessful for a child or young person
- 3 reflect on how own practice can be adapted to support a child or young person in the future

CYP17

Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage



CYP17 Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage

Level: 4

Credit value: 5

What this unit is about

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

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand the factors that may impact on the outcomes and life chances of children and young people
2. Understand how poverty and disadvantage affect children and young people's development
3. Understand the importance of early intervention for children and young people who are disadvantaged and vulnerable
4. Understand the importance of support and partnership in improving outcomes for children and young people who are experiencing poverty and disadvantage
5. Understand the role of the practitioner in supporting children and young people who are vulnerable and experiencing poverty and disadvantage

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to: DCSF Narrowing the Gap Guidance 2008.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

CYP17 Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage

Outcome 1 Understand the factors that may impact on the outcomes and life chances of children and young people

Assessment criteria

The learner can:

- 1 identify the **factors** that impact on outcomes and life chances for children and young people
- 2 explain the critical importance of poverty in affecting outcomes and life chances
- 3 analyse a strategic national or local policy that has positive impact on outcomes and life chances for children and young people
- 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.

Additional Guidance:

Factors impacting on children and young people's life chances may include:

- Poverty
- Social and community pressures
- Health status
- Abuse and neglect
- Violent and/or offending family or personal backgrounds
- Race, gender, sexual orientation
- Asylum seeking or victims of trafficking

Outcome 2 Understand how poverty and disadvantage affect children and young people's development

Assessment Criteria

The learner can:

- 1 analyse how poverty and disadvantage may affect children and young people's:
 - physical development
 - social and emotional development
 - communication development
 - intellectual development
 - learning

Outcome 3 Understand the importance of early intervention for children and young people who are disadvantaged and vulnerable

Assessment criteria

The learner can:

- 1 explain what is meant by both disadvantage and vulnerability
- 2 explain the importance of early intervention for disadvantaged and/or **vulnerable children and young people**
- 3 evaluate the impact of early intervention

Additional Guidance

A **vulnerable child/young person** is defined as:

A child/young person and their family who needs some additional support in order to reach the best outcomes, because of their social, economic, physical, emotional or family circumstances.

Outcome 4 Understand the importance of support and partnership in improving outcomes for children and young people who are experiencing poverty and disadvantage

Assessment criteria

The learner can:

- 1 research the policy and guidance impacting on support services at national level, and evaluate how this operates at local level
- 2 explain how carers can be engaged in the strategic planning of services
- 3 analyse how practitioners can encourage carers to support children and young people's learning and development
- 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.

Outcome 5 Understand the role of the practitioner in supporting children and young people who are vulnerable and experiencing poverty and disadvantage

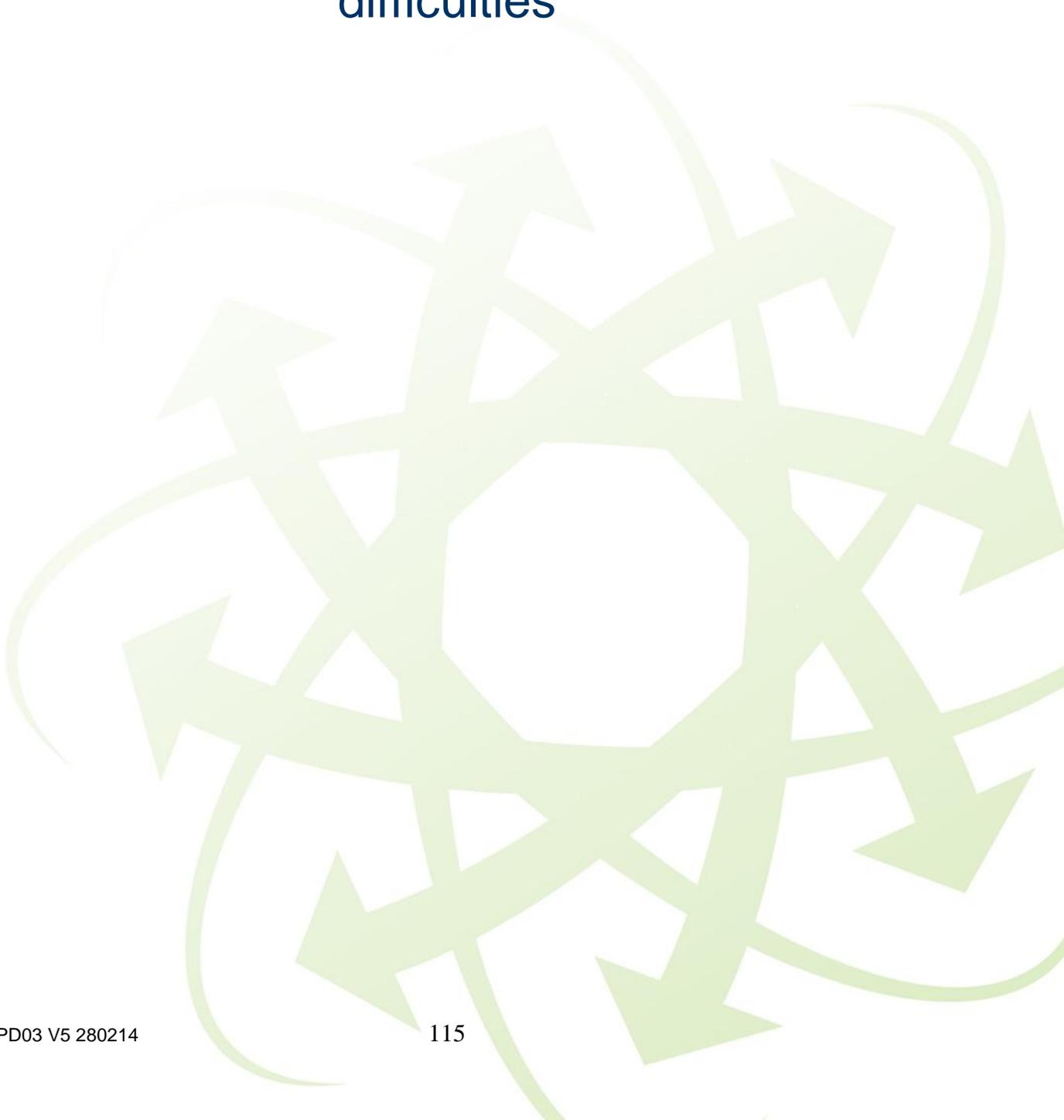
Assessment criteria

The learner can:

- 1 explain how positive practice with children and young people who are experiencing poverty and disadvantage may increase resilience and self confidence
- 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
- 3 analyse how and why practitioners should act as agents and facilitators of change in own work setting

CYP22

Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties



CYP22 Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties

Level: 3

Credit value: 3

What this unit is about

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.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the links between language, behaviour, emotional and social development difficulties
2. Understand how to support positive speech, language and communication development for children and young people with behavioural, emotional and social difficulties
3. Understand how to adapt strategies and approaches to behavioural, emotional and social development to meet speech, language and communication needs
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

Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- Speech, language and communication framework
- Enhanced: Strand D.
- Some links to competencies from CCLD NOS unit 337

Support of the unit by a sector or other appropriate body

This unit is endorsed by the Communications Trust, and Skills for Care and Development.

Assessment

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

CYP22 Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties

Outcome 1 Understand the links between language, behaviour, emotional and social development difficulties

Assessment criteria

The learner can:

- 1 explain why behaviour can be seen as a means of communication
- 2 explain, with examples, how speech, language and communication needs may affect behavioural, emotional and social development in children and young people
- 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
- 4 describe the **range of behavioural, emotional and social difficulties** that children and young people may experience and how they can affect speech, language and communication development.

Additional Guidance

Range may include:

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

Outcome 2 Understand how to support positive speech, language and communication development for children and young people with behavioural, emotional and social difficulties

Assessment criteria

The learner can:

- 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 explain effective strategies to overcome barriers to support the speech language and development of children and young people with behavioural, emotional and social difficulties
- 3 explain how adapting adult language and interactions can support a child's behaviour, emotional, social skills, as well as support their communication development
- 4 explain how **positive changes** to the communication environment can support communication development for children and young people with behavioural, emotional and social difficulties.

Additional Guidance

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.

Outcome 3 Understand how to adapt strategies and approaches to behavioural, emotional and social development to meet speech, language and communication needs

Assessment criteria

The learner can:

- 1 identify and explain current evidence based approaches to understanding children and young people's behaviour
- 2 explain how setting wide strategies to promote positive behaviour and emotional and social development can be adapted to support children and young people with speech, language and communication needs
- 3 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.

Outcome 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

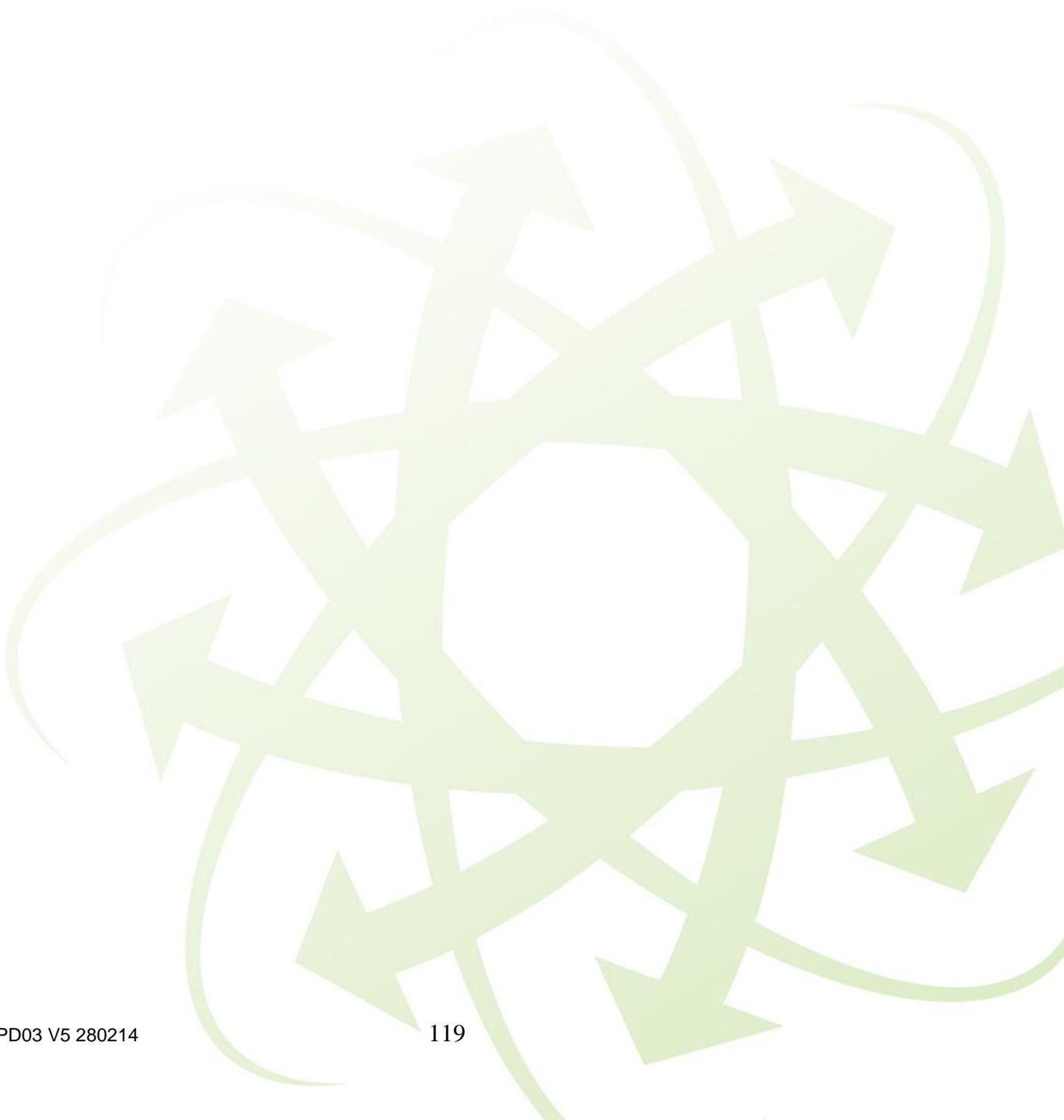
Assessment criteria

The learner can:

- 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
- 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.

CYP30

Support the creativity of children and young people



CYP30 Support the creativity of children and young people

Level: 3

Credit value: 3

What this unit is about

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

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand how creativity promotes well being for children and young people
2. Be able to encourage children and young people to recognise and value their own and others' creativity
3. Be able to support children and young people to take part in creative activities
4. Be able to participate in creative, day to day activities with children and young people

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is linked to:

- HSC NOS Unit 38 c
- Professional Practice in residential child care Standard: 4.5
- Training Support and Development Standards for Foster Care Standard 5.4

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Learning Outcomes 2, 3 and 4 should be assessed in real work situations. Simulation is not allowed.

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

CYP30 Support the creativity of children and young people

Outcome 1 Understand how creativity promotes well being for children and young people

Assessment criteria

The learner can:

- 1 explain evidence, approaches and theories about the benefits of creativity for the well being of children and young people
- 2 identify the potential benefits of **different types of creative activity**
- 3 explain the difference between **formal** and **informal creative activity**.

Additional Guidance

Different types of creative activity may include:

- Solitary
- Shared
- Group
- Sedentary, eg writing
- Active, eg gardening, sport
- Cerebral, eg chess, computer games

Formal creative activity may include:

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

Informal creative activity may include:

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

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

Assessment criteria

The learner can:

- 1 demonstrate how to work with children and young people to promote and encourage creativity
- 2 explain the importance of encouraging children and young people to recognise and value creativity
- 3 demonstrate how to encourage children or young people to explore their opportunities for creative activity

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

Assessment criteria

The learner can:

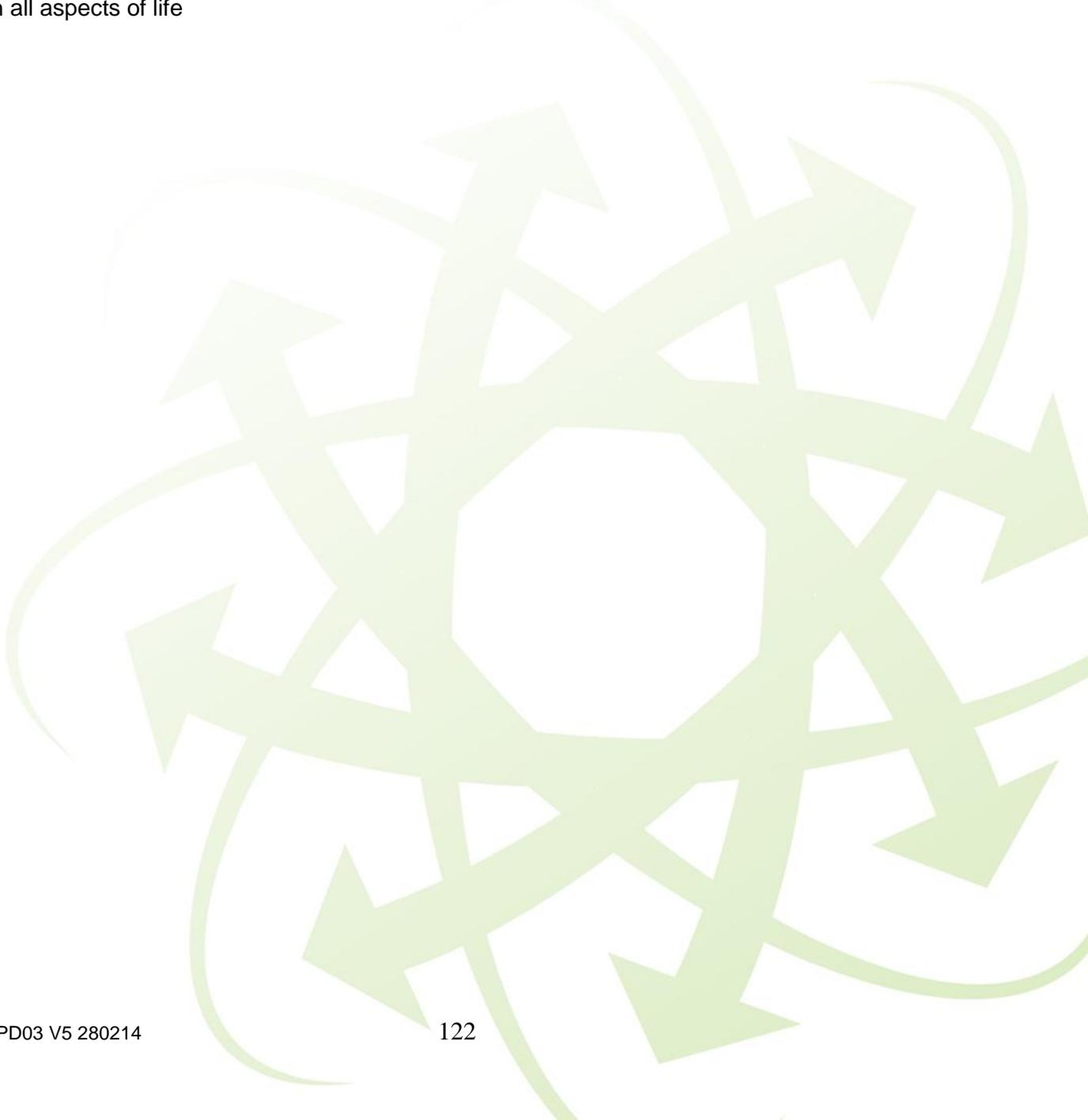
- 1 identify potential resources to support children and young people to take part in organised creative activities
- 2 demonstrate encouragement and positive feedback to children or young people taking part in organised creative activities
- 3 explain the importance of encouraging carers to support children and young people's creative activities

Outcome 4 Be able to participate in creative, day to day activities with children and young people

Assessment criteria

The learner can:

- 1 explain the importance of spending creative time with children and young people and the benefits that can result
- 2 demonstrate how to spend time with children and young people in creative activity
- 3 demonstrate how to support children and young people to recognise how creativity can be used in all aspects of life



CYPOP1

Work with babies and young children to promote their development and learning



CYPOP1 Work with babies and young children to promote their development and learning

Level: 3

Credit value: 6

What this unit is about

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

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Understand the development and learning of babies and young children
2. Be able to promote the development and learning of babies and young children
3. Understand the attachment needs of babies and young children
4. Be able to engage with babies and young children and be sensitive to their needs
5. Be able to work in partnership with carers in order to promote the learning and development of babies and young children.

Guided learning hours

It is recommended that **45** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- CCLD 303 Promote children's development, 312 Plan and implement positive environments for babies and children under 3 years
- HSC 37 Care for and protect babies

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Assessment of Learning Outcomes 2, 4 and 5 must take place in a real work environment.

Simulation is not allowed.

CYPOP1 Work with babies and young children to promote their development and learning

Outcome 1 Understand the development and learning of babies and young children

Assessment criteria

The learner can:

- 1 explain the pattern of development in the first three years of life and the skills typically acquired at each stage
- 2 explain:
 - how development and learning are interconnected
 - how and why variations occur in rate and sequence of development and learning
 - that learning may take place in different ways
 - the importance of play
- 3 explain the potential effects on development, of **pre conceptual, pre birth and birth experiences**
- 4 explain the impact of current research into the development and learning of babies and young children

Additional Guidance

Pre conceptual, pre birth and birth experiences may include:

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

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

Assessment criteria

The learner can:

- 1 undertake assessments of babies or young children's development and learning needs
- 2 demonstrate in own practice how the indoor and outdoor **environment** is responsive to the development and learning needs of babies and young children
- 3 plan play based activities and experiences based on assessments to support development and learning
- 4 demonstrate in own practice the provision of play based activities and experiences to promote development and learning that are tailored to babies or young children's needs.

Additional Guidance

Environment may include:

- Well-equipped, clean and safe with age appropriate equipment and materials
- Provides appropriate challenge
- Offers appropriate levels of sensory stimulation
- Provides quiet calming spaces for babies and young children
- Planned and organised around individual needs of babies and young children

Outcome 3 Understand the attachment needs of babies and young children

Assessment criteria

The learner can:

- 1 explain the benefits of the key worker/person system in early years settings
- 2 explain how babies and young children learn and develop best from a basis of loving, secure relationships with carers and with key persons in work settings
- 3 analyse the possible effects of poor quality attachments on the development of babies and children

Additional Guidance

Possible effects of poor quality attachments may include:

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

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

Assessment Criteria

The learner can:

- 1 engage sensitively with babies and young children giving them time to respond
- 2 engage in playful activity with babies and young children
- 3 explain how babies express their emotions, preferences and needs and demonstrate **responsive care** in own practice
- 4 explain why it is important to manage transitions for babies and young children
- 5 explain when and why babies and young children require periods of quiet to rest and sleep.

Additional Guidance

Responsive care may include:

- Where carer responds sensitively, consistently and promptly
- Responses are sensitive to individual needs and preferences
- Consistency of response
- Responding promptly and managing situations to avoid delay

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

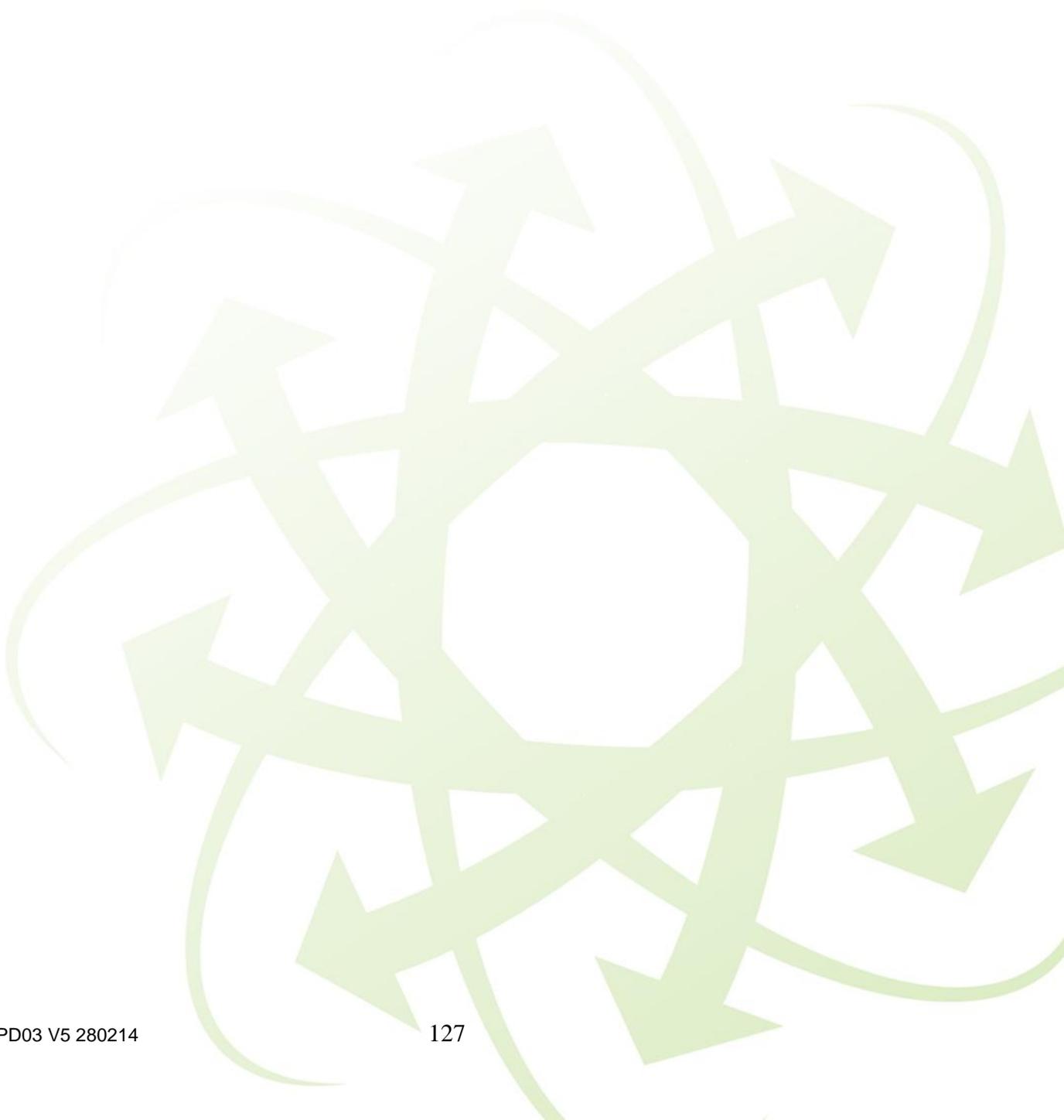
Assessment Criteria

The learner can:

- 1 explain the primary importance of carers in the lives of babies and young children
- 2 demonstrate in own practice how to exchange information with carers
- 3 evaluate ways of working in partnership with carers

CYPOP2

Care for the physical and nutritional needs of babies and young children



CYPOP2 Care for the physical and nutritional needs of babies and young children

Level: 3

Credit value: 6

What this unit is about

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

Learning outcomes

There are **six** learning outcomes to this unit. The learner will be able to:

1. Be able to provide respectful physical care for babies and young children
2. Be able to provide routines for babies and young children that support their health and development
3. Be able to provide opportunities for exercise and physical activity
4. Be able to provide safe and protective environments for babies and young children
5. Be able to provide for the nutritional needs of babies under 18 months
6. Understand how to provide for the nutritional needs of young children from 18 – 36 months

Guided learning hours

It is recommended that **45** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- CCLD 303 Promote children's development, 314 Provide physical care that promotes the health and development of babies and children under 3 years
- HSC 37 Care for and protect babies

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

All learning outcomes must be assessed in a real work environment. Simulation is not permitted, except for learning outcome 5.2.

CYPOP2 Care for the physical and nutritional needs of babies and young children

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

Assessment criteria

The learner can:

- 1 demonstrate culturally and ethnically appropriate care for babies and young children for:
 - Skin
 - Hair
 - Teeth
 - Nappy area
- 2 demonstrate in own practice how to take into account the preferences of carers in the provision of physical care and explain why this is important
- 3 demonstrate in own practice how you engage with babies or young children in a respectful manner and provide personalised physical care tailored to their needs
- 4 explain organisational or regulatory procedures that protect babies, young children and practitioners when providing personal care and why these are necessary.

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

Assessment criteria

The learner can:

- 1 plan daily and weekly routines for babies and young children suitably personalised to meet individual needs
- 2 demonstrate in own practice how to treat babies or young children with respect and sensitivity during everyday care routines
- 3 explain the principles of effective **toilet training** and how this is incorporated into routines

Additional Guidance

Toilet training may include:

- Encouraging and praising
- Treating child with respect and avoiding guilt
- Working in partnership with carers
- Flexible personalised approach
- Starting training when the child is ready and not rushing process
- Being positive and supportive to the child's efforts
- Structuring physical environment to facilitate training
- Avoiding confrontation
- Providing plenty of fluids and fibre to prevent hard stools

Outcome 3 Be able to provide opportunities for exercise and physical activity

Assessment Criteria

The learner can:

- 1 explain the importance of exercise and physical activity for babies and young children
- 2 demonstrate in own practice how to support babies or young children's exercise and physical activity

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

Assessment Criteria

The learner can:

- 1 explain policies and procedures in own setting that cover health, safety and protection of babies and young children
- 2 demonstrate and evaluate the **safety features** within the environment for babies and young children
- 3 supervise babies or young children and demonstrate a balanced approach to risk management
- 4 explain current advice on minimising sudden infant death syndrome in everyday routines for babies.

Additional Guidance

Safety features may include:

- Socket covers
- Safety gates
- Corner protectors
- Cupboard locks
- Finger guards on doors

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

Assessment criteria

The learner can:

- 1 identify, using current government guidance, the nutritional needs of babies until they are fully weaned and using information from carers, plan a programme of weaning
- 2 prepare formula feeds hygienically following current guidance
- 3 evaluate the benefits of different types of formula that are commonly available.

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

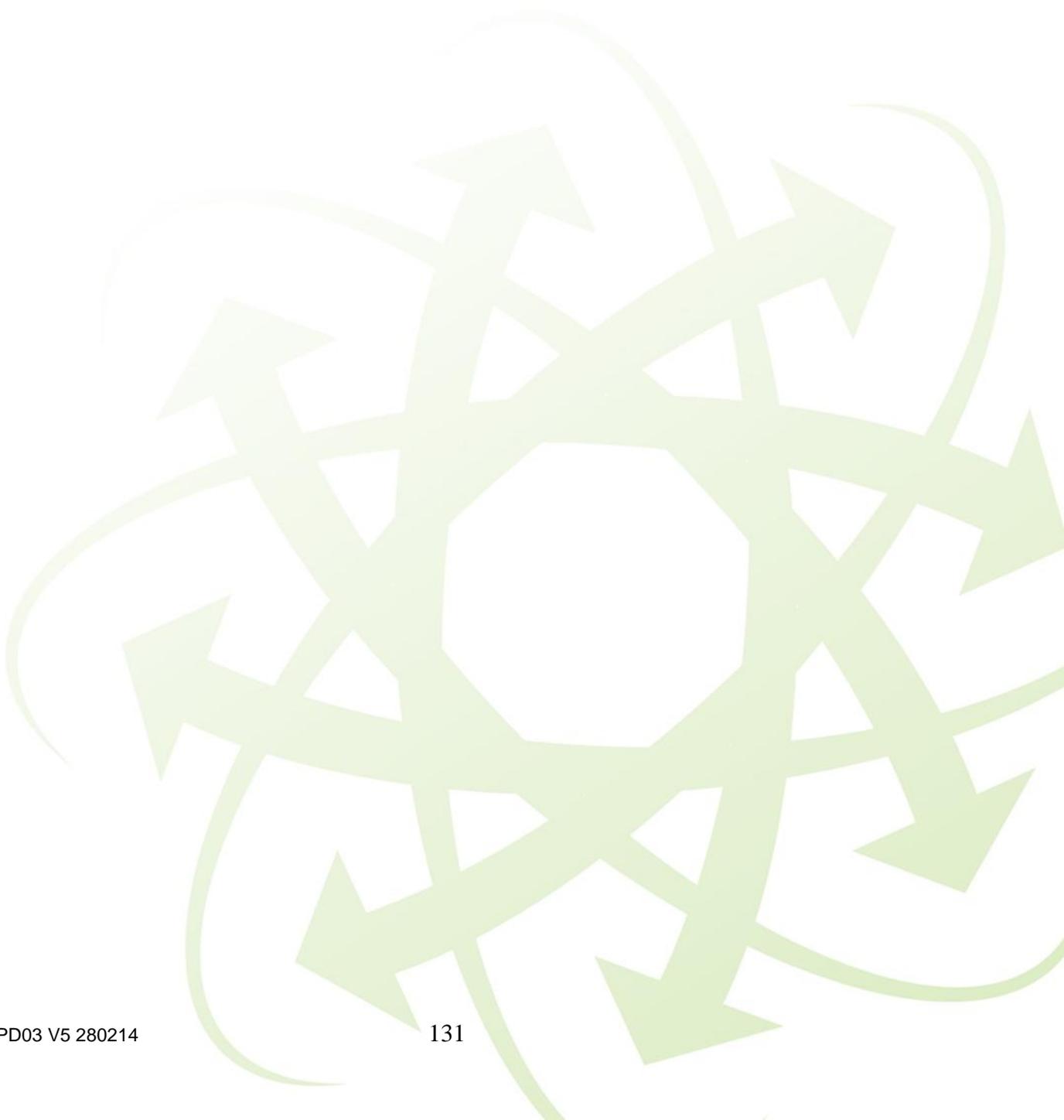
Assessment criteria

The learner can:

- 1 plan meals for young children that meet their nutritional needs based on current government guidance and information from carers
- 2 explain food allergies and intolerances that a young child may experience and the importance of following carers instructions on the needs of their child

CYPOP3

Lead and manage a community based early years setting



CYPOP3 Lead and manage a community based early years setting

Level: 4

Credit value: 6

What this unit is about

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

Learning outcomes

There are **six** learning outcomes to this unit. The learner will be able to:

1. Understand the purposes, benefits and key features of community based early years provision
2. Be able to lead the team in a community based early years setting
3. Be able to engage parents as partners in the community based early years setting
4. Be able to engage parents in the management/decision making processes of an early years setting
5. Be able to provide learning opportunities to support parents' participation in a community based early years setting
6. Be able to manage the resource, regulatory and financial requirements for a community based early years setting

Guided learning hours

It is recommended that 45 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to CCLD:

311 – Provide leadership for your team

317 – Work with families to enhance children's learning and development

324 – Support the delivery of community based services to children and families

329 – Work with a management committee

338 – Develop productive working relationships with colleagues

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Learning Outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment. Simulation is not allowed.

CYPOP3 Lead and manage a community based early years setting

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

Assessment Criteria

The learner can:

- 1 explain the purpose and features of community based setting
- 2 explain how a community based early years setting can be an agent of community development
- 3 describe the benefits arising from community based early years provision for:
 - children
 - parents/carers
 - the early years setting
 - the local community

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

Assessment criteria

The learner can:

- 1 demonstrate **leadership skills** in own practice
- 2 implement activities with the setting's staff team to share and promote their understanding of good practice
- 3 implement strategies to create and maintain a team culture among all of the staff and parents in a community based early years setting
- 4 examine the effectiveness of own practice in implementing the principles of community based early years provision

Additional Guidance

Leadership skills may include:

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

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

Assessment criteria

The learner can:

- 1 establish and maintain a relationship of partners with the parents of an early years setting
- 2 exchange information with parents about the progress of their child's learning and development
- 3 involve parents in decisions about plans and activities to progress their child's learning and development
- 4 **involve parents in the activities** of the early years setting

Additional Guidance

Involve parents in activities may include:

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

- Supporting parents to participate in the early years setting's curriculum provision for its children

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

Assessment criteria

The learner can:

- 1 explain the role of the parent management committee/support group in a community based early years setting
- 2 demonstrate support to parents' involvement in the parent management committee/support group of a community based early years setting.

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

Assessment criteria

The learner can:

- 1 utilise the informal learning opportunities arising from parents' participation in activities to promote the learning and development of their own child and the setting's children
- 2 give a detailed account of a learning activity provided by the setting for its parents to develop their understanding of its early years curriculum, to include:
 - why the activity was appropriate for the setting's parents
 - how the setting encouraged parents to participate in the activity
- 3 provide parents with information about resources to enable them to develop the knowledge and skills to participate effectively in the parent management committee/support group of the setting.

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

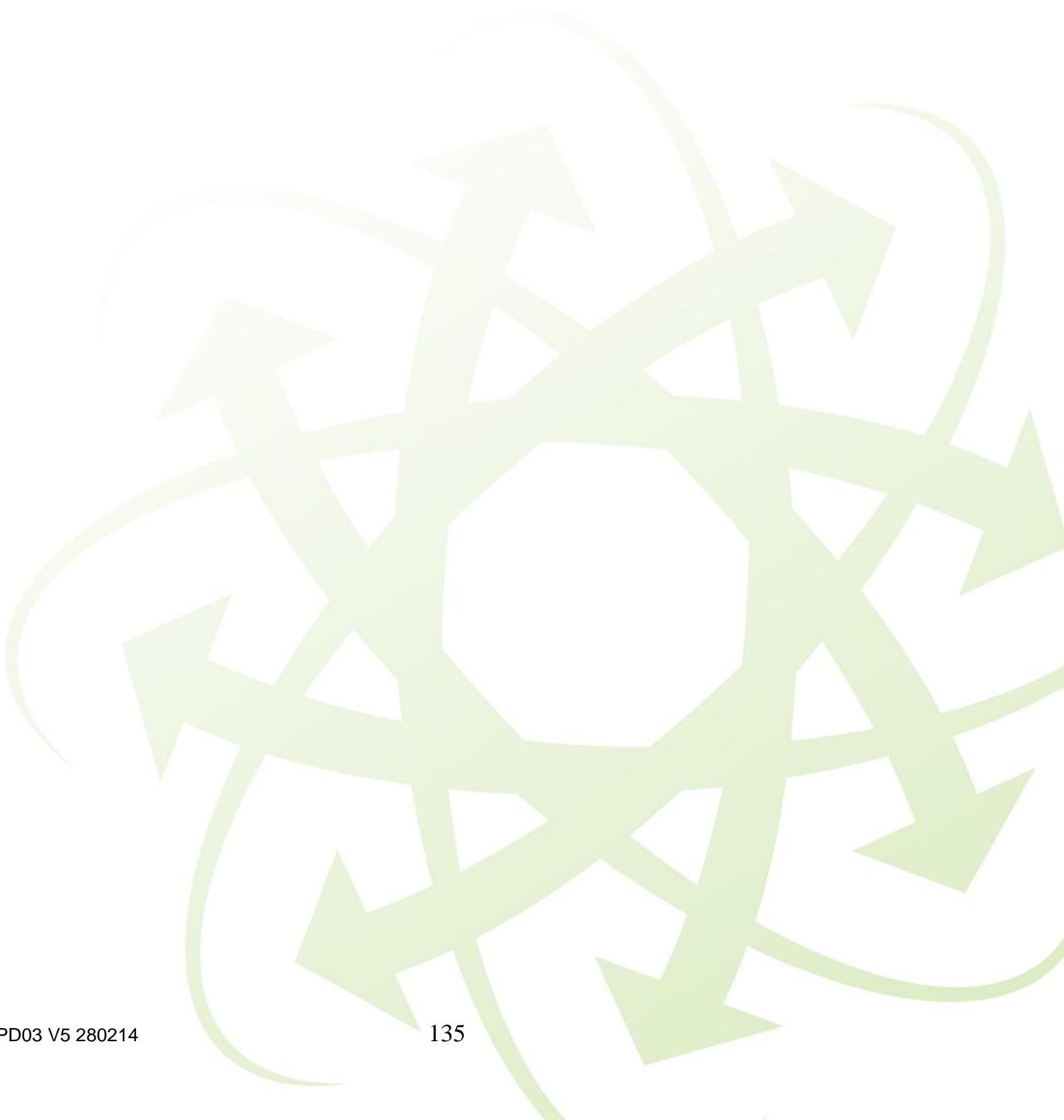
Assessment criteria

The learner can:

- 1 explain the regulatory requirements of the work setting and the lines of responsibility and reporting
- 2 explain how human resources are managed within the setting
- 3 demonstrate how systems of resource management operate in the work setting
- 4 demonstrate how financial systems in the setting are operated and accountability maintained according to appropriate standards

CYPOP4

Promote young children's physical activity
and movement skills



CYPOP4 Promote young children's physical activity and movement skills

Level: 3

Credit value: 3

What this unit is about

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

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Understand the importance of physical activity and the development of movement skills for young children's development, health and well being
2. Be able to prepare and support a safe and challenging environment for young children that encourages physical activity and the development of movement skills
3. Be able to plan and implement physical activities for young children
4. Be able to build opportunities for physical activity into everyday routines for young children
5. Be able to evaluate the effectiveness of provision in supporting young children's physical activity and movement skills

Guided learning hours

It is recommended that **22** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- CCLD 303 Promote children's development
- CCLD 307 Promote the health and physical development of children

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

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

Simulation is not allowed.

CYPOP4 Promote young children's physical activity and movement skills

Outcome 1 Understand the importance of physical activity and the development of movement skills for young children's development, health and well being

Assessment criteria

The learner can:

- 1 explain why physical activity is important to the short and long term health and well being of children
- 2 explain the development of **movement skills** in young children and how these skills affect other aspects of development

Additional Guidance

Movement skills

- Travel (travelling movements where the child moves from one point to another, such as running, jumping, skipping)
- Object control (movements such as throwing, catching, dribbling, which involve objects being sent, received, travelled with)
- Balance and coordination

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

Assessment criteria

The learner can:

- 1 prepare the environment and explain how it allows **all children** to develop, practice and extend their movement skills according to their age, needs and abilities
- 2 demonstrate in own practice how young children are kept safe when undertaking challenging physical activities
- 3 explain the importance of natural outdoor environments for young children's physical activity and movement skills

Additional Guidance

All Children includes:

- Girls and boys
- Disabled children
- Children with specific/additional needs
- Children of different ages, including babies

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

Assessment criteria

The learner can:

- 1 plan opportunities for physical activity for young children
- 2 explain how the plan:
 - a.meets the individual movement skills needs of children
 - b.includes activities that promote competence in movement skills
 - c.encourages physical play
- 3 demonstrate in own practice how planned physical activities are implemented

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

Assessment criteria

The learner can:

- 1 explain the importance of building physical activity into everyday routines
- 2 demonstrate in own practice how young children are provided with opportunities for physical activity within everyday routines

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

Assessment criteria

The learner can:

- 1 **assess** effectiveness of planned provision in:
 - supporting physical activity
 - supporting confidence and progression in movement skills
- 2 identify and record areas for improvement
- 3 reflect on own practice in supporting young children's physical development and movement skills

Additional Guidance

Assess may include:

- Observing and assessing children's participation and developmental progress
- Getting direct feedback from children on their participation in and enjoyment of activities
- Getting feedback from parents, colleagues and others

CYPOP5

Understand how to set up a home based
childcare service



CYPOP5 Understand how to set up a home based childcare service

Level: 3

Credit value: 4

What this unit is about

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

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will be able to:

1. Understand how to set up a home based childcare service
2. Understand how to establish a safe and healthy home based environment for children
3. Understand the importance of partnerships with parents for all aspects of the home based childcare service
4. Understand the principles of development of routines for home based child care
5. Understand how to provide play and other activities for children in home based settings that will support equality and inclusion
6. Understand how home based childcarers can support the safeguarding of children in their care
7. Understand the principles of supporting positive behaviour in home based childcare settings

Guided learning hours

It is recommended that **29** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- CCLD 302 Develop and maintain a healthy, safe and secure environment for children
- CCLD 303 Promote children's development
- CCLD 305 Protect and promote children's rights
- CCLD 316 Maintain and develop a registered childminding business

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Assessment must include a portfolio of items relevant to registration with the registering authority in the relevant UK Home Country.

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

CYPOP5 Understand how to set up a home based childcare service

Outcome 1 Understand how to set up a home based childcare service

Assessment criteria

The learner can:

- 1 outline the current legislation covering home based child care and the role of regulatory bodies
- 2 develop policies and procedures for:
 - Accidents, illness and emergencies
 - Behaviour
 - Safeguarding
 - Equal opportunitiesand explain how these will be implemented
- 3 explain the importance of confidentiality and data protection
- 4 develop a marketing plan for own home based childcare service
- 5 demonstrate financial planning for own home based service
- 6 identify sources of support and information for the setting up and running of a home based childcare business

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

Assessment criteria

The learner can:

- 1 explain the **key components** of a healthy and safe home based environment
- 2 explain the principles of safe supervision of children in the home based setting and off site
- 3 identify ways of ensuring that equipment is suitable for children and meet **safety requirements**
- 4 know where to obtain current guidance on health and safety risk assessment of the home based work setting
- 5 explain how to store and administer medicines.

Additional Guidance

Key components include:

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

Safety requirements

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

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

Assessment criteria

The learner can:

- 1 explain the importance of partnership with parents for all aspects of the child care service
- 2 describe how partnership with parents are set up and maintained

Outcome 4 Understand the principles of development of routines for home based child care

Assessment criteria

The learner can:

- 1 explain how **routines** are based on:
 - Meeting a child's needs
 - Agreements with parents
 - Participation of children
- 2 explain how they would adapt routines to meet the needs of children at different ages and stages of development
- 3 explain how they ensure that each child is welcomed and valued in the home based work setting.

Additional Guidance

Routines may include:

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

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

Assessment criteria

The learner can:

- 1 explain the importance of play to children's learning and development and the need for an **inclusive approach**
- 2 plan a challenging and enjoyable learning environment in the home that includes using everyday domestic routines and household items
- 3 explain what can be learned about children by observing them at play
- 4 identify how and why it is important that children receive equal treatment and access based on their individual needs and acknowledging their rights
- 5 compare how **other resources** available for children support their play.

Additional Guidance

Inclusive approach may include:

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

Other resources may include:

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

Outcome 6 Understand how home based childcarers can support the safeguarding of children in their care

Assessment criteria

The learner can:

- 1 explain the concept of safeguarding and the duty of care that applies to all practitioners
- 2 outline the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding
- 3 outline regulatory requirements for safeguarding children that affect home based childcare
- 4 explain the procedures that need to be followed by lone workers in home based settings when harm or abuse are suspected or alleged either against them or third parties.

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

Assessment criteria

The learner can:

- 1 describe **typical behaviours** exhibited by children linked to their stage of development and key events in their lives
- 2 explain how ground rules for behaviour and expectations are developed and implemented.

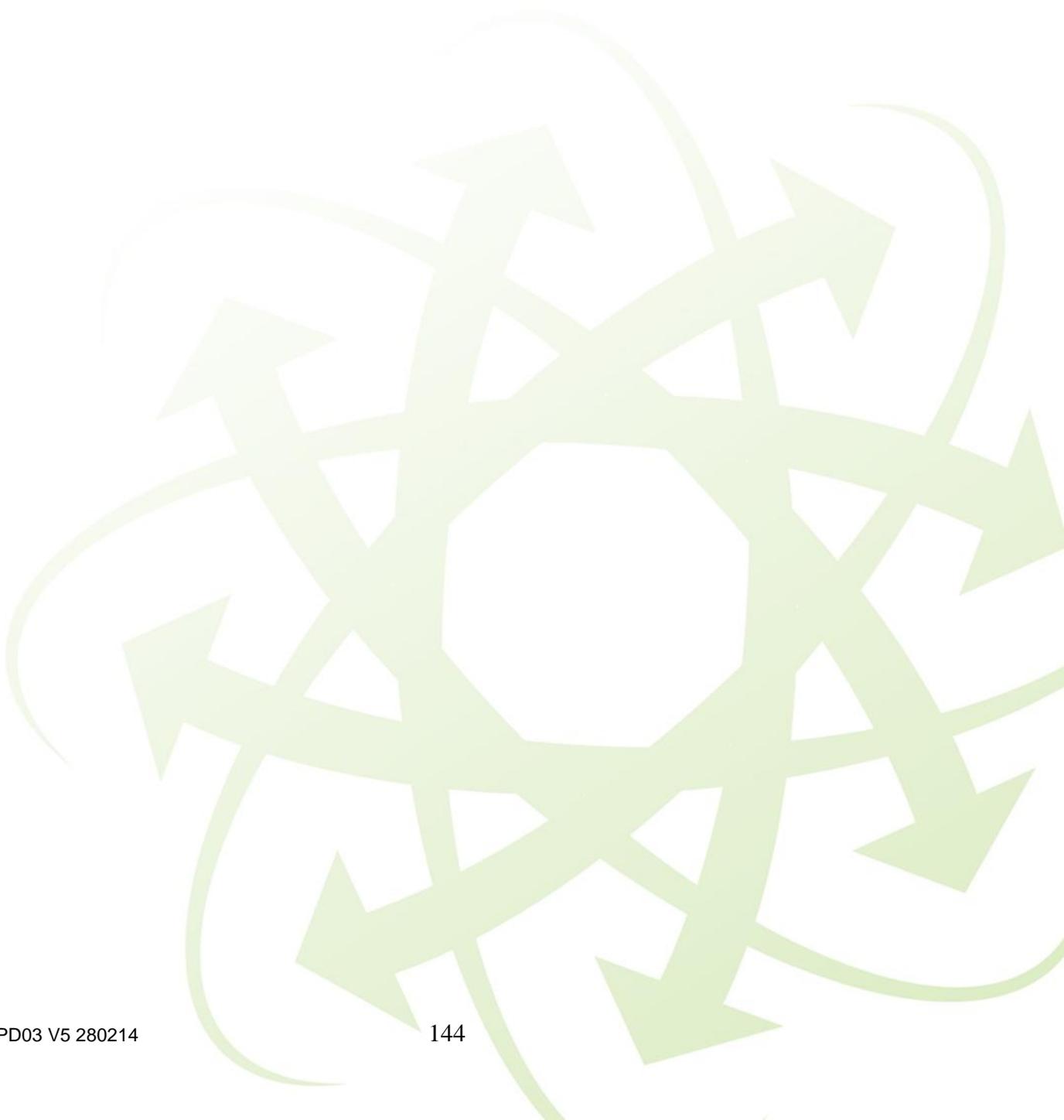
Additional Guidance

Typical behaviours may include:

- Toddler tantrums
- Separation anxiety

CYPOP6

**Support disabled children and young people
and those with specific requirements**



CYPOP6 Support disabled children and young people and those with specific requirements

Level: 4

Credit value: 6

What this unit is about

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

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Understand the principles of working inclusively with disabled children and young people and those with specific requirements
2. Be able to work in partnership with families with disabled children or young people and those with specific requirements
3. Be able to support age and developmentally appropriate learning, play or leisure opportunities for disabled children or young people and those with specific requirements
4. Be able to evaluate, support and develop existing practice with disabled children and young people and those with specific requirements
5. Understand how to work in partnership with other agencies and professionals to support provision for disabled children and young people and those with specific requirements

Guided learning hours

It is recommended that **45** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- CCLD 312 Support children with disabilities or special educational needs and their families
- 418 Co-ordinate and support provision for disabled children and those with special educational needs
- NOS for Sensory Services-Standards 1 – 7

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

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

Simulation is not allowed.

CYPOP6 Support disabled children and young people and those with specific requirements

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

Assessment criteria

The learner can:

- 1 outline the legal entitlements of disabled children and young people for equality of treatment and the principles of working inclusively placing the child/young person in the centre
- 2 compare service led and child and young person led models of provision for disabled children and young people
- 3 critically analyse the difference between the social model and medical model of disability and how each model affects provision
- 4 explain the importance of:
 - advocacy
 - facilitated advocacy for children and young people who require it
 - the personal assistant role
- 5 explain the importance of encouraging the participation of disabled children and young people

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

Assessment criteria

The learner can:

- 1 explain the concepts and principles of partnerships with carers of disabled children and young people and those with specific requirements
- 2 explain the **types of support and information** carers may require
- 3 demonstrate in own practice partnership working with families.

Additional Guidance

Types of support and information may include:

- Learning to use sign language, Makaton speech board
- Social and emotional support required in circumstances such as coming to terms with impact of disability on own family
- Financial
- Information about services and availability
- Information about children's and families rights

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

Assessment criteria

The learner can:

- 1 demonstrate in own practice engagement with disabled children or young people
- 2 encourage children or young people to express their preferences and aspirations in their chosen way of communication
- 3 demonstrate in own practice how to work with children or young people and their families to **assess** a child or young person's learning, play or leisure needs identifying solutions to any barriers according to the principles of inclusion
- 4 develop a plan with an individual child or young person to support learning, play or leisure needs
- 5 implement the learning, play or leisure plan according to own role and responsibility explaining and evaluating its effectiveness and suggesting changes for the future.

Additional Guidance

Assess a child or young person's learning, play or leisure needs may include:

- Carrying out observations
- Gathering information from others
- Finding out the preferences of the child or young person
- Finding solutions to obstacles
- Looking at how to overcome barriers

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

Assessment criteria

The learner can:

- 1 demonstrate in own practice how barriers which restrict children and young people's access are overcome
- 2 explain the importance of evaluating and challenging existing practice and becoming an agent of change
- 3 explain how and when to use policies and procedures to challenge discriminatory, abusive or oppressive behaviour
- 4 describe the impact of disability within different cultures and the importance of culturally sensitive practice
- 5 explain the importance of systems of monitoring, reviewing and evaluating services for disabled children and young people.

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

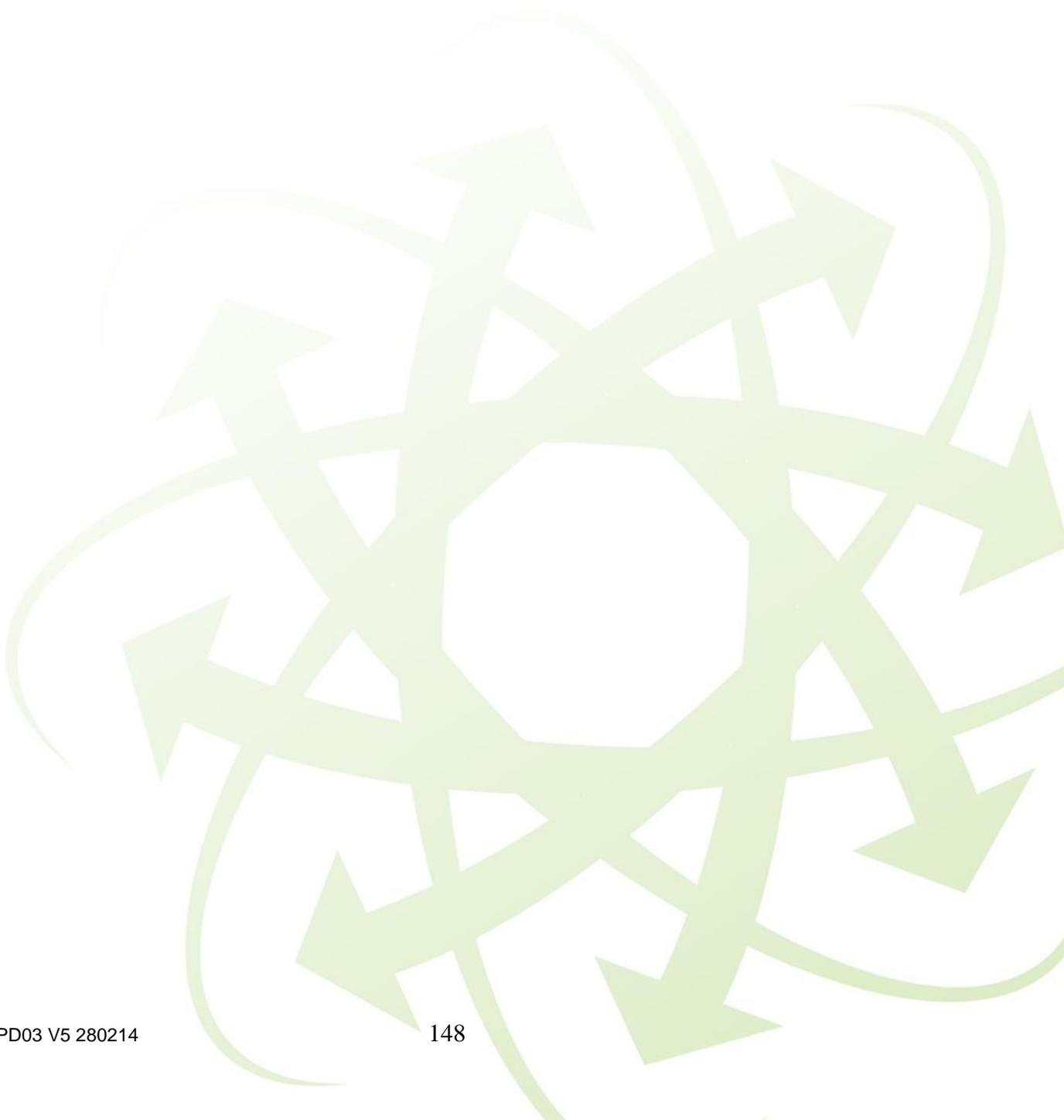
Assessment criteria

The learner can:

- 1 explain the roles and responsibilities of partners that are typically involved with disabled children and young people and those with specific requirements
- 2 analyse examples of multi agency and partnership working from own practice.

CYPOP7

Promote creativity and creative learning in young children



CYPOP7 Promote creativity and creative learning in young children

Level: 4

Credit value: 5

What this unit is about

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

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the concepts of creativity and creative learning and how these affect all aspects of young children's learning and development
2. Be able to provide opportunities for young children to develop their creativity and creative learning
3. Be able to develop the environment to support young children's creativity and creative learning
4. Be able to support the development of practice in promoting young children's creativity and creative learning within the setting

Guided learning hours

It is recommended that **35** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- CCLD 410 Evaluate, assess and support children's creativity

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Learning Outcomes 2, 3 and 4 must be assessed in a real work environment. Reflection on practice must form part of the assessment for this unit. Simulation is not allowed.

CYPOP7 Promote creativity and creative learning in young children

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

Assessment criteria

The learner can:

- 1 analyse the differences between creative learning and creativity
- 2 explain current theoretical approaches to creativity and creative learning in early childhood
- 3 critically analyse how creativity and creative learning can support young children's emotional, social, intellectual, communication and physical development.

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

Assessment criteria

The learner can:

- 1 demonstrate in own practice how to **promote creativity and creative learning**
- 2 explain why young children require extended and unhurried periods of time to develop their creativity.

Promoting creativity and creative learning may include:

- Developing imagination and imaginative play
- Traditional creative arts
- Music, dance and movement
- Areas of learning, such as mathematics, problem solving and exploration
- ICT

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

Assessment criteria

The learner can:

- 1 explain the features of an environment that supports creativity and creative learning
- 2 monitor and evaluate the effectiveness of aspects of the environment in supporting young children's creativity and creative learning.

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

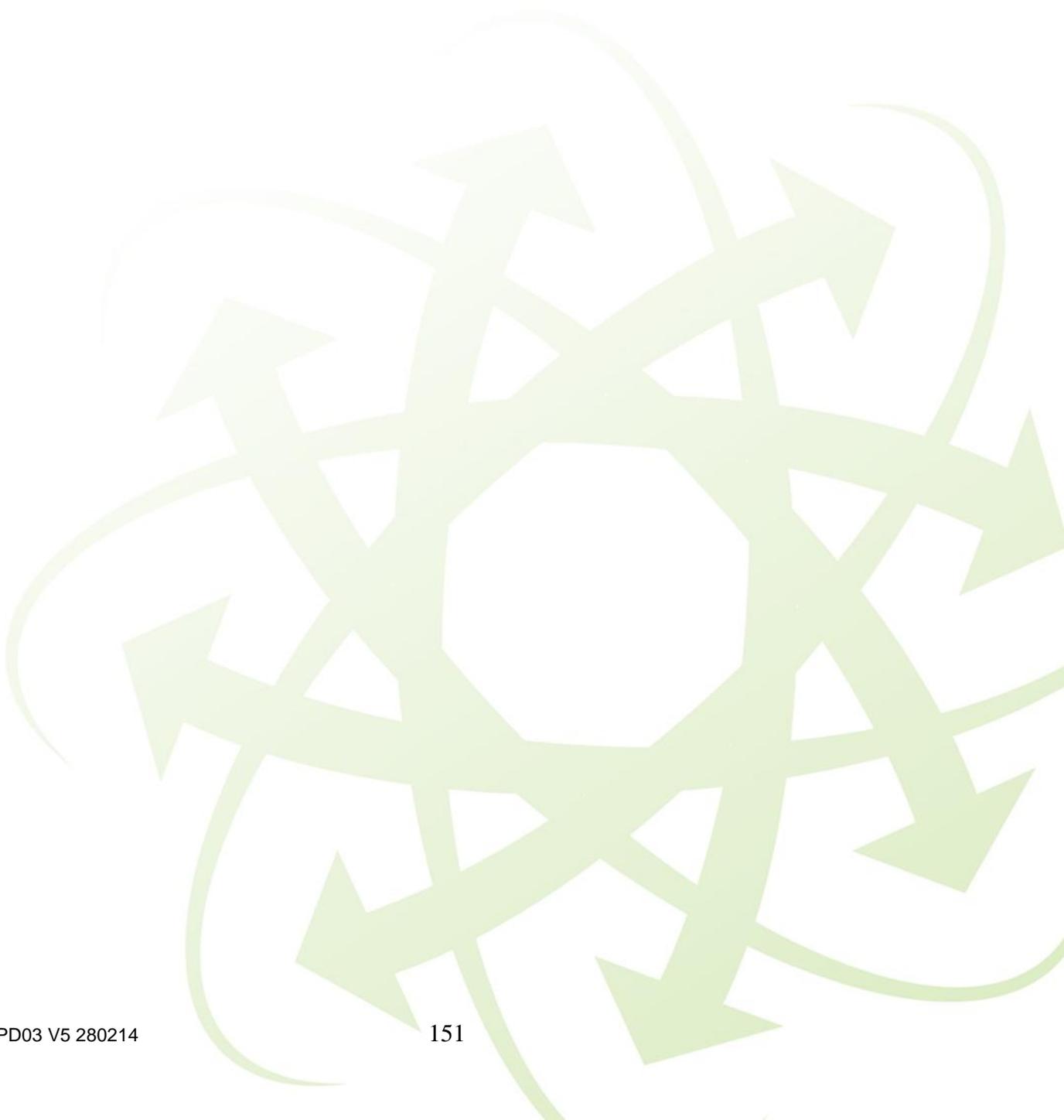
Assessment criteria

The learner can:

- 1 evaluate and reflect on own practice in promoting creativity and creative thinking
- 2 support others to develop their practice in promoting creativity and creative learning
- 3 develop a programme of change to the environment to enhance creativity and creative learning giving a justification and expected outcomes for each area of change

CYPOP8

**Support young people to develop, implement
and review a plan of action**



CYPOP8 Support young people to develop, implement and review a plan of action

Level: 3

Credit value: 3

What this unit is about

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

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand the importance for young people of developing a personal action plan for their future development needs
2. Be able to support young people to develop an action plan
3. Be able to support young people to work towards implementation of their action plan
4. Be able to support young people to review and revise their action plan
5. Be able to review own role in supporting the development and implementation of the young person's action plan

Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- Legal advice NOS Unit (Skills for Justice): Support clients to plan, implement and review action

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Learning Outcomes 2, 3, 4 and 5 must be assessed in a real work environment. Simulation is not allowed.

CYPOP8 Support young people to develop, implement and review a plan of action

Outcome 1 Understand the importance for young people of developing a personal action plan for their future development needs

Assessment criteria

The learner can:

- 1 explain **why young people should be encouraged to develop a personal action plan** to support their future development
- 2 evaluate the role of the support worker in encouraging young people to develop the action plan.

Additional Guidance

Reasons why young people should be encouraged to develop a personal action plan include:

- To identify personal and/or educational development needs
- To agree achievable goals
- To agree how to achieve those goals
- To identify additional support needs

Outcome 2 Be able to support young people to develop an action plan

Assessment criteria

The learner can:

- 1 explain the **preliminary and preparatory actions** to take when supporting young people to develop an action plan
- 2 demonstrate how young people are encouraged to identify their needs and aspirations
- 3 demonstrate in own practice work with young people to identify and evaluate the **range of options** available to them
- 4 demonstrate in own practice work with young people to develop an **action plan**.

Additional Guidance

Preliminary and preparatory actions must include:

- Explaining to young people why the action plan is important
- Checking their understanding
- Establishing constructive and supporting relationships with the young people

Range of options may include:

- Working to continue in full time education
- Working towards an apprenticeship
- Working towards employment

Action plan that may:

- Identify clear goals and outcomes
- Identify achievable timescales for reaching the goals
- Specify the ways in which the young person will achieve their goals
- Specify review dates
- Identify any support needed to achieve those goals such as:
 - additional formal tuition eg literacy/language skills
 - support from a learning mentor
 - support in writing a CV
 - support to develop interview/employability skills

Outcome 3 Be able to support young people to work towards implementation of their action plan

Assessment criteria

The learner can:

- 1 give examples from own practice of support required by young people implementing actions within their plan
- 2 demonstrate how to give practical support for young people working towards implementation of actions within their plan

Outcome 4 Be able to support young people to review and revise their action plan

Assessment criteria

The learner can:

- 1 explain why it is important for young people to review their progress against their action plan
- 2 demonstrate in own practice how to **review the action plan** with young people.

Additional Guidance

Review the action plan must include:

- Identify achievements
- Identify where goals have not been met
- Agree reasons for non achievement
- Revise the action plan to set new goals and milestones
- Agree any additional support necessary to help the young person to achieve their goals

Outcome 5 Be able to review own role in supporting the development and implementation of the young person's action plan

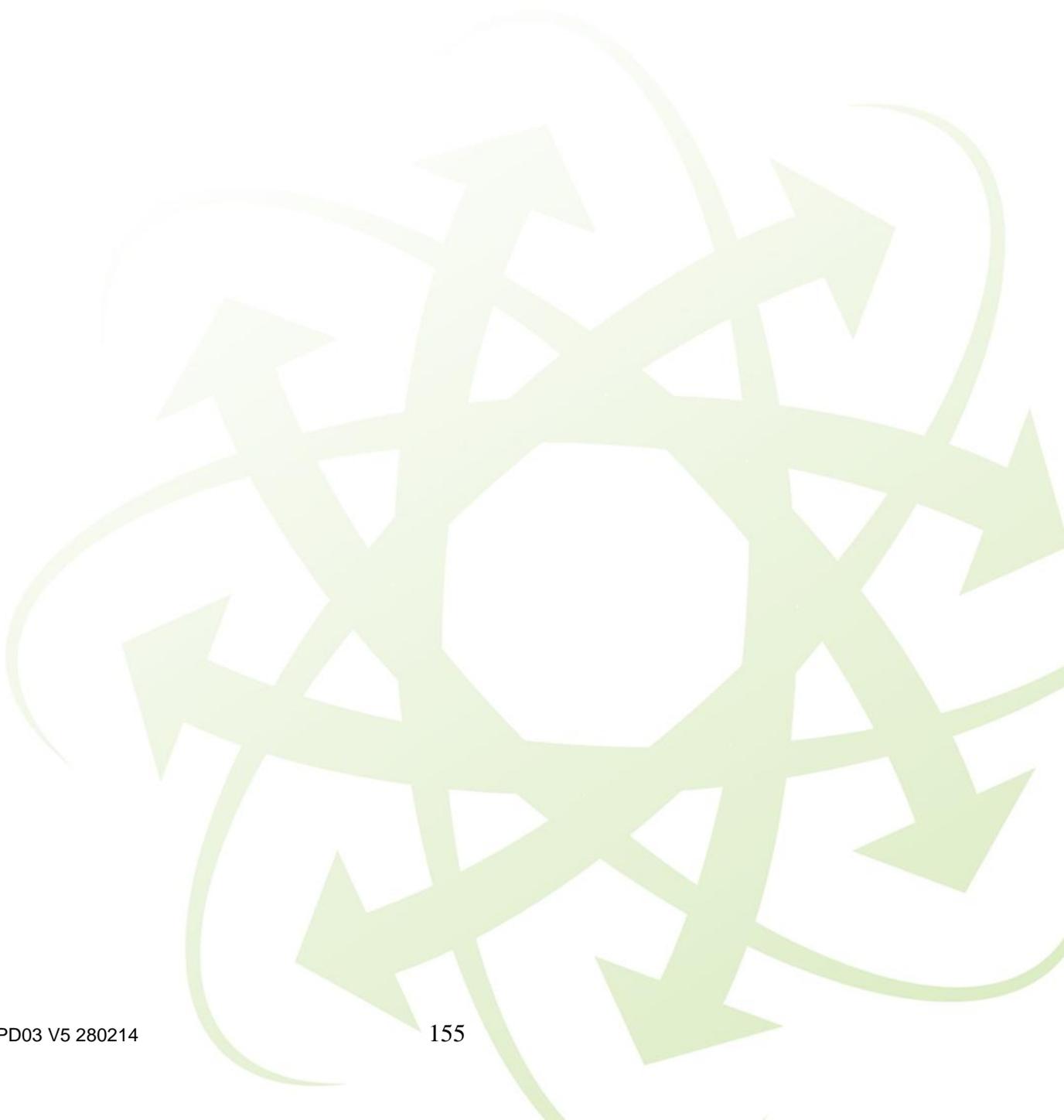
Assessment criteria

The learner can:

- 1 explain why it is important to review own contribution to the development and implementation of the young person's action plan
- 2 evaluate own contribution to the process

CYPOP9

**Provide information and advice to children
and young people**



CYPOP9 Provide information and advice to children and young people

Level: 3

Credit value: 3

What this unit is about

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

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the role of practitioners in providing information and advice to children and young people
2. Be able to establish and address the information and advice needs of children and young people
3. Be able to provide children and young people with appropriate information and advice to enable them to make informed choices

Guided learning hours

It is recommended that **22** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- ENTO Unit AG2: Support clients to make use of the advice and guidance service

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Learning Outcomes 2 and 3 must be assessed in a real work environment. Simulation is not allowed.

CYPOP9 Provide information and advice to children and young people

Outcome 1 Understand the role of practitioners in providing information and advice to children and young people

Assessment criteria

The learner can:

- 1 explain the importance of providing accurate and up to date information and advice to children and young people
- 2 explain the role of practitioners in providing impartial information and advice to children and young people.

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

Assessment criteria

The learner can:

- 1 **encourage the participation of and engagement with children and young people** to establish their information and advice needs
- 2 select information from **appropriate sources** that will best meet the needs of the young person
- 3 verify the accuracy and currency of information before presenting it to the young person
- 4 explain approaches to managing situations when the child and young person's choices are different to those of their carers

Additional Guidance

The kind of information needed by practitioners may include:

- Interests and aspirations of the young person
- Evidence of achievements, eg academic qualifications, other certificates, eg first aid, lifeguard, employer testimonials, school report
- Young person's motivation
- Any other relevant evidence, eg physical fitness if that is relevant to the aspirations of the young person

Encourage the participation of and engagement with children and young people may include:

- Active listening
- Open questioning
- Checking understanding
- Summarising
- Presenting information
- Inviting feedback
- Using appropriate settings

Appropriate sources may include:

- Paper-based sources, eg career development leaflets, college/HEI prospectuses
- Web based sources, eg UCAS

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

Assessment criteria

The learner can:

- 1 explain why it is important to provide opportunities for children and young people to make informed choices
- 2 evaluate with the young person the **choices available** to them
- 3 demonstrate in own practice how to check that the young person has understood the range of options available to them
- 4 record the interaction with the young person following all organisational procedures and **legal requirements**.

Additional Guidance

Choices available may include:

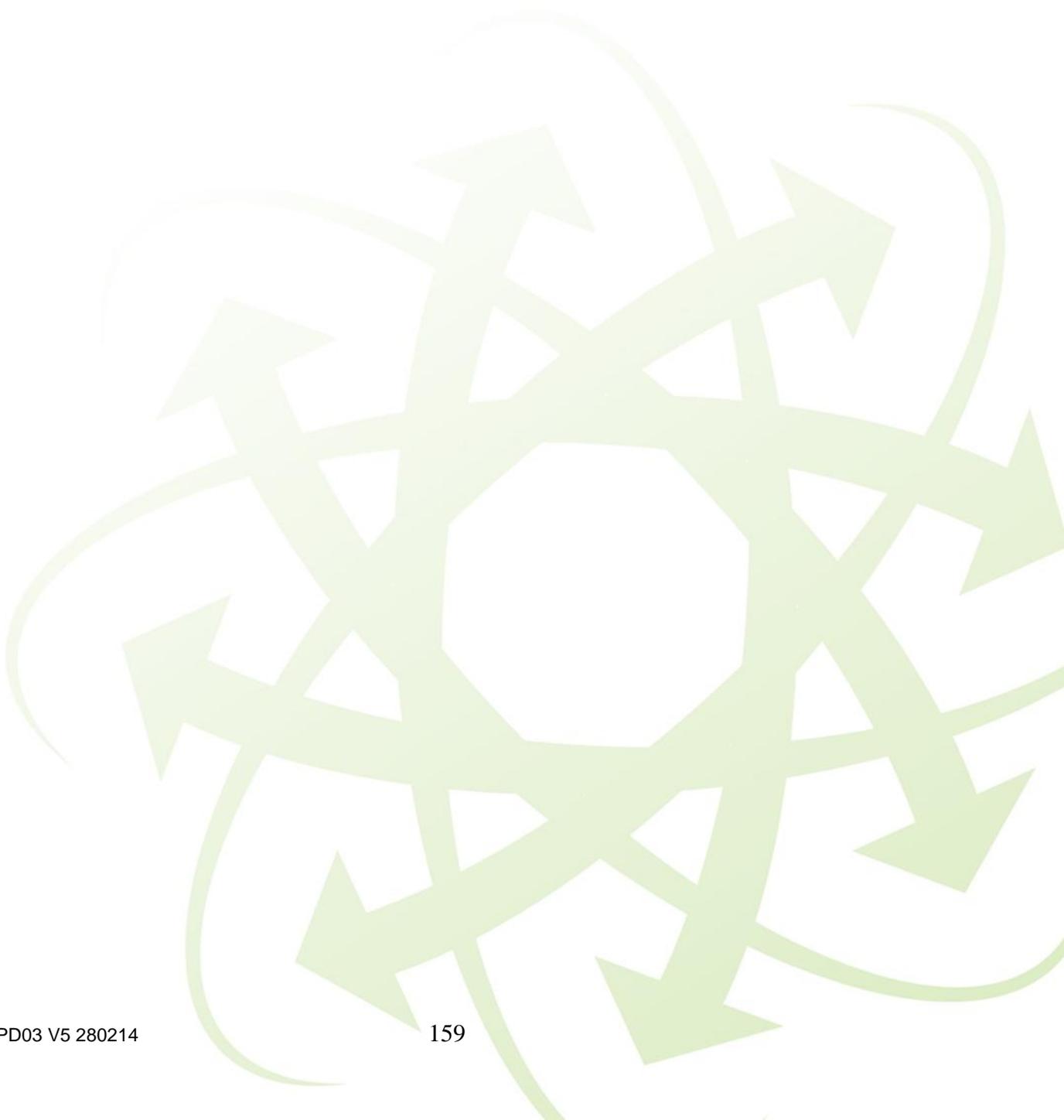
- Remaining in full time education
- Applying for an apprenticeship/advanced apprenticeship
- Progressing to higher education
- Employment

Legal requirements must include:

- Data protection
- Confidentiality

CYPOP10

Develop interviewing skills for work with children and young people



CYPOP10 Develop interviewing skills for work with children and young people

Level: 3

Credit value: 3

What this unit is about

The aim of this unit is to provide the learner with the skills and knowledge to enable them to conduct effective interviews with children and young people in the context of supporting their learning and development.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the process of preparing for and planning the interviews
2. Be able to conduct the interview with individual children or young people
3. Be able to implement interview follow up procedures

Guided learning hours

It is recommended that 21 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- ENTO R7: Conduct interviews to support the recruitment process
- ENTO AG2: Support clients to make use of the advice and guidance service

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning Outcomes 2 and 3 must be assessed in a real work environment.

Simulation is not allowed.

Work with more than one young person would normally be required to demonstrate competence.

CYPOP10 Develop interviewing skills for work with children and young people

Outcome 1 Understand the process of preparing for and planning the interviews

Assessment criteria

The learner can:

- 1 identify why it is important to plan for the interview
- 2 explain the **components of the interview planning process**.

Additional Guidance

Components of the interview planning process:

- Define interview objectives
- Gather and assess all relevant information
- Confirm the interview with the child/young person
- Prepare the interview environment to facilitate a constructive interview and to ensure the safety of self and interviewee

Outcome 2 Be able to conduct the interview with individual children or young people

Assessment criteria

The learner can:

- 1 use appropriate **communication skills** to encourage the participation of and engagement with the child or young person
- 2 provide any **relevant information** about the interview to the child or young person
- 3 conduct the interview to achieve the desired outcomes
- 4 record the details of the interview according to confidentiality and information sharing protocols

Additional Guidance

Communication skills may include:

- Active listening skills
- Open questioning techniques
- Use of appropriate body language
- How to give constructive feedback
- Ways of empathising with children and young people whilst maintaining professional boundaries
- How to encourage children and young people to participate and communicate without showing bias or judgement
- Using an appropriate environment

Relevant information includes:

- Interview objectives
- Rights and responsibilities of interviewee
- Rights and responsibilities of interviewer
- Potential outcomes and interview follow up procedures

Outcome 3 Be able to implement interview follow up procedures

Assessment criteria

The learner can:

- 1 identify the interview **follow up procedures**
- 2 implement interview **follow up procedures**.

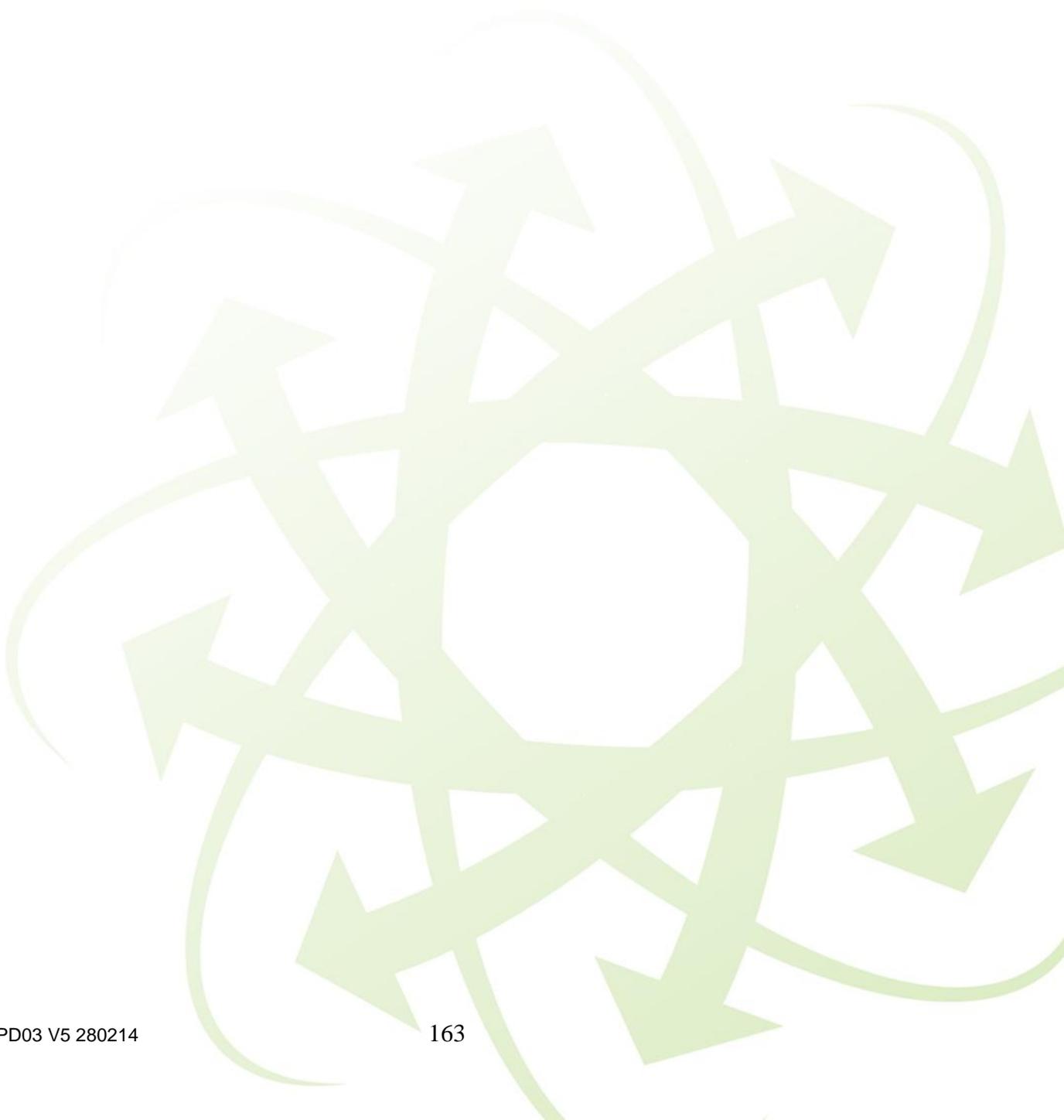
Additional Guidance

Interview follow up procedures

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

CYPOP11

Caseload management



CYPOP11 Caseload management

Level: 3

Credit value: 3

What this unit is about

This unit aims to provide the learner with the skills and knowledge to enable them to manage their case load effectively and efficiently, making best use of their own time and promoting improved outcomes for children, young people, their families and carers.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the importance of managing personal case load
2. Be able to prioritise cases in personal case load
3. Understand how to review and evaluate the effectiveness of the case management process

Guided learning hours

It is recommended that **21** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- ENTO AG14: Manage personal case load

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning Outcome 2 must be assessed in a real work environment.

Simulation is not allowed.

CYPOP11 Caseload management

Outcome 1 Understand the importance of managing personal case load

Assessment criteria

The learner can:

- 1 explain the importance of managing personal case load
- 2 give examples from own practice of pressures on the management of caseloads.

Outcome 2 Be able to prioritise cases in personal case load

Assessment criteria

The learner can:

- 1 explain the criteria for prioritising personal case load
- 2 review and prioritise existing and new cases against specified criteria
- 3 process cases according to priority
- 4 explain how to use supervision and other support systems to recognise when additional personal support is required.

Additional Guidance

Criteria for prioritising personal case load include:

- Urgency of addressing the individual case
- Potential consequences of postponing the case
- Own and others' work load
- Organisation's protocols and timescales for processing cases
- Availability of organisation's resources

Outcome 3 Understand how to review and evaluate the effectiveness of the case management process

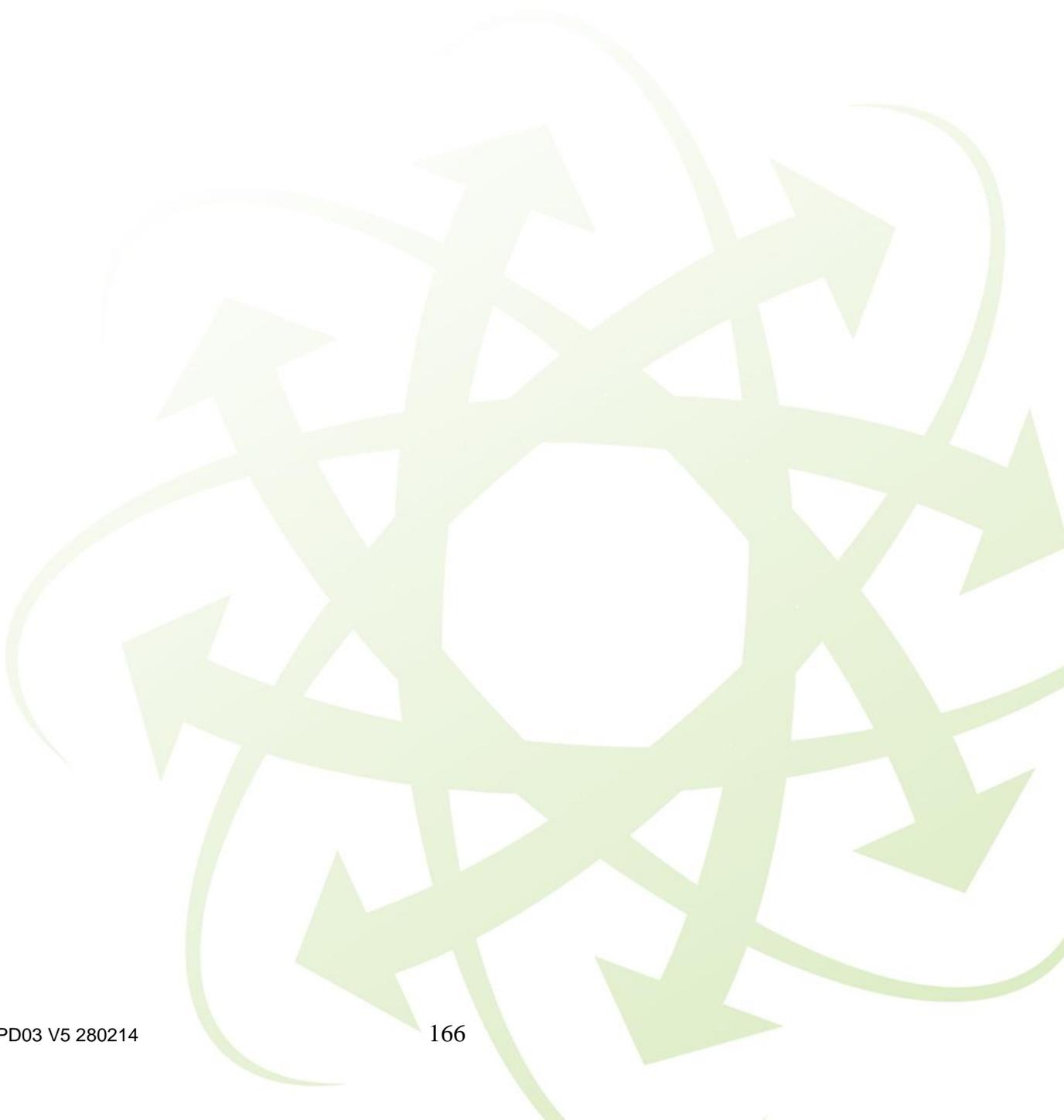
Assessment criteria

The learner can:

- 1 explain the importance of reviewing and evaluating the effectiveness of the case management process
- 2 identify and implement improvements in the case management process based on the evaluation

CYPOP12

Support young people to move towards independence and manage their lives



CYPOP12 Support young people to move towards independence and manage their lives

Level: 3

Credit value: 3

What this unit is about

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

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the way that young people move from dependence to independence
2. Be able to prepare young people for the practical challenges of independence
3. Be able to prepare young people for the emotional challenges of independence
4. Be able to prepare young people to assess personal risks and protect themselves

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- HSC NOS Units 38 and 310

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

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

Simulation is not allowed.

CYPOP12 Support young people to move towards independence and manage their lives

Outcome 1 Understand the way that young people move from dependence to independence

Assessment criteria

The learner can:

- 1 explain the reasons why some young people may find it difficult to move to independence
- 2 explain the concept that independence is relative to each individual young person's stage of development and level of understanding and ability
- 3 explain the reasons why independence is not always permanent and that some young people may go through transitions and move between dependence and independence at various times.

Additional Guidance

Reasons why some young people may find it difficult to move to independence may include:

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

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

Assessment criteria

The learner can:

- 1 demonstrate how to work with young people to ensure that they can shop, store and prepare food that will provide a healthy, balanced diet
- 2 prepare plans with young people that will assist them in **maintaining their own health and well being**
- 3 provide young people with information to prepare them to **manage and maintain accommodation** and to find advice if necessary
- 4 provide young people with information about how to **manage personal finances**
- 5 explain why practical support and advice for independence is a long term project.

Additional Guidance

Maintaining health and well being may include:

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

Manage and maintain accommodation may include:

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

- Landlord/tenant responsibilities

Manage personal finances may include:

- How to budget
- How bank accounts work
- Avoiding/managing debt
- Money safety
- Avoiding financial abuse
- Shoppers' rights
- Financial rights
- Where to get financial advice

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

Assessment Criteria

The learner can:

- 1 demonstrate how to encourage young people to recognise the importance of society norms of acceptable behaviour and interaction
- 2 provide young people with information about where to find support if they feel isolated or lonely
- 3 explain how to support young people who may feel worried and ambivalent about becoming independent
- 4 demonstrate how to support young people to develop resilience in order to face challenges and disappointments
- 5 explain the importance of having somewhere that is 'home'.

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

Assessment criteria

The learner can:

- 1 explain to young people how to assess **risks in day to day situations**
- 2 demonstrate how to prepare young people to minimise risks
- 3 provide young people with information and skills to protect themselves and know when to seek help

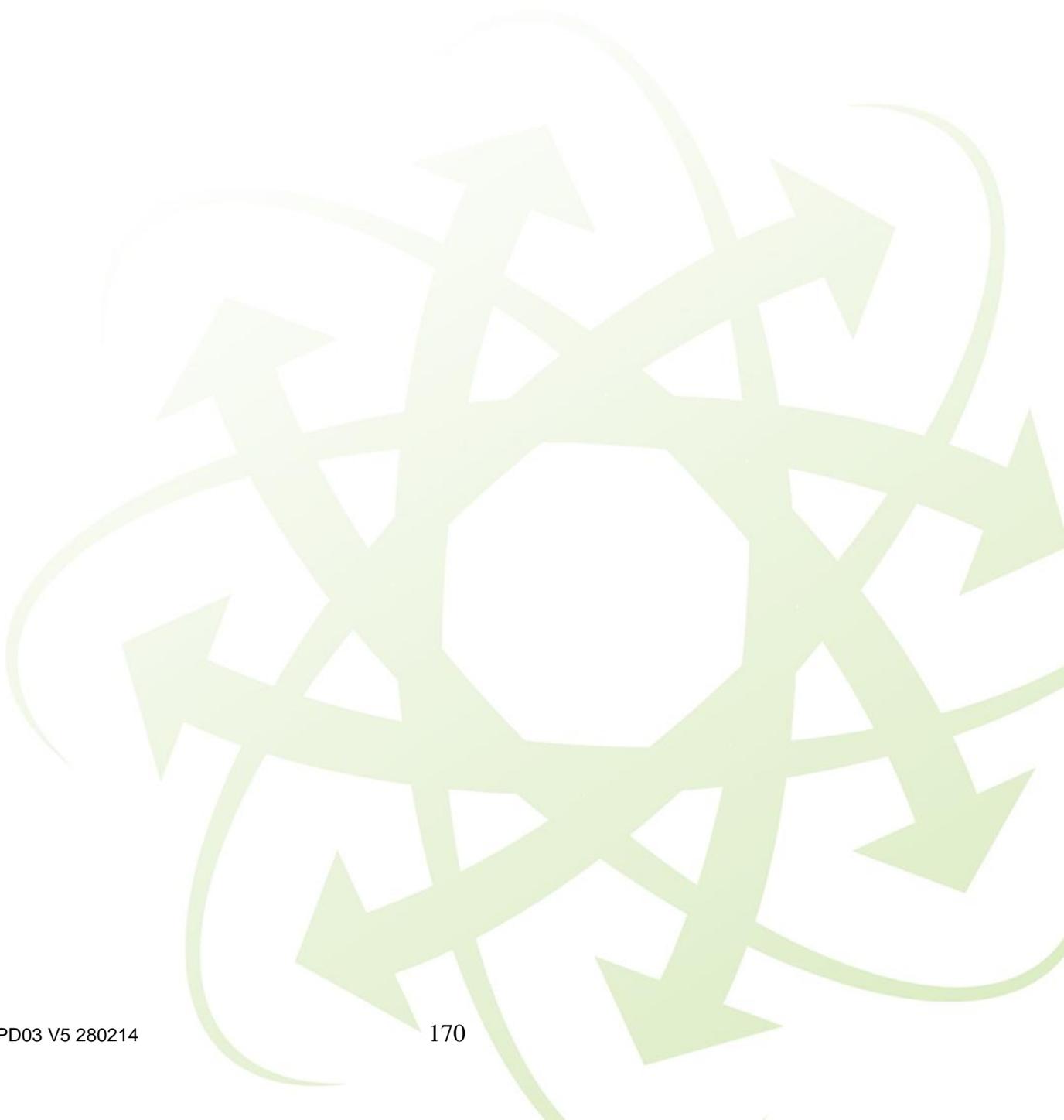
Additional Guidance

Day to day risk situations may include:

- In pubs and clubs
- Shopping in crowds
- Obtaining cash
- Shopping online
- Meeting people through the internet
- Opening the door to strangers
- Purchasing on the doorstep

CYPOP13

**Support children and young people to
achieve their learning potential**



CYPOP13 Support children and young people to achieve their learning potential

Level: 3

Credit value: 3

What this unit is about

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

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the legislation and policies that underpin education and learning for children and young people
2. Be able to support children and young people to work out what they want to learn and achieve
3. Be able to work with children and young people to make the most of learning opportunities
4. Know how to work with others to support children and young people to achieve the best possible outcomes from learning opportunities

Guided learning hours

It is recommended that 20 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- HSC NOS Unit 39
- LDSS NOS Unit 317
- Professional Practice in residential child care, Standard: 4.6
- Training Support and Development Standards for Foster Care, Standard 4.5

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning Outcomes 2 and 3 should be assessed in a real work situation.

Simulation is not allowed.

CYPOP13 Support children and young people to achieve their learning potential

Outcome 1 Understand the legislation and policies that underpin education and learning for children and young people

Assessment criteria

The learner can:

- 1 describe the **legislation** that affects children and young people's access to education and learning opportunities
- 2 explain how policies have influenced access to learning opportunities for children and young people

Additional Guidance

Legislation

As appropriate to relevant UK Home nation

Outcome 2 Be able to support children and young people to work out what they want to learn and achieve

Assessment criteria

The learner can:

- 1 demonstrate how to encourage children or young people to recognise how their interests, talents and abilities can help to achieve their aspirations
- 2 work with a child or young person to help them to see how they can build on their interests, talents and abilities.

Outcome 3 Be able to work with children and young people to make the most of learning opportunities

Assessment criteria

The learner can:

- 1 demonstrate how to work with children or young people to set and monitor progress towards goals and targets
- 2 support children or young people's learning activities
- 3 demonstrate how to support children or young people to recognise and deal with attitudes or behaviour that may undermine learning opportunities
- 4 provide encouragement to children or young people to see how their learning experiences can be applied in other areas of life
- 5 provide children or young people with enthusiastic feedback to celebrate achievement.

Outcome 4 Know how to work with others to support children and young people to achieve the best possible outcomes from learning opportunities

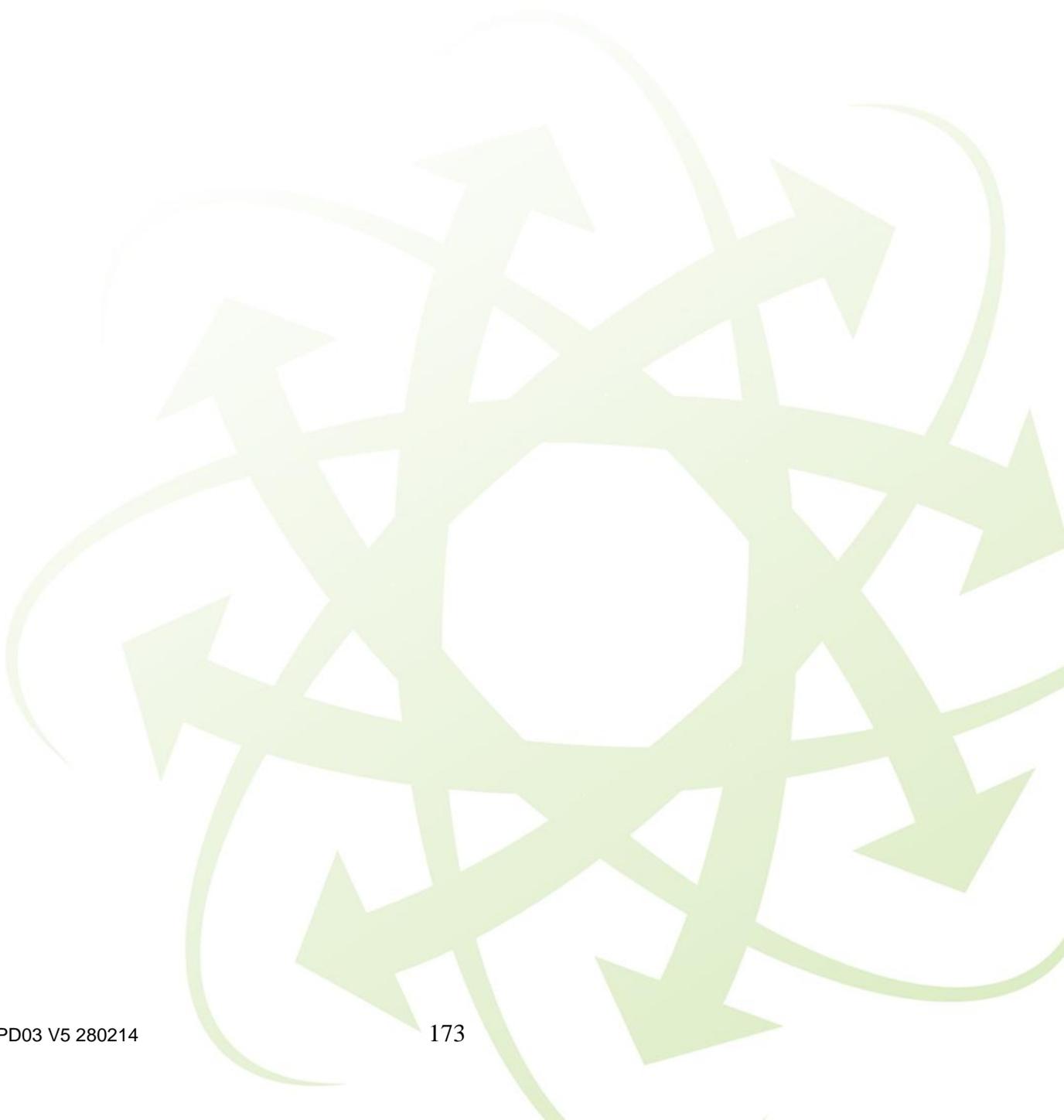
Assessment criteria

The learner can:

- 1 explain the importance of engaging carers in children and young people's learning
- 2 identify key professionals and their roles in supporting and developing children and young people's learning
- 3 explain the importance of effective communication between all those involved in a child or young person's learning

CYPOP14

Support children and young people to have positive relationships



CYPOP14 Support children and young people to have positive relationships

Level: 3

Credit value: 3

What this unit is about

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

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the importance of positive relationships for the development and well being of children and young people
2. Be able to support children and young people to make and maintain positive relationships
3. Understand how to support children and young people when there are relationship difficulties

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- HSC NOS Unit 311
- CCLD NOS Unit 301
- Professional Practice in residential child care, Standard: 4.7
- Training support and development standards for Foster Care, Standard 2.3

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Learning Outcome 2 must be assessed in real work situations.

Simulation is not allowed.

CYPOP14 Support children and young people to have positive relationships

Outcome 1 Understand the importance of positive relationships for the development and well being of children and young people

Assessment criteria

The learner can:

- 1 identify the **different relationships** children and young people may have
- 2 explain the importance of positive relationships for development and well-being
- 3 explain the possible effects of children having restricted, or supervised contact in order to maintain relationships

Additional Guidance

Different relationships may include:

- Parental
- Carer
- Sibling
- Family
- Friendship
- Emotional/Sexual
- Acquaintance
- Professional

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

Assessment criteria

The learner can:

- 1 demonstrate how to support children or young people to maintain relationships with carers or professionals who are important to them
- 2 explain how to support children or young people to make new relationships
- 3 provide practical and emotional support to encourage children or young people to commit to and enjoy positive relationships.

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

Assessment criteria

The learner can:

- 1 explain why it is important to encourage children or young people to resolve conflict for themselves if possible
- 2 explain how to support a child or young person who is distressed by **relationship difficulties**
- 3 explain how to support a child or young person to end relationships that are making them unhappy
- 4 describe the circumstances that would result in a relationship causing concern and the actions that should follow
- 5 explain how to support children or young people to recognise and take action when they are involved in abusive or exploitative relationships

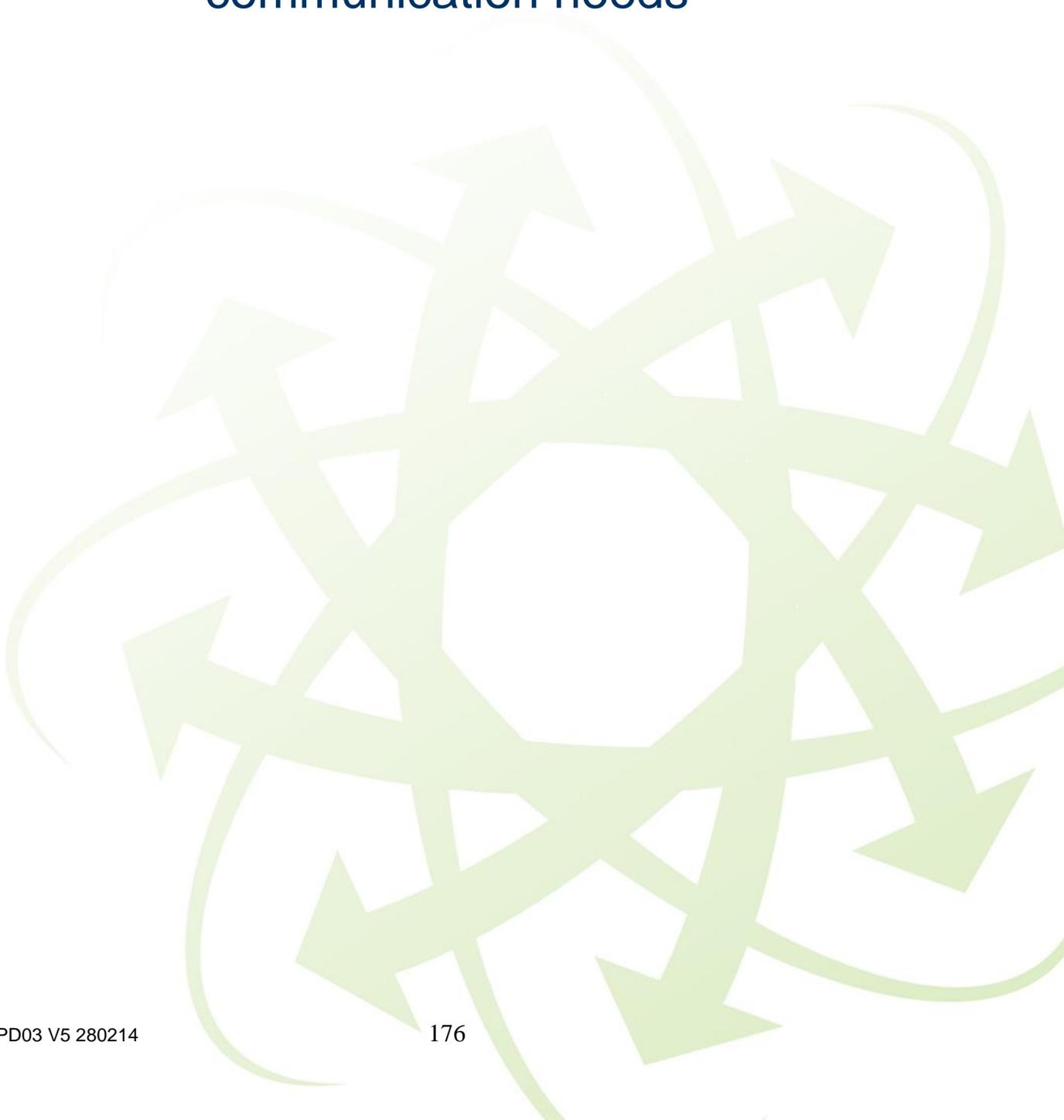
Additional Guidance

Relationship difficulties may include:

- Parents or carers
- Families
- Peers
- Close friends
- Colleagues or other professionals

CYPOP15

Support positive practice with children and young people with speech, language and communication needs



CYPOP15 Support positive practice with children and young people with speech, language and communication needs

Level: 3

Credit value: 4

What this unit is about

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

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the concept of positive practice when working with children and young people with speech, language and communication needs
2. Know how to work alongside speech, language and communication specialists to use appropriate strategies and targets to support children and young people
3. Be able to place children and young people at the centre of professional practice when working with children and young with speech, language and communication needs
4. Understand how to work with others to support the social, emotional and cognitive needs of children and young people

Guided learning hours

It is recommended that **28** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

There are links to:

- Some of the competencies from CCLD Units 302, 306, 308, 312.
- Speech, Language and Communication Framework: Universal: Strand C; Enhanced: Strand

Support of the unit by a sector or other appropriate body

This unit is endorsed by the Communications Trust, and Skills for Learning and Development.

Assessment

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning Outcome 3 must be assessed in relation to a real work situation.

Simulation is not allowed.

CYPOP15 Support positive practice with children and young people with speech, language and communication needs

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

Assessment criteria

The learner can:

- 1 explain how to recognise and build on the strengths of a child or young person by giving different examples of **positive strategies**
- 2 compare the differences between strategies based on children and young people's strengths and abilities and those based around children's difficulties
- 3 provide examples of how current research evidence supports positive practice.

Additional Guidance

Positive strategies may include:

- Adapting adult language
- Adapting the environment to support communication
- Modelling and expanding the child or young person's language
- Demonstrating specific communication behaviours
- Facilitating communication between children and young people
- Providing time and supported opportunities to communicate
- Supporting and developing confidence and self-esteem

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

Assessment criteria

The learner can:

- 1 identify and describe the different strategies and targets that can support children and young people's speech, language and communication needs
- 2 explain the process of how supportive strategies are selected and implemented to support children and young people's speech, language and communication needs
- 3 explain own role in the process of how targets are set, monitored and evaluated along with specialist
- 4 compare different examples of how strategies and targets have been used to support children and young people with speech, language and communication needs.

Outcome 3 Be able to place children and young people at the centre of professional practice when working with children and young with speech, language and communication needs

Assessment criteria

The learner can:

- 1 review and identify the particular issues and implications of work setting for children and young people's speech, language and communication
- 2 demonstrate ways to adapt and modify own communication, **resources and tasks** to support children and young people's speech, language and communication
- 3 demonstrate effective ways to find out the views of children and young people and take them into account in planning and delivering practice.

Additional Guidance

Resources and tasks may include:

- Everyday activities within the work setting
- Specific resources or activities within, for example a curriculum
- Daily routines within the setting
- Published resources; written information

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

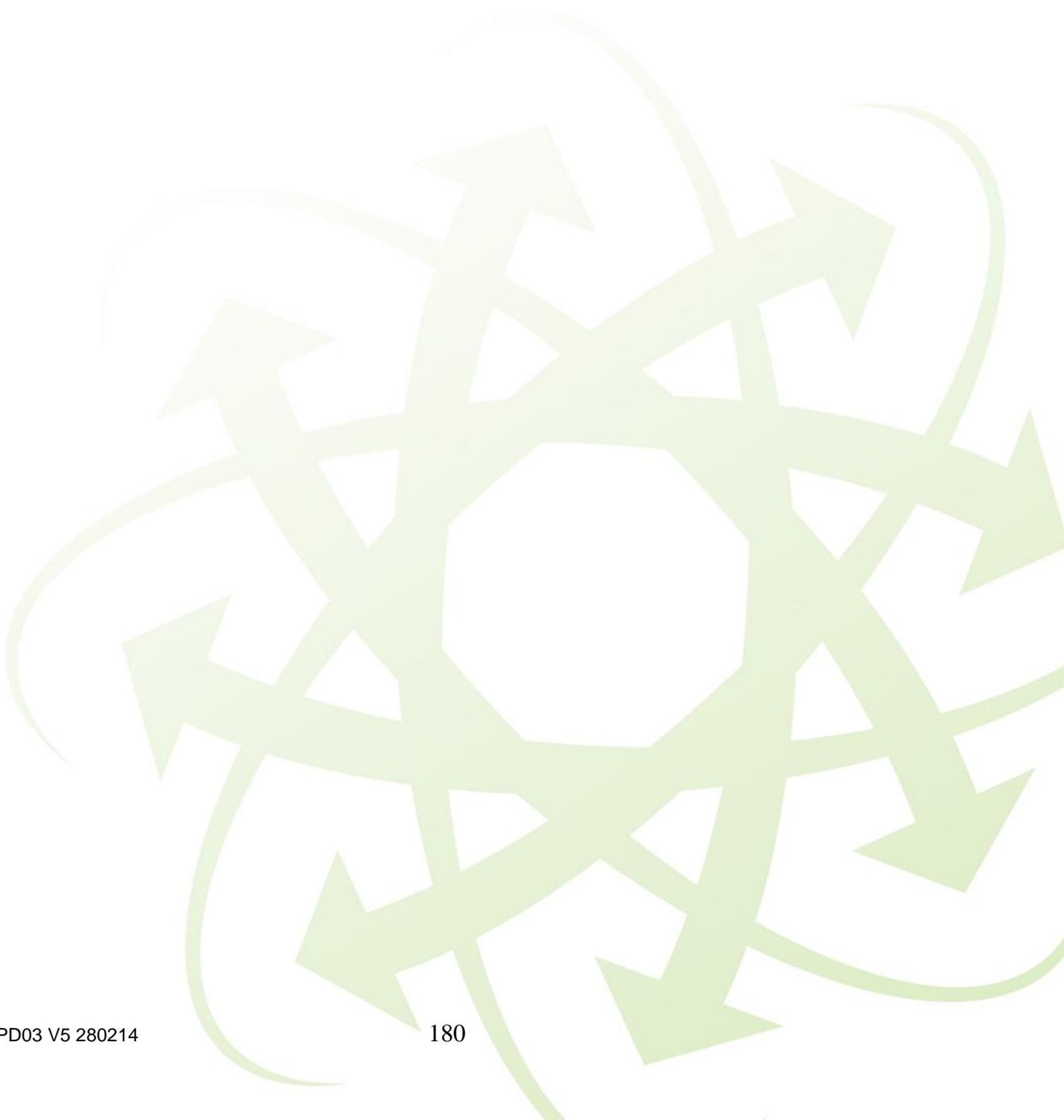
Assessment criteria

The learner can:

- 1 explain how speech, language and communication needs can affect social, emotional and cognitive development in children and young people
- 2 explain how social, emotional and cognitive needs can affect children and young people's speech, language and communication
- 3 review and report on the roles of other professionals in supporting children and young people and explain how to access additional support.

CYPOP16

Coordinate special educational needs provision



CYPOP16 Coordinate special educational needs provision

Level: 4

Credit value: 5

What this unit is about

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

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the role of the special educational needs coordinator
2. Be able to coordinate the observation, recording, assessment and planning to meet the individual requirements of children with special educational needs
3. Be able to engage with children with special educational needs and their carers
4. Be able to coordinate, support and advise colleagues working with children who have special educational needs

Guided learning hours

It is recommended that **35** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

CCLD 339 Coordinate special educational needs in early education settings

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Simulation is not allowed.

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

CYPOP16 Coordinate special educational needs provision

Outcome 1 Understand the role of the special educational needs coordinator

Assessment criteria

The learner can:

- 1 outline the legislative context for the role of the special educational needs coordinator, with reference to codes of practice as relevant to the uk home nation
- 2 explain the responsibilities of the special educational needs coordinator
- 3 explain the importance of early recognition and intervention
- 4 explain the policies and/or procedures of the setting in respect of special educational needs
- 5 explain the importance of liaison and partnerships with carers, other agencies and professionals

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

Assessment criteria

The learner can:

- 1 coordinate and lead the observation, assessment and recording progress of children with special educational needs
- 2 coordinate and plan the next steps for children with special educational needs in collaboration with:
 - Colleagues including those in other agencies
 - Children and their carers
- 3 demonstrate how children's individual play/education plans are developed, monitored and regularly updated
- 4 explain the importance of statements of special educational needs, and how these impact on provision for individual children within the setting.

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

Assessment criteria

The learner can:

- 1 assess barriers to communication and engagement, and explain how these can be overcome
- 2 demonstrate engagement with children who have special educational needs in own work setting or service
- 3 demonstrate engagement with families of children who have special educational needs in own work setting or service.

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

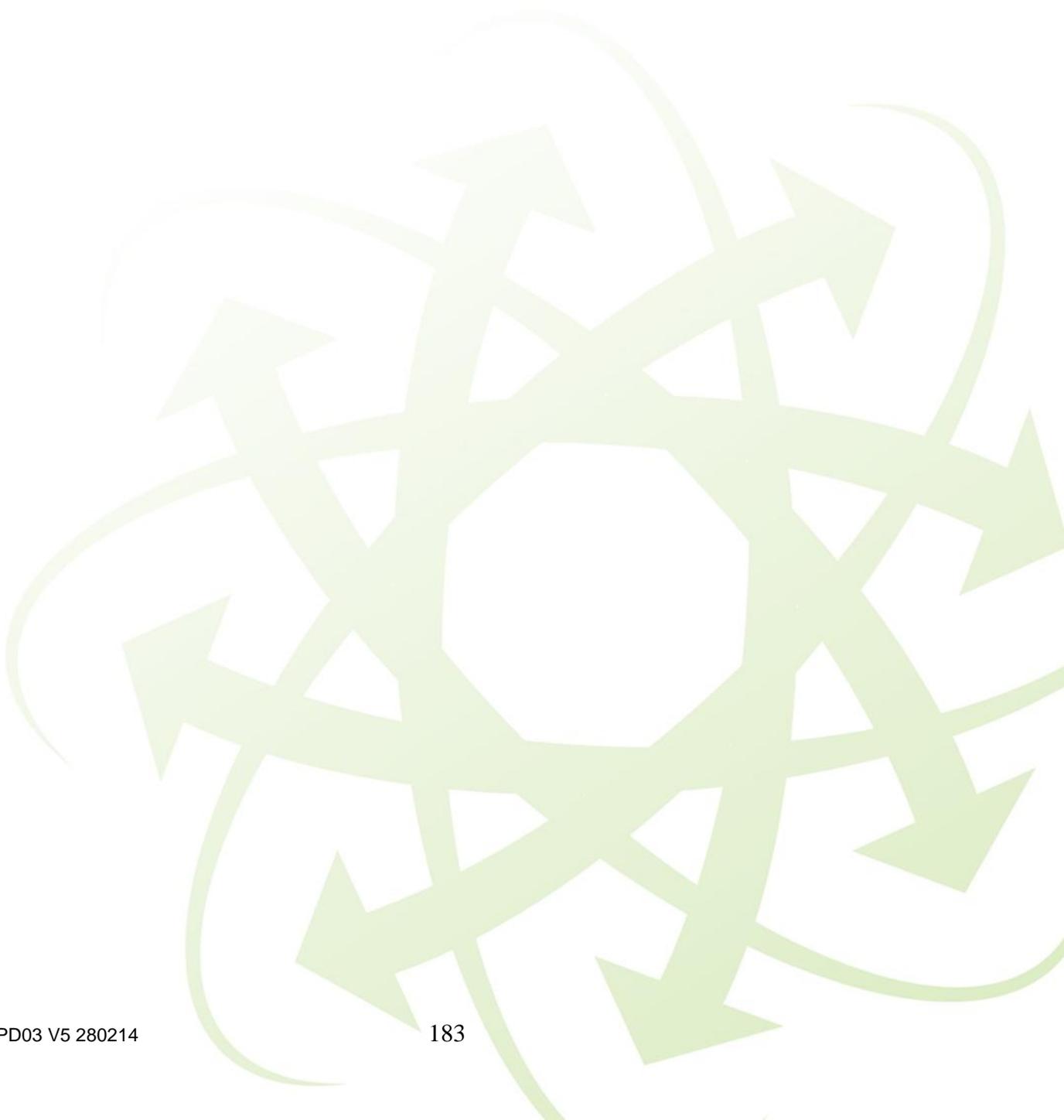
Assessment criteria

The learner can:

- 1 demonstrate in own practice how to coordinate provision for special educational needs
- 2 identify sources of support and professional development for special educational needs practitioners and coordinators
- 3 demonstrate in own practice how to share new information and act as an agent of change and improvement
- 4 demonstrate in own practice how to work directly with colleagues to mentor and support practice.

CYPOP20

**Support speech, language and
communication development**



CYPOP20 Support speech, language and communication development

Level: 3

Credit value: 3

What this unit is about

This unit aims to provide a basis for understanding the typical development of speech, language and communication in children and young people and the importance for a child or young person's overall development.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the importance of speech, language and communication for children's overall development
2. Understand typical speech, language and communication development in children and young people
3. Be able to identify typical speech, language and communication development of children and young people

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- Some of the competencies from CCLD NOS Unit 301 and 303
- SLC Framework

Support of the unit by a sector or other appropriate body

This unit is endorsed by the Communication Trust, and Skills for Care and Development.

Assessment

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Assessment of Learning Outcome 3 should relate to real work activities.

Simulation is not allowed.

CYPOP20 Support speech, language and communication development

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

Assessment criteria

The learner can:

- 1 explain each of the terms:
 - Speech
 - Language
 - Communication
 - Speech language and communication needs
- 2 explain how speech, language and communication skills support the following areas in children and young people's development:
 - Learning
 - Emotional
 - Behaviour
 - Social
- 3 describe the potential impact of speech, language and communication difficulties on the overall development of a child or young person both currently and long term
- 4 explain the **factors** that increase the risk of children and young people having speech language and communication needs.

Additional Guidance

Factors may include:

- Limited or poor quality support for speech, language and communication development
- Hearing difficulties
- Social disadvantage
- Physical difficulties, such as cerebral palsy
- Other syndromes, conditions or areas of need such as autism, attention deficit disorder
- Trauma/abuse
- Family history of Speech, Language and Communication Needs (SLCN)
- Learning difficulties

Outcome 2 Understand typical speech, language and communication development in children and young people

Assessment criteria

The learner can:

- 1 summarise the typical stages of speech, language and communication development of children in the following age groups, including both understanding and use of language:
 - 0 – 5 years old
 - 5 – 11 years old
 - 11 – 16 years old
- 2 explain how children and young people develop their speech, language and communication and identify how this applies to children who are learning more than one language
- 3 explain how speech, language and communication work together to enable effective interaction
- 4 explain the different ways in which a child or young person may not follow typical speech language and development.

Outcome 3 Be able to identify typical speech, language and communication development of children and young people

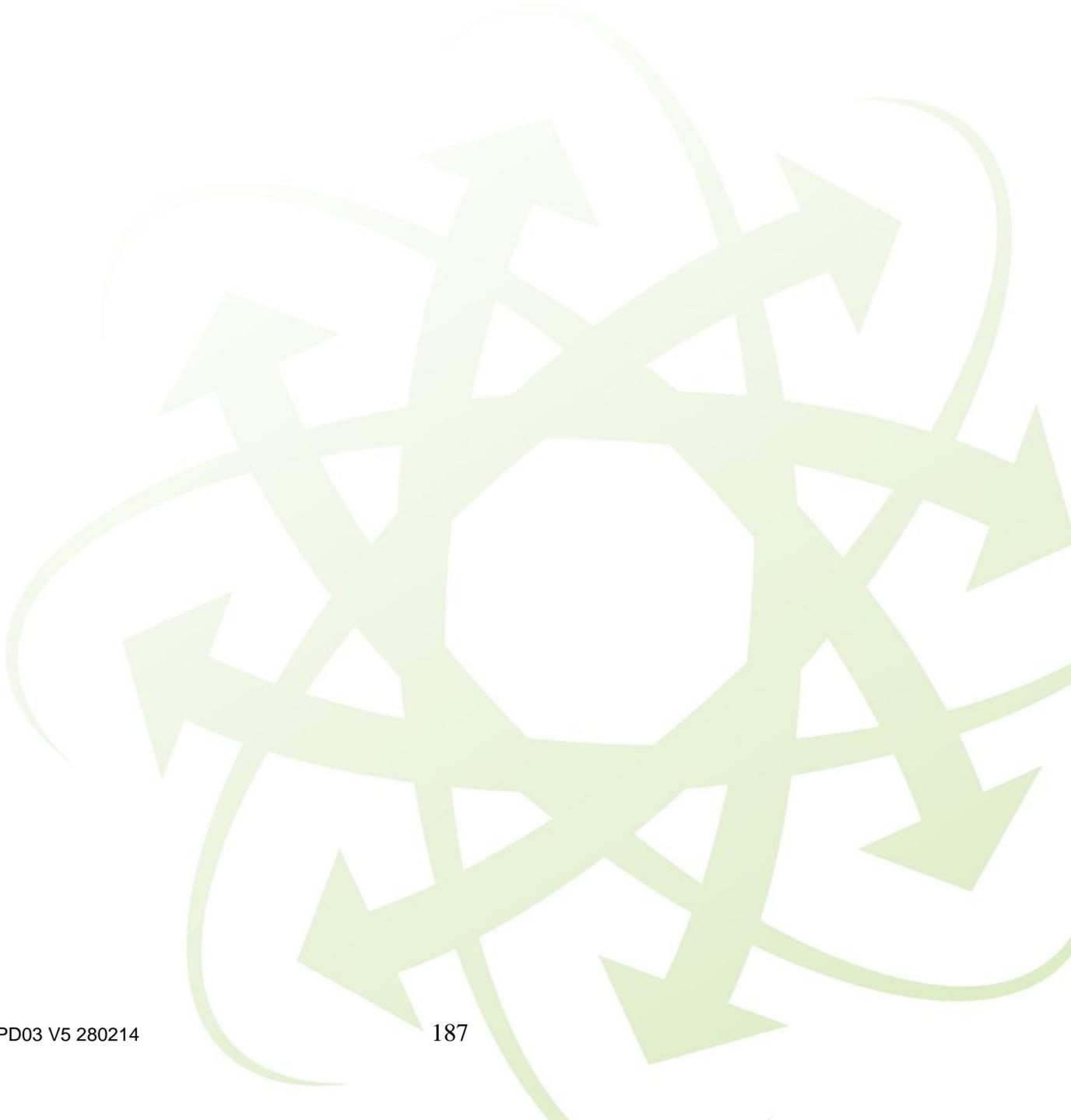
Assessment criteria

The learner can:

- 1 observe and report examples of a child or young person using their communication skills in different contexts
- 2 plan and carry out an observation of a child or young person using their communication skills in different contexts
- 3 report on planned observations highlighting normal variations in the typical speech, language and communication development of children or young people.

CYPOP21

Work with parents, families and carers to support their children's speech, language and communication development



CYPOP21 Work with parents, families and carers to support their children's speech, language and communication development

Level: 3

Credit value: 3

What this unit is about

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

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the importance of parental support for the development of speech, language and communication
2. Be able to work in partnership with parents to support their child's speech, language and communication development
3. Be able to support parents to use activities and approaches to support their child's speech, language and communication development
4. Understand the importance of working in partnership with parents of children with speech, language and communication needs and relevant professional agencies

Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- Speech, Language and communication framework:
 - Universal: G1, G2
 - Enhanced: C2, E4, G1, G2, G3, G4

Support of the unit by a sector or other appropriate body

This unit is endorsed by the Communications Trust, and Skills for Care and Development.

Assessment

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

Learning Outcome 3 and part of Learning Outcome 4 must be assessed in real work situations.

Simulation is not allowed.

CYPOP21 Work with parents, families and carers to support their children's speech, language and communication development

Outcome 1 Understand the importance of parental support for the development of speech, language and communication assessment

Assessment criteria

The learner can:

- 1 outline the nature of the parent/child relationship at key stages of a child's life in relation to speech, language and communication
- 2 explain the influences of different parenting styles on speech, language and communication development
- 3 explain how supporting effective speech, language and communication between parents and children could influence their relationship and overall development at home.

Outcome 2 Be able to work in partnership with parents to support their child's speech, language and communication development

Assessment criteria

The learner can:

- 1 explain issues and challenges for parents which may influence how they support their child's speech, language and communication development
- 2 support parents to understand their valuable role in supporting their child's speech, language and communication development
- 3 explain a range of ways to work with parents to support their child's speech, language and communication development
- 4 demonstrate ways of how to develop and maintain a parent's confidence in supporting their child's speech, language and communication development.

Outcome 3 Be able to support parents to use activities and approaches to support their child's speech, language and communication development

Assessment criteria

The learner can:

- 1 provide parents with appropriate advice and sources of information to support their child's speech, language and communication development
- 2 explain ways to support parents in how to use activities and approaches to support their child's speech, language and communication development
- 3 evaluate the ways in which own role can be effective in supporting parents to support their children's speech, language and communication development.

Outcome 4 Understand the importance of working in partnership with parents of children with speech, language and communication needs and relevant professional agencies

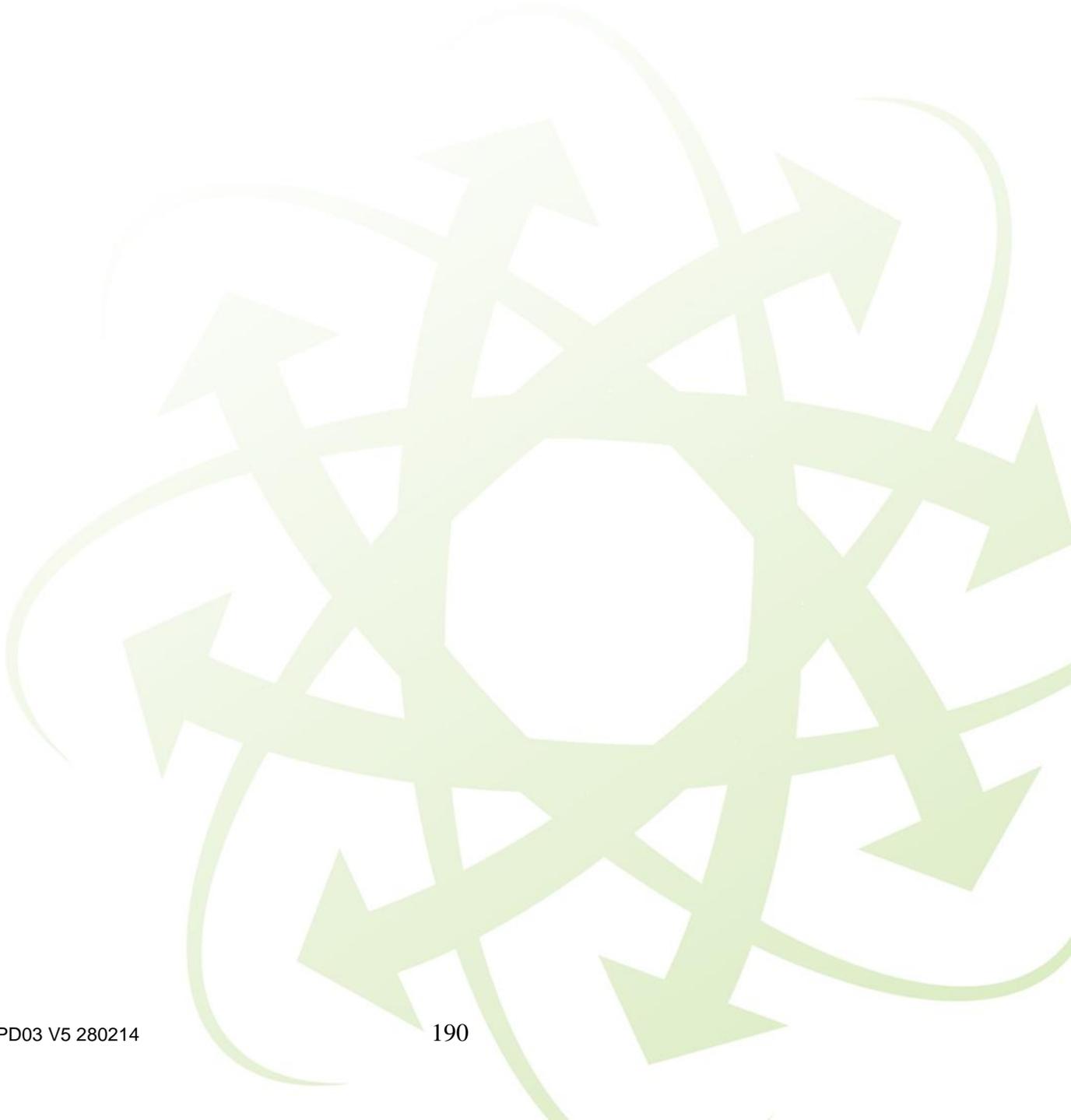
Assessment criteria

The learner can:

- 1 explain why it is important to be able to work in partnership with parents of children with SLCN
- 2 identify useful sources of information and relevant organisations and services to support parents of children who have SLCN
- 3 explain the importance of partnership working across professionals, agencies and parents when supporting children with SLCN.

CYPOP23

Support the speech, language and communication development of children who are learning more than one language



CYPOP23 Support the speech, language and communication development of children who are learning more than one language

Level: 3

Credit value: 3

What this unit is about

This unit is designed to explore the ways in which speech, language and communication skills are influenced when children and young people are learning more than one language. The unit addresses the cultural issues around the assessment and approaches to speech, language and communication development for children and young people learning more than one language.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the speech, language and communication assessment process for children and young people who are learning more than one language
2. Understand the cultural issues of assessing and supporting the speech, language and communication development of children and young people who are learning more than one language
3. Be able to work with parents of children and young people whose home language is not English
4. Know how to work with others in order to support the speech, language and communication development of children and young people whose home language is not English

Guided learning hours

It is recommended that **26** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit has links to:

- Some of the competencies in CCLD NOS Units 334 and 347

Support of the unit by a sector or other appropriate body

This unit is endorsed by the Communication Trust, and Skills for Care and Development.

Assessment

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning Outcome 3 should be assessed in relation to real work activities.

Simulation is not allowed.

CYPOP23 Support the speech, language and communication development of children who are learning more than one language

Outcome 1 Understand the speech, language and communication assessment process for children and young people who are learning more than one language

Assessment criteria

The learner can:

- 1 explain how to identify which languages are used by children and young people in the work setting
- 2 explain how to collect information on a child or young person's use of their languages at home and in the work setting
- 3 explain the difficulties of using formal, standardised tests/screens with children and young people whose home language is not English
- 4 explain how to recognise when a child or young person learning more than one language may have additional or specific speech, language and communication needs.

Outcome 2 Understand the cultural issues of assessing and supporting the speech, language and communication development of children and young people who are learning more than one language

Assessment criteria

The learner can:

- 1 explain what is meant by bilingualism
- 2 explain the advantages of bilingualism
- 3 define culture and identify how to integrate different cultures within own work setting
- 4 explain the importance of using culturally appropriate and relevant materials and approaches with children and young people learning more than one language
- 5 explain how resources can be adapted to meet the support needs of children and young people whose home language is not English.

Outcome 3 Be able to work with parents of children and young people whose home language is not English

Assessment criteria

The learner can:

- 1 provide appropriate advice to parents on supporting their child's speech, language and communication development
- 2 demonstrate approaches to support parents in promoting their child's speech, language and communication development
- 3 explain how language and resources can be adapted to enable close work with parents whose home language is not English.

Outcome 4 Know how to work with others in order to support the speech, language and communication development of children and young people whose home language is not English

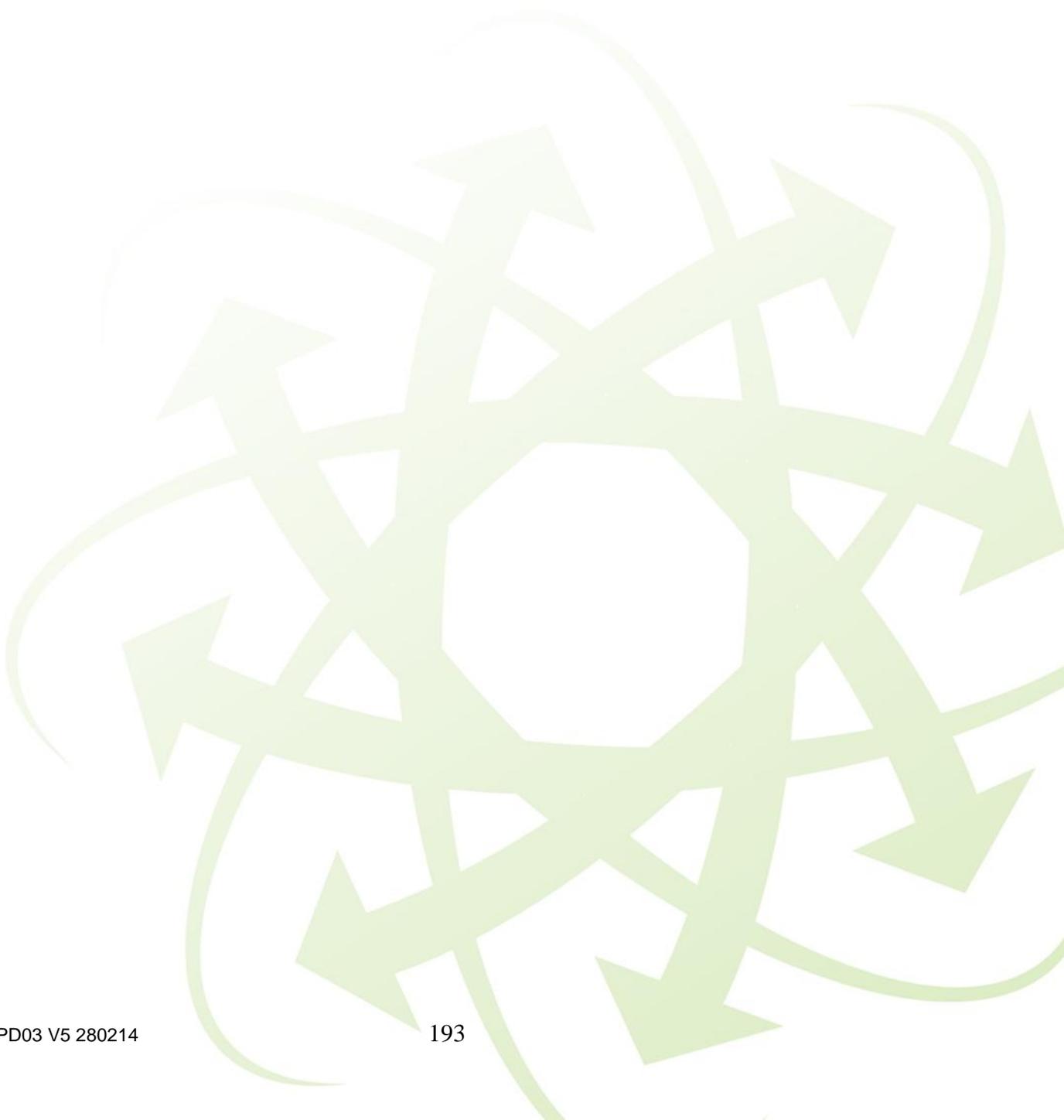
Assessment criteria

The learner can:

- 1 explain the different ways in which professionals can work together in the interests of children and young people
- 2 explain the roles and importance of other professionals who may be involved in joint or integrated working to support children and young people with speech, language and communication needs who are learning more than one language
- 3 identify and describe when and how to contact and work with relevant agencies and services.

CYPOP24

Support children and young people's speech,
language and communication skills



CYPOP24 Support children and young people's speech, language and communication skills

Level: 3

Credit value: 3

What this unit is about

This unit explores the ways in which those working with children and young people can support the development of speech, language and communication skills. The unit also looks at how to recognise, and access specialist support, for those children and young people who may have speech, language and communication needs.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the importance and the benefits of adults supporting the speech, language and communication development of children and young people
2. Be able to provide support for the speech, language and communication development of children and young people
3. Understand how environments support speech, language and communication
4. Be able to recognise, and obtain additional support for, children and young people who may have speech, language and communication needs

Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

There are links from this unit to:

- Some of the competencies from CCLD NOS L3 301
- SLC Framework

Support of the unit by a sector or other appropriate body

This unit is endorsed by the Communications Trust, and Skills for Care and Development.

Assessment

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning Outcome 4 should be assessed in relation to real work activities.

Simulation is not allowed.

CYPOP24 Support children and young people's speech, language and communication skills

Outcome 1 Understand the importance and the benefits of adults supporting the speech, language and communication development of children and young people

Assessment criteria

The learner can:

- 1 explain the **ways in which adults can effectively support** and extend the speech, language and communication development for each of the following age groups:
 - 0 – 5
 - 5 – 11
 - 11 – 16
 - 16 – 25
- 2 evaluate relevant **positive effects** of adult support for children, young people and their families.

Additional Guidance

Ways in which adults can effectively support may include:

- The words and levels of language and questions adults use with children and young people
- Conversations / interactions with children and young people
- Information and activities used
- Work with parents / carers

Positive effects may include:

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

Outcome 2 Be able to provide support for the speech, language and communication development of children and young people

Assessment criteria

The learner can:

- 1 demonstrate **methods** of providing support taking into account the:
 - specific needs
 - abilities
 - home language
 - interests of children and young people in their setting
- 2 initiate and implement **planning** for speech, language and communication support to children and young people in work setting
- 3 gather information and feedback to evaluate the effectiveness of speech, language and communication support in work setting.

Additional Guidance

Methods may include:

- Adapting own language
- Scaffolding the child's language
- Giving children and young people the time and opportunity to communicate
- Facilitating communication between children and young people with each other
- Learning through play
- Working with parents, carers and families

Planning may include:

- The physical environment
- Staff roles and responsibilities
- Training needs and opportunities
- Views of the children and young people
- Involvement of parents and families

Outcome 3 Understand how environments support speech, language and communication

Assessment criteria

The learner can:

- 1 explain the importance of the environment in supporting speech, language and communication development
- 2 review relevant evidence about the key factors that provide a supportive speech, language and communication environment
- 3 apply research evidence to **planning** an environment that supports speech, language and communication.

Additional Guidance

Planning may include:

- The physical environment
- Staff roles and responsibilities
- Training needs and opportunities
- Views of the children and young people
- Involvement of parents and families

Outcome 4 Be able to recognise, and obtain additional support for, children and young people who may have speech, language and communication needs

Assessment criteria

The learner can:

- 1 identify the **range** of speech language and communication needs that children and young people may have
- 2 identify the **indicators** which may suggest that a child or young person has speech, language and communication needs
- 3 explain the **processes and procedures** to follow in order to raise any concerns and access additional, specialist support.

Additional Guidance

Range may include:

- Whether speech, language and communication are the primary need or part of another disability or need
- Whether speech, language and communication needs are short term or persistent
- The level of need a child may have
- Whether a child has needs in one, more or all areas of speech, language and communication
- Whether the needs relate to delayed or disordered speech, language and communication development

Indicators may include:

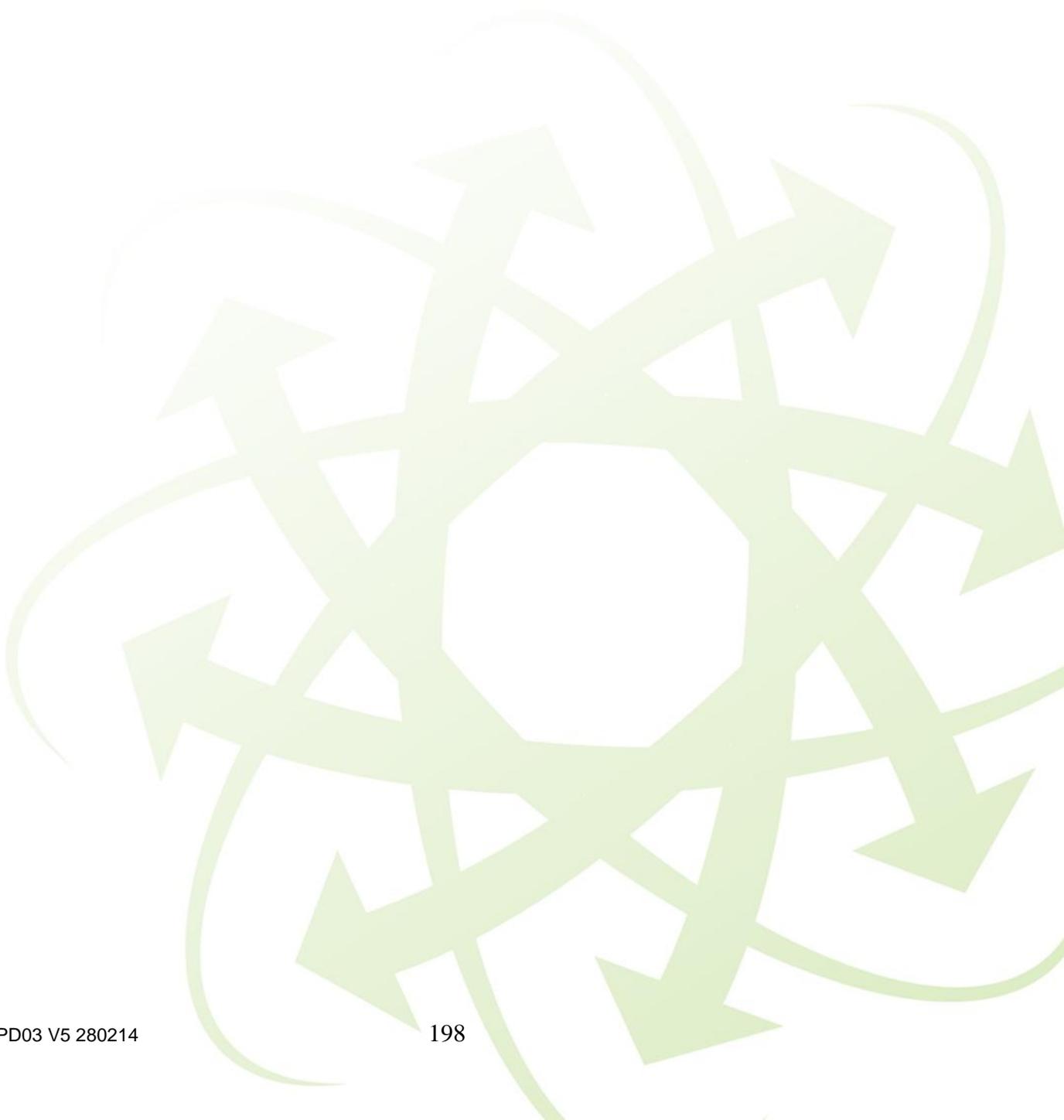
- Limited speech, language and communication skills
- Poor behaviour
- Poor literacy skills
- Limited social/play/interaction skills
- Isolation from peer group
- Low confidence/self esteem

Processes and procedures may include:

- Raising initial concern within the setting
- Discussion with parents/carers/young person
- Period of observation/monitoring/support
- Consent for referral
- Onward referral to specialists, eg Speech and Language Therapist
- Procedures for collaborative working with specialists

CYPOP35

Work with children and young people in a residential care setting



CYPOP35 Work with children and young people in a residential care setting

Level: 3

Credit value: 5

What this unit is about

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

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand the legal, policy, rights and theoretical framework for residential care for children and young people
2. Understand own role and professional responsibilities in a residential care setting
3. Be able to work with children and young people through the day to day activities involved in sharing a living space
4. Be able to work with children and young people in a residential setting
5. Be able to safeguard children and young people in a residential care setting

Guided learning hours

It is recommended that **35** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- SC NOS Unit 323
- Professional Practice in residential child care: all Standards

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Learning Outcomes 3, 4 and 5 must be assessed in real work situations. Simulation is not allowed.

CYPOP35 Work with children and young people in a residential care setting

Outcome 1 Understand the legal, policy, rights and theoretical framework for residential care for children and young people

Assessment criteria

The learner can:

- 1 outline **current theoretical approaches** to residential provision for children and young people
- 2 explain the relevant **legal and rights framework** that underpins work with children and young people in residential care
- 3 explain the influence of **current policies and legislation** on residential care provision
- 4 describe how the life chances and outcomes of children and young people in residential care compare with those who are not.

Additional Guidance

Current theoretical approaches may include:

- Therapeutic communities childcare
- Social pedagogy
- All systems
- Outcome based
- Life space
- Solution focused

Current legal and rights framework, policies and legislation

As relevant to UK Home nation

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

Assessment criteria

The learner can:

- 1 Explain the requirements of professional codes of conduct and how they apply to day to day work activities
- 2 Explain how to ensure that own practice is inclusive and anti-discriminatory and how to challenge practice that is not
- 3 Analyse how power, prejudice and discrimination can affect children and young people
- 4 Explain how to fulfil own responsibilities to colleagues through responsible, constructive and co-operative team working
- 5 Explain the professional requirement to maintain current, competent practice
- 6 Explain the importance of maintaining positive relationships with people in the local community.

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

Assessment criteria

The learner can:

- 1 demonstrate how to develop relationships with children or young people through jointly undertaking practical activities
- 2 demonstrate ways to work with children or young people to plan, review and evaluate activities
- 3 and agreements for group living
- 4 demonstrate in own practice how to encourage children or young people to take responsibility for their own plans
- 5 demonstrate how to link planning day to day activities in a residential setting links to the overall care plan for a child or young person
- 6 demonstrate how to encourage positive behaviour through modelling and reinforcement in

all aspects of group living.

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

Assessment criteria

The learner can:

- 1 demonstrate how to facilitate agreement of arrangements for living together regardless of group size
- 2 demonstrate how to address and resolve conflict and disagreements with and between children or young people in a residential setting
- 3 use an understanding of group dynamics to promote and encourage children or young people to achieve positive outcomes in all aspects of their lives

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

Assessment criteria

The learner can:

- 1 demonstrate how to equip children or young people to feel safe and to manage risks
- 2 explain the practical application of legislation, policies and procedures and key messages from research and child protection enquiries for residential care settings
- 3 describe how to take action to protect children and young people in residential care from risks of harm or abuse from outside or inside the residential setting

CYPOP37

Support children or young people in their own home



CYPOP37 Support children or young people in their own home

Level: 3

Credit value: 4

What this unit is about

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

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand roles and responsibilities in relation to supporting children or young people in their own home
2. Be able to build positive relationships with children or young people and their carers when working in their home
3. Be able to provide support for children or young people to engage in activities that meet their needs and preferences

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- HSC NOS Unit 319

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

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

Simulation is not allowed.

CYPOP37 Support children or young people in their own home

Outcome 1 Understand roles and responsibilities in relation to supporting children or young people in their own home

Assessment criteria

The learner can:

- 1 outline the policies and procedures and codes of practice that set out responsibilities in supporting children or young people in their home
- 2 explain why it is important to be reliable and dependable when working with children or young people in their own home
- 3 explain how both formal and informal risk assessments are carried out when working with children or young people in their own home
- 4 explain what needs to be recorded when working with children or young people in their own home
- 5 give examples of any areas that may give cause for concern when working with children or young people in their own home and the actions that should be taken in each case.

Outcome 2 Be able to build positive relationships with children or young people and their carers when working in their home

Assessment criteria

The learner can:

- 1 explain the importance of gathering information about the needs and preferences of children or young people
- 2 demonstrate methods of gathering information about the needs and preferences of children or young people
- 3 evaluate the complexities of developing relationships with children or young people in their own home as a professional worker
- 4 explain why a sensitive approach is needed when working with children or young people in their own home
- 5 explain steps that can be taken to resolve conflicts or difficulties with children, young people or carers

Outcome 3 Be able to provide support for children or young people to engage in activities that meet their needs and preferences

Assessment criteria

The learner can:

- 1 demonstrate how activities with children or young people are planned to include:
 - Preparation of the environment
 - Preparation of resources
 - Consideration of the level of support required
- 2 demonstrate how children or young people are supported to engage in activities that meet their needs and preferences
- 3 reflect on the success of activities carried out with children or young people and how planning and implementation of these are reviewed as a result.

CYPOP42

Support care within fostering services for vulnerable children and young people



CYPOP42 Support care within fostering services for vulnerable children and young people

Level: 3

Credit value: 3

What this unit is about

This unit aims to assess competence in the provision of specialised support care within fostering services for vulnerable children and young people. Support care is preventative and aims to prevent admission into local authority care. It is also sometimes used to support adoption services.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the role of support care in fostering services for vulnerable children, young people and carers
2. Be able to offer support care within fostering services to a vulnerable child or young people
3. Be able to support carers of vulnerable children or young people

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning Outcomes 2 and 3 must be assessed in a real work environment.

Simulation is not allowed.

CYPOP42 Support care within fostering services for vulnerable children and young people

Outcome 1 Understand the role of support care in fostering services for vulnerable children, young people and carers

Assessment criteria

The learner can:

- 1 explain the principles, aims and legal status of support care in fostering services
- 2 explain own role and responsibilities and that of others involved in support care in fostering services
- 3 identify sources of information and support for the support carer role within fostering services.

Outcome 2 Be able to offer support care within fostering services to a vulnerable child or young people

Assessment criteria

The learner can:

- 1 demonstrate and explain how to build positive relationships with the vulnerable child or young person taking into account their age, needs, abilities, culture, religious and ethnic background
- 2 explain, giving examples from own practice:
 - how placement agreements are reached and typical content
 - the types of tasks and activities to be undertaken with the child or young person and the reason for the selection
- 3 evaluate how the support care they offer meets the needs of a child or young person and could be adapted for both planned and emergency situations.

Outcome 3 Be able to support carers of vulnerable children or young people

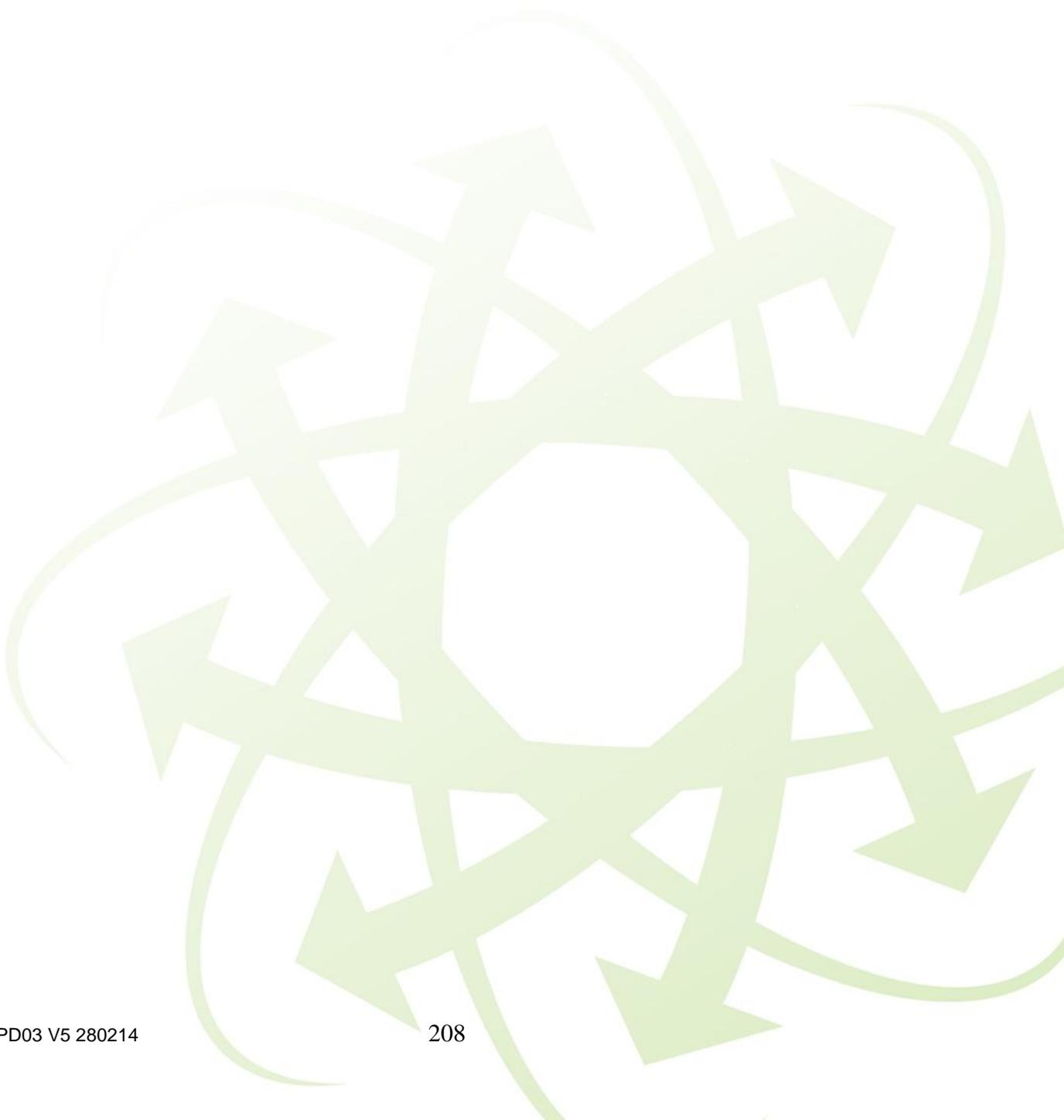
Assessment criteria

The learner can:

- 1 demonstrate and explain how to build positive relationships with carers
- 2 explain the barriers that may exist in positive relationships with carers and how these may be overcome
- 3 demonstrate own role in supporting and modelling effective parenting and acting as mentor where this is appropriate.

CYPOP43

Improving the attendance of children and young people in statutory education



CYPOP43 Improving the attendance of children and young people in statutory education

Level: 3

Credit value: 5

What this unit is about

This unit is about improving attendance of children and young people in statutory education. It is suitable for those in educational welfare services but could also be suitable for other contexts.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the factors that impact on the attendance of children and young people in statutory education
2. Understand the role of individuals and agencies in improving attendance of children and young people in statutory education
3. Be able to use attendance data to inform strategies and plans to improve attendance of children and young people in statutory education
4. Be able to support work with children, young people and families to improve attendance according to role and responsibilities

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- LDSS NOS Unit: 307: Contribute to improving attendance

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

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

Simulation is not allowed.

CYPOP43 Improving the attendance of children and young people in statutory education

Outcome 1 Understand the factors that impact on the attendance of children and young people in statutory education

Assessment criteria

The learner can:

- 1 explain the factors that can affect the attendance of children and young people in statutory education
- 2 explain how the factors that affect attendance of children and young people in statutory education can be minimised.

Outcome 2 Understand the role of individuals and agencies in improving attendance of children and young people in statutory education

Assessment criteria

The learner can:

- 1 evaluate the role of **different agencies** in improving the attendance of children and young people in statutory education
- 2 explain the role of key **individuals** in improving whole school attendance
- 3 explain **strategies** that can be used to improve the attendance of individual children and young people and whole school attendance

Additional Guidance

Different agencies may include:

- Education Welfare
- Social Services
- Police

Individuals include:

- School staff, including Behaviour and Education Support Teams (BEST)
- Education welfare staff
- Children's social workers
- Families and carers

Strategies may include:

- Linking improved attendance to whole school performance
- Engaging the support of families and carers
- Identifying 'at risk' pupils and providing appropriate support
- Providing appropriate parenting support if required

Outcome 3 Be able to use attendance data to inform strategies and plans to improve attendance of children and young people in statutory education

Assessment criteria

The learner can:

- 1 obtain data on attendance of children and young people in statutory education
- 2 analyse data to identify patterns of attendance of children and young people in statutory education
- 3 store data records in compliance with all organisational and legislative requirements
- 4 use data to contribute to the development of strategies and plans to improve attendance and reduce persistent absence.

Outcome 4 Be able to support work with children, young people and families to improve attendance according to role and responsibilities

Assessment criteria

The learner can:

- 1 support engagement with children, young people and their families to address attendance issues
- 2 demonstrate in own practice ability to support planning and monitoring activities to improve attendance
- 3 liaise effectively with other agencies to improve attendance of children and young people in statutory education



CYPOP44

Facilitate the learning and development of children and young people through mentoring



CYPOP44 Facilitate the learning and development of children and young people through mentoring

Level: 3

Credit value: 4

What this unit is about

This unit describes the skills and knowledge required to identify the learning and development needs of children and young people and help them express their goals and aspirations. It also describes the application of those skills and knowledge to the practice of mentoring individual children or young people to enable them to achieve identified and agreed outcomes. Reviewing the effectiveness of the mentoring process is also an important outcome of the unit.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand how to facilitate the learning and development needs of children and young people through mentoring
2. Be able to support children and young people to address their individual learning and development needs
3. Be able to promote the wellbeing, resilience and achievement of individual children and young people through mentoring
4. Be able to review the effectiveness of the mentoring process

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- CCLD NOS Unit 311: Facilitate individual learning and development through mentoring

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

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

Simulation is not allowed.

CYPOP44 Facilitate the learning and development of children and young people through mentoring

Outcome 1 Understand how to facilitate the learning and development needs of children and young people through mentoring

Assessment criteria

The learner can:

- 1 explain the **interpersonal and communication skills** required to facilitate the learning and development needs of children and young people
- 2 explain how **different learning styles and methods** impact on the learning and development of children and young people.

Additional Guidance

Interpersonal and communication skills includes:

- Effective listening skills
- Open questioning techniques
- Use of appropriate body language
- How to give constructive feedback
- Ways of empathising with children and young people whilst maintaining professional boundaries
- How to encourage children and young people to participate and communicate effectively in the mentoring process

Different learning styles and methods includes:

- 1:1 learning
- Working in pairs
- Group working
- Using electronic learning aids
- Visual, auditory and tactile learning styles

Outcome 2 Be able to support children and young people to address their individual learning and development needs

Assessment criteria

The learner can:

- 1 Support children or young people to express their goals and aspirations
- 2 Support children or young people to identify ways of removing **barriers to achievement**
- 3 Develop an **action plan** to address individual learning and development needs of children or young people.

Additional Guidance

Barriers to achievement may include:

- Low levels of literacy/communication skills
- Low levels of numeracy skills
- Bias and stereotyping in the learning process
- Low learner motivation
- Parental and/or peer influence

Action plan for learning may include the following:

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

Outcome 3 Be able to promote the wellbeing, resilience and achievement of individual children and young people through mentoring

Assessment criteria

The learner can:

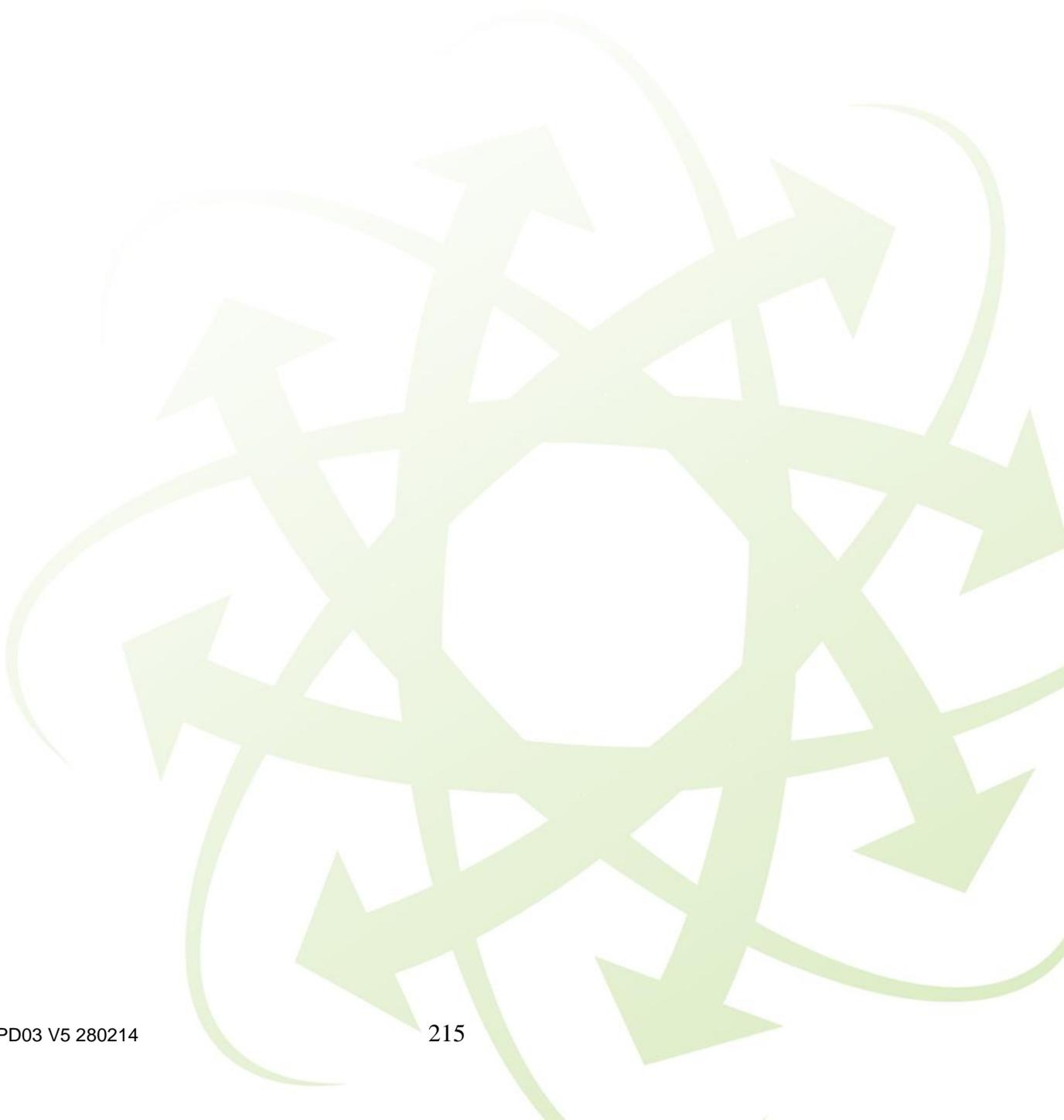
- 1 explain the importance of promoting the wellbeing, resilience and achievement of children and young people through mentoring
- 2 demonstrate mentoring strategies and activities with children or young people that support their well being and resilience

Outcome 4 Be able to review the effectiveness of the mentoring process

Assessment criteria

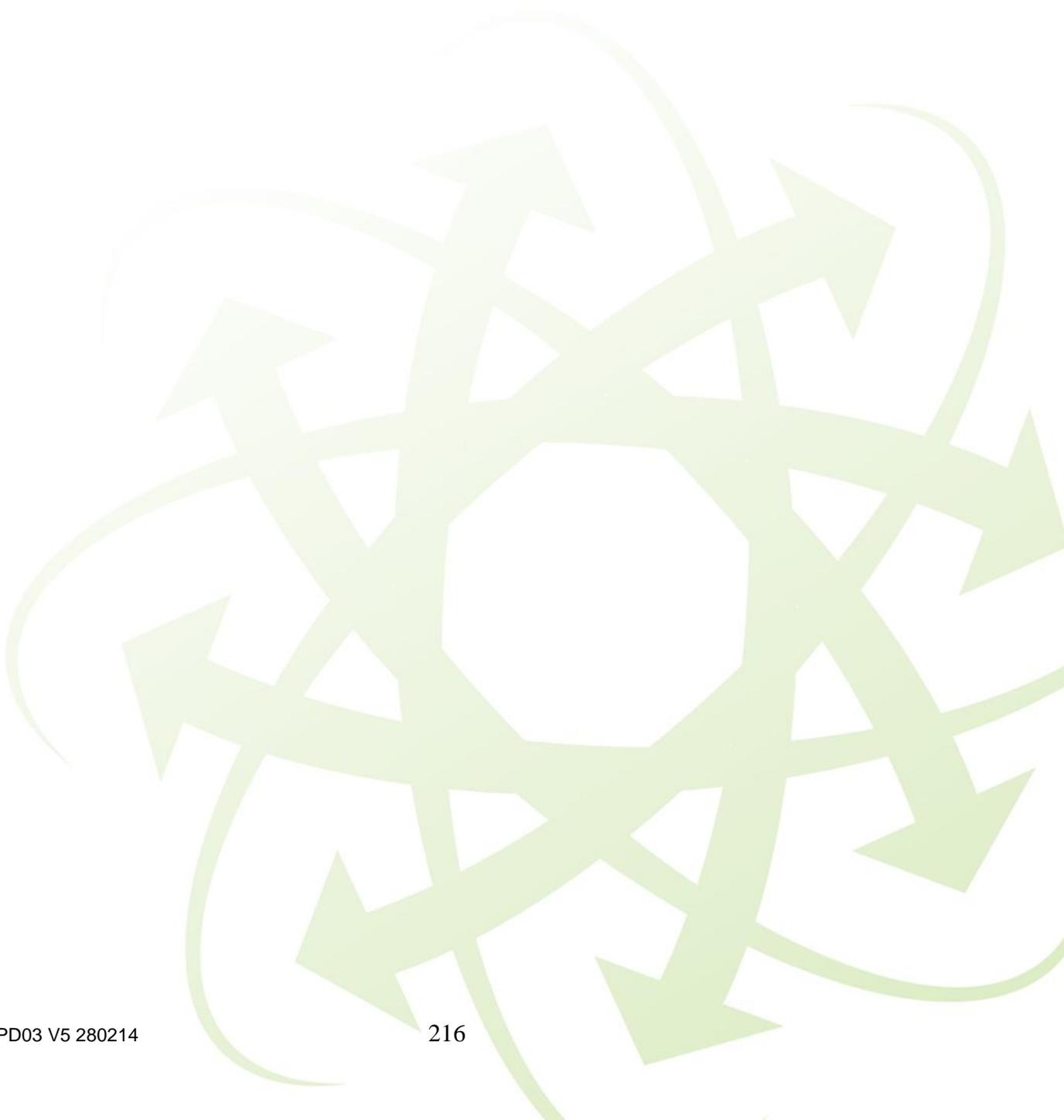
The learner can:

- 1 assess the progress of individual children or young people against their action plans, suggesting improvements
- 2 evaluate the effectiveness of the mentoring process in facilitating the learning and development of the individual children or young people



CYPOP45

Support the referral process for children and young people



CYPOP45 Support the referral process for children and young people

Level: 3

Credit value: 3

What this unit is about

The aim of this unit is to provide the skills and knowledge to enable learners to provide appropriate referral opportunities for children and young people as required in a Connexions service.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the referral options that are available for children and young people
2. Be able to work with children and young people in order to encourage their participation in the referral process
3. Be able to support children and young people through the referral process
4. Be able to evaluate the effectiveness of the referral process suggesting improvements

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- LDSS NOS Unit: 308
- ENTO AG 13, Enable clients to access referral opportunities

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

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

Simulation will not be permitted.

CYPOP45 Support the referral process for children and young people

Outcome 1 Understand the referral options that are available for children and young people

Assessment criteria

The learner can:

- 1 explain the services provided by **individuals and agencies** that children and young people can be referred to
- 2 explain how to identify the most appropriate referral opportunity for children and young people.

Additional Guidance

Individuals and agencies include:

- Colleagues in own organisation
- Colleagues in other organisations including:
 - Education welfare
 - Education psychologist
 - CAMHS
 - Drug and alcohol teams
 - SENCO
 - Youth offending team
 - Behaviour and educational support teams (BEST)
 - Support for gifted and talented students

Outcome 2 Be able to work with children and young people in order to encourage their participation in the referral process

Assessment criteria

The learner can:

- 1 demonstrate in own practice how to encourage participation of children or young people during the referral process
- 2 demonstrate in own practice how to support children or young people to make realistic and appropriate choices in terms of their referral options.

Outcome 3 Be able to support children and young people through the referral process

Assessment criteria

The learner can:

- 1 explain how children and young people are supported through difficult decisions and conflict situations
- 2 facilitate the referral process between the child or young person and the referral opportunity.

Outcome 4 Be able to evaluate the effectiveness of the referral process suggesting improvements

Assessment criteria

The learner can:

- 1 evaluate the referral process
- 2 suggest improvements to the referral process in the light of the evaluation

EYMP1

Context and principles for early years provision



EYMP1 Context and principles for early years provision

Level: 3

Credit value: 4

What this unit is about

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

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the purposes and principles of early years frameworks
2. Be able to provide environments within the work setting that support and extend children's development and learning in their early years
3. Understand how to work in partnership with carers

Guided learning hours

It is recommended that 24 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- CCLD 301 Develop and promote positive relationships
- CCLD 303 Promote children's development
- CCLD 304 Reflect on and develop practice
- CCLD 306 Plan and organise environments for children and families
- CCLD 308 Promote children's well-being and resilience
- CCLD 309 Plan and implement curriculum frameworks for early education
- CCLD 312 Plan and implement positive environments for babies and children under 3 years.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Learning outcome 2 must be assessed in real work environments.

Simulation is not allowed.

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

EYMP1 Context and principles for early years provision

Outcome 1 Understand the purposes and principles of early years frameworks

Assessment criteria

The learner can:

- 1 explain the legal status and principles of the **relevant early years framework/s**, and how national and local guidance materials are used in settings
- 2 explain how **different approaches** to work with children in the early years has influenced current provision in the uk
- 3 explain why early years frameworks emphasise a personal and individual approach to learning and development

Additional Guidance

Relevant early years framework/s

The early years framework/s relevant to the UK home nation

Different approaches may include:

- Reggio Emilia
- High/Scope
- Montessori
- Steiner
- Common core
- Country specific: statutory or guidance

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

Assessment criteria

The learner can:

- 1 prepare an area/s within the work setting, explaining how the area supports and extends children's learning and development
- 2 monitor how children use the prepared area/s and evaluate how effective it has been in:
 - extending children's learning and development
 - encouraging high expectations of their achievement
- 3 explain how the environment meets the needs of individual children

Outcome 3 Understand how to work in partnership with carers

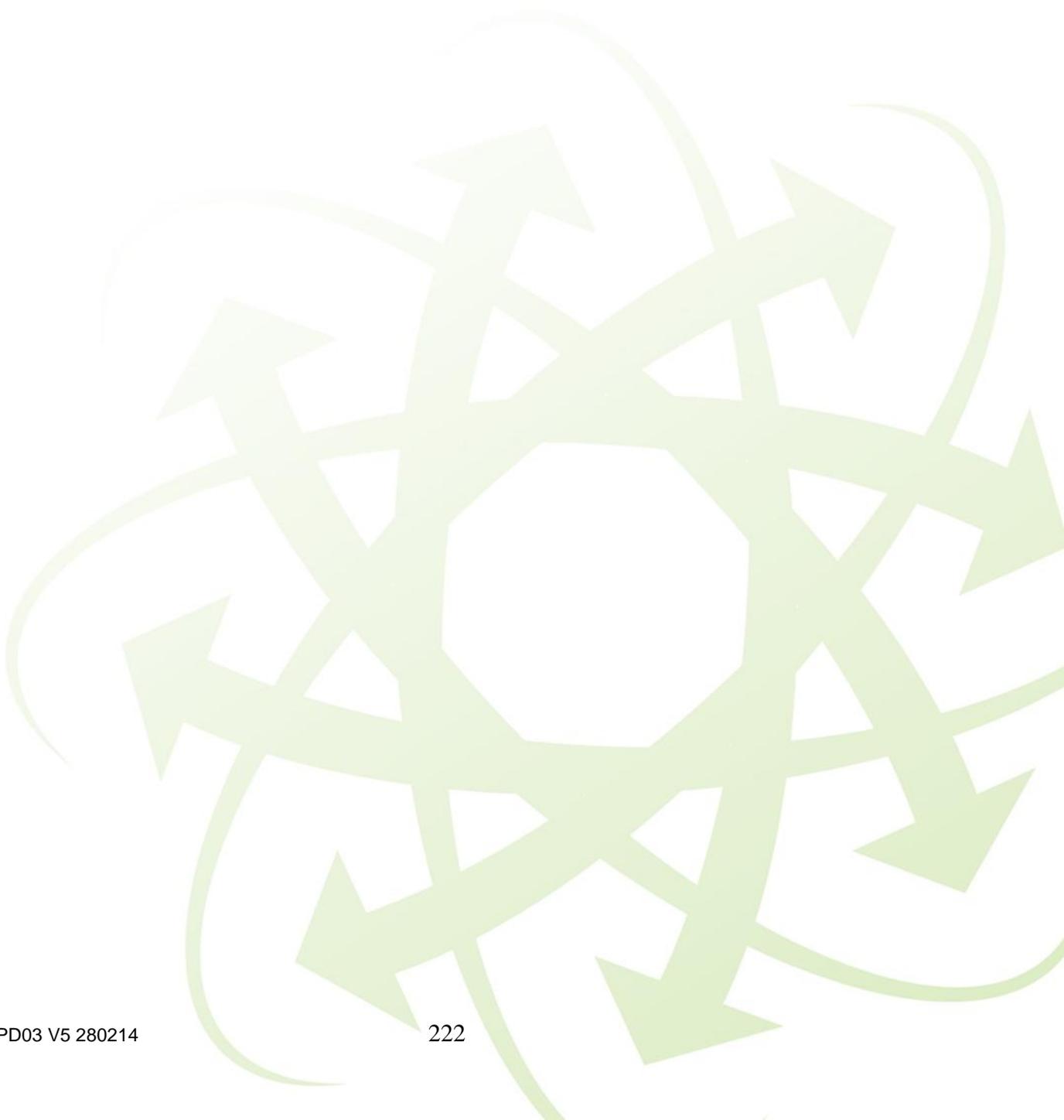
Assessment criteria

The learner can:

- 1 explain the partnership model of working with carers
- 2 review barriers to participation for carers and explain ways in which they can be overcome
- 3 explain strategies to support carers who may react positively or negatively to partnership opportunities
- 4 explain how effective multi agency working operates within early years provision and benefits children and carers.

EYMP2

Promote learning and development in the
early years



EYMP2 Promote learning and development in the early years

Level: 3

Credit value: 5

What this unit is about

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

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand the purpose and requirements of the areas of learning and development in the relevant early years framework
2. Be able to plan work with children and support children's participation in planning
3. Be able to promote children's learning and development according to the requirements of the relevant early years framework
4. Be able to engage with children in activities and experiences that support their learning and development
5. Be able to review own practice in supporting the learning and development of children in their early years

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- CCLD 303 Promote children's development
- CCLD 304 Reflect on and develop practice
- CCLD 309 Plan and implement curriculum frameworks for early education
- CCLD 310 Assess children's progress according to curriculum frameworks for early education.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Learning outcomes 2 – 5 must be assessed in real work environments. Simulation is not allowed.

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

EYMP2 Promote learning and development in the early years

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

Assessment criteria

The learner can:

- 1 explain each of the areas of learning and development and how these are interdependent
- 2 describe the documented outcomes for children that form part of the relevant early years framework
- 3 explain how the documented outcomes are assessed and recorded.

Additional Guidance

Relevant early years framework

This refers to the frameworks for early years provision used within the relevant UK home nation.

Each of the areas of learning and development

As required by the frameworks within the relevant UK home nation

Documented outcomes

These are the desired outcomes for children that form the basis of the early years framework. They will vary according to the early years frameworks used in the relevant UK home nation.

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

Assessment criteria

The learner can:

- 1 use **different sources** to plan work for an individual child or group of children
- 2 engage effectively with children to encourage the child's participation and involvement in planning their own learning and development activities
- 3 support the planning cycle for children's learning and development.

Additional Guidance

Different sources may include:

- Children's interest and preferences
- Observations and assessments
- Mothers, fathers and carers
- Colleagues in setting
- Professionals such as health visitors

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

Assessment criteria

The learner can:

- 1 explain **how practitioners promote children's learning** within the relevant early years framework
- 2 prepare, set out and support activities and experiences that encourage learning and development in each area of the relevant early years framework.

Additional Guidance

How practitioners promote children's learning may include:

- Effective organisation and management
- Sensitive intervention
- Following child's interest and stage of development
- Supporting and facilitating
- Modelling
- Coaching
- Providing balance of child-initiated and adult-initiated play and activity

Outcome 4 Be able to engage with children in activities and experiences that support their learning and development

Assessment criteria

The learner can:

- 1 work alongside children engaging with them in order to support their learning and development
- 2 explain the importance of engaging with a child to support sustained shared thinking
- 3 use **language** that is accurate and appropriate in order to support and extend children's learning when undertaking activities

Additional Guidance

Language includes:

- e. mathematical language that enhances learning of mathematical concepts
- f. open questions designed to promote and extend children's:
 - thinking and communication
 - curiosity
 - problem solving and investigation
- g. modelling use of language that is accurate and grammatically correct
- h. using language in ways that extend children's vocabulary

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

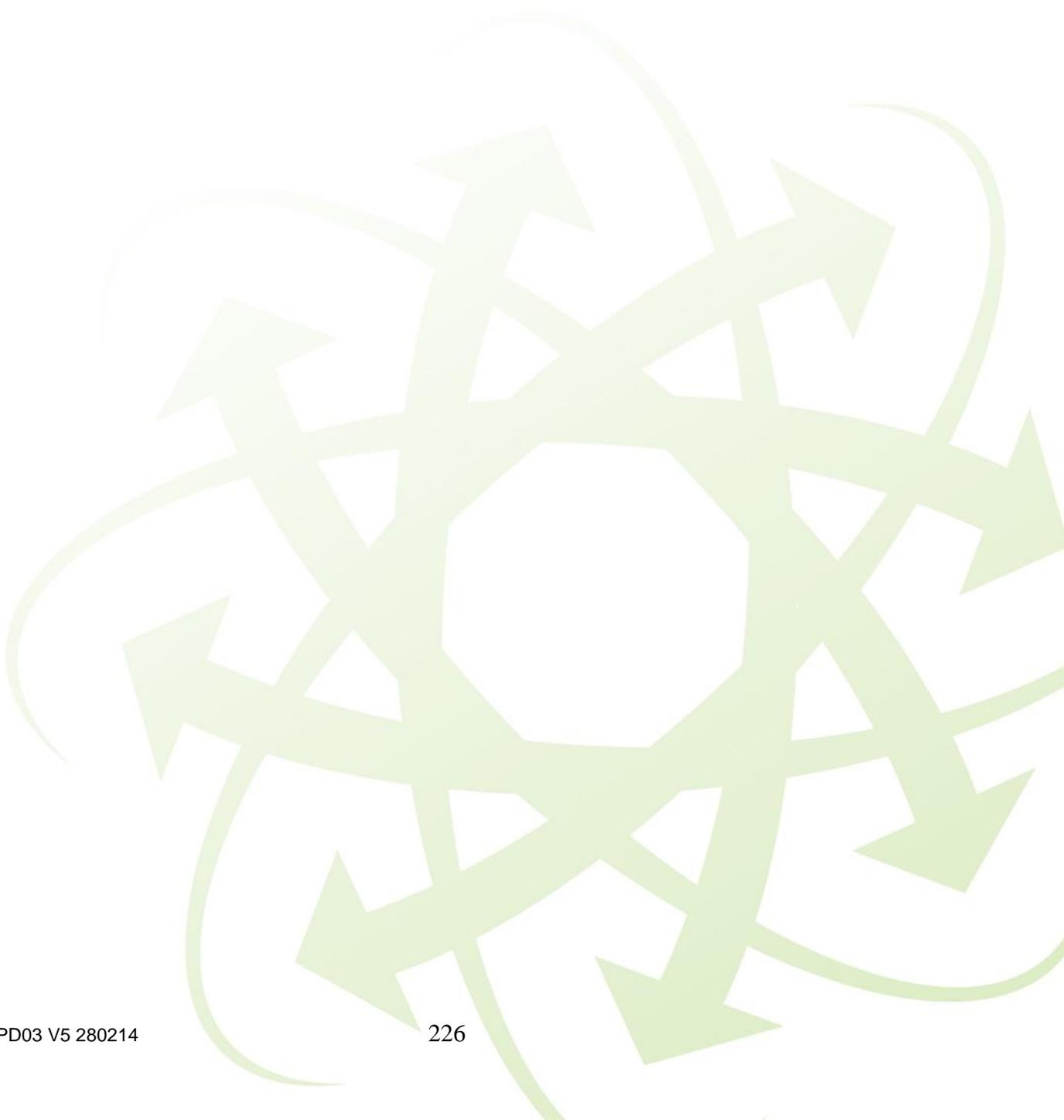
Assessment criteria

The learner can:

- 1 reflect on own practice in supporting learning and development of children in their early years
- 2 demonstrate how to use reflection to make changes in own practice.

EYMP3

**Promote children's welfare and well-being in
the early years**



EYMP3 Promote children's welfare and well-being in the early years

Level: 3

Credit value: 6

What this unit is about

This is a unit that is focused on children's welfare and well-being. It assesses the learner's ability to provide basic care in a hygienic environment. It includes understanding nutritional needs and their promotion of health and well-being.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand the welfare requirements of the relevant early years framework
2. Be able to keep early years children safe in the work setting
3. Understand the importance of promoting positive health and well-being for early years children
4. Be able to support hygiene and prevention of cross infection in the early years setting
5. Understand how to ensure children in their early years receive high quality, balanced nutrition to meet their growth and development needs
6. Be able to provide physical care for children

Guided learning hours

It is recommended that **45** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- CCLD 302 Develop and maintain a healthy, safe and secure environment for children
- CCLD 306 Plan and organise environments for children and families
- CCLD 307 Promote the health and physical development of children
- HSC 32 Promote, monitor and maintain health, safety and security in the working environment
- CWDC Training support and development standards for Foster care Standard 3: understand health and safety, and healthy care.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Simulation is not allowed.

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

EYMP3 Promote children's welfare and well-being in the early years

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

Assessment criteria

The learner can:

- 1 explain the welfare requirements and guidance of the **relevant early years framework**
- 2 explain the lines of reporting and responsibility within the work setting.

Additional Guidance

Relevant early years framework

The framework used within the relevant UK Home Country

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

Assessment criteria

The learner can:

- 1 demonstrate safe supervision of children whilst allowing the child to explore and manage risk and challenge
- 2 explain systems for supporting children's safety when:
 - receiving children into the setting
 - ensuring their safety on departure
 - during off -site visits
- 3 demonstrate and evaluate how the environment, both inside and outside, and equipment and materials are checked and used to ensure safety
- 4 explain, giving examples, why minimum requirements for:
 - space
 - staff ratios are necessary for children's safety.

Outcome 3 Understand the importance of promoting positive health and well -being for early years children

Assessment criteria

The learner can:

- 1 explain how to promote children's health and well-being in an early years work setting
- 2 describe the roles of key health professionals and sources of professional advice in promoting positive health and well-being for early years children and their families and carers.

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

Assessment criteria

The learner can:

- 1 demonstrate how equipment and each area of the setting is kept clean and hygienic
- 2 demonstrate and evaluate measures taken in the setting to prevent cross infection
- 3 explain how to prepare and store food, formula and breast milk safely according to health and safety guidelines

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

Assessment criteria

The learner can:

- 1 plan balanced meals, snacks and drinks for children in their early years, following current government guidance on nutritional needs
- 2 recognise why it is important to follow carer's instructions in respect of their child's food allergies or intolerances

- 3 identify balanced meals, snacks and drinks for children in their early years, following current government guidance on nutritional needs
- 4 describe methods of educating children and adults in effective **food management**

Additional Guidance

Food management to include:

- portion control
- tackling under- and over-weight children
- food phobias.

Outcome 6 Be able to provide physical care for children

Assessment criteria

The learner can:

- 1 demonstrate how to **support children's personal care routines**, showing respect to the child and using opportunities to encourage learning and development
- 2 explain the regulations concerning management of medicines and how these are interpreted in the work setting
- 3 explain how to protect themselves when lifting and handling children and equipment in the work setting

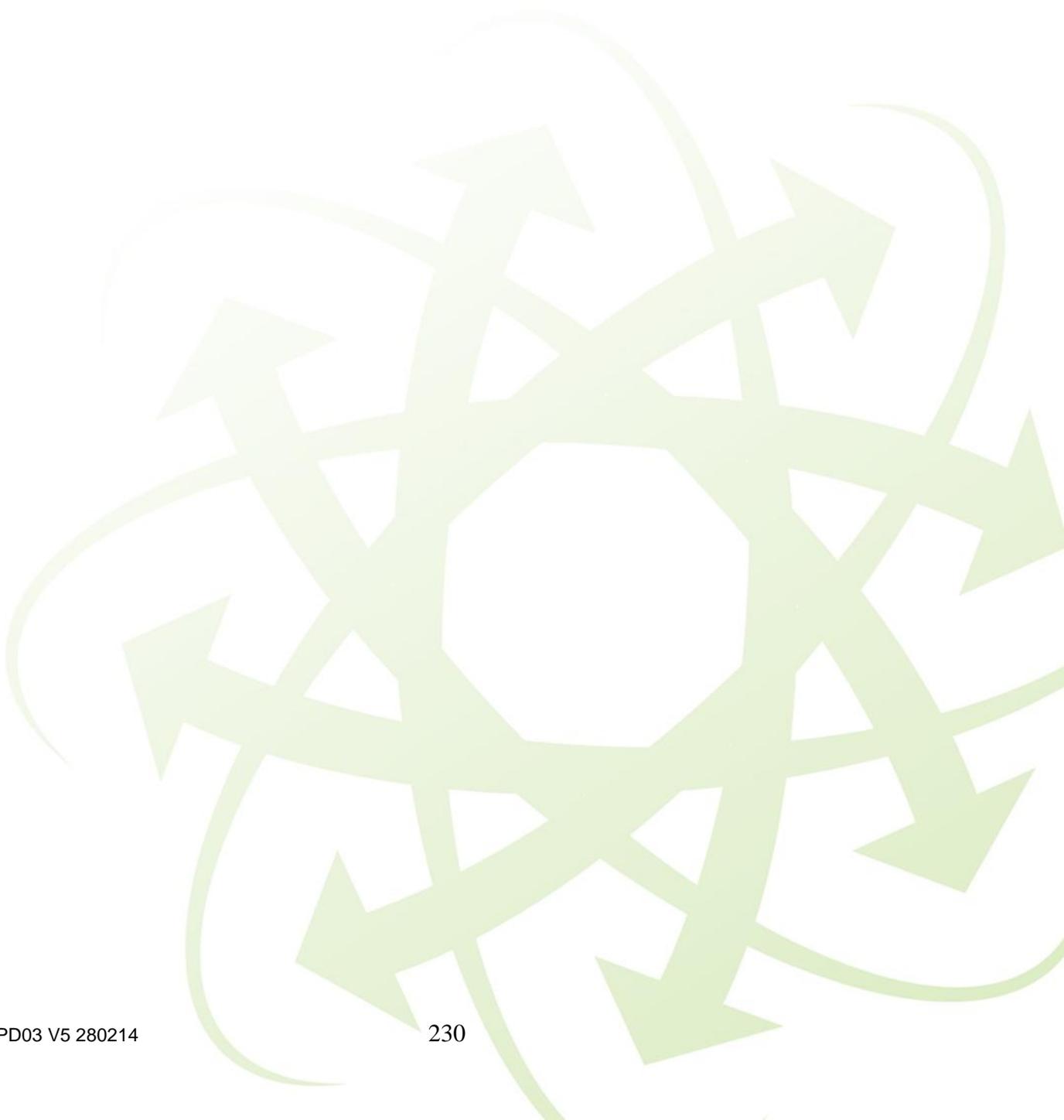
Additional Guidance

Support children's personal care routines may include:

- Care of skin, hair, teeth allowing for differences based on carer's choice, ethnicity and culture.
- Sun awareness
- Care of nappy area
- Dressing and undressing
- Toileting
- Supporting independence and self care
- Encouraging and modelling good personal hygiene with children
- Engaging with the child during care routines to support learning and development within the responsibilities of your role within the setting

EYMP4

Professional practice in early years settings



EYMP4 Professional practice in early years settings

Level: 3

Credit value: 3

What this unit is about

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

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the scope and purposes of the early years sector
2. Understand current policies and influences on the early years sector
3. Understand how to support diversity, inclusion and participation in early years settings
4. Be able to review own practice in promoting diversity, inclusion and participation in early years settings

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- CCLD 305 Protect and promote children's rights
- UN Convention on Rights of the Child.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Learning outcome 4 must be assessed in a real work environment.

Simulation is not allowed.

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

EYMP4 Professional practice in early years settings

Outcome 1 Understand the scope and purposes of the early years sector

Assessment criteria

The learner can:

- 1 explain how the range of early years settings reflects the scope and purpose of the sector.

Outcome 2 Understand current policies and influences on the early years sector

Assessment criteria

The learner can:

- 1 identify **current policies, frameworks and influences** on the early years
- 2 explain the impact of current policies, frameworks and influences on the early years sector
- 3 describe what is meant by evidence-based practice and give examples of how this has influenced work with children in their early years.

Additional Guidance

Current policies, frameworks and influences that are appropriate to the relevant

UK Home Nation may include:

- United Nations Convention on the Rights of the Child (UNCRC)
- Current Equalities legislation
- Current research
- Social and economic influences such as work patterns and financial constraints

Outcome 3 Understand how to support diversity, inclusion and participation in early years settings

Assessment criteria

The learner can:

- 1 explain what is meant by:
 - Diversity
 - Inclusion
 - Participation
- 2 explain the importance of anti-discriminatory/anti bias practice, giving examples of how it is applied in practice with children and carers
- 3 explain how the active participation of children in decisions affecting their lives promotes the achievement of positive outcomes
- 4 demonstrate diversity, inclusion and participation in own work with children in their early years

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

Assessment criteria

The learner can:

- 1 explain the importance of reviewing own practice as part of being an effective practitioner
- 2 undertake a reflective analysis of own practice
- 3 develop strategies to deal with areas of difficulty and challenge encountered in professional practice in early years settings

EYMP5

Support children's speech, language and communication



EYMP5 Support children's speech, language and communication

Level: 3

Credit value: 4

What this unit is about

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

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the importance of speech, language and communication for children's overall development
2. Understand the importance and the benefits of adults supporting the speech, language and communication development of the children in own setting
3. Be able to provide support for the speech, language and communication development of the children in own setting
4. Be able to contribute to maintaining a positive environment that supports speech, language and communication

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit links to:

- The Speech, language and communication framework
- CCLD 301 Develop and promote positive relationships
- CCLD 312 Plan and implement positive environments for babies and children under 3 years

This unit covers, or links to competences from the SLCF:

- Universal: A1, A5, A6, A8, A9, B1, B5, C1, C2, C3, C5, D1, D2
- Enhanced: A4, B7, C1, C2, C3, C4, C15

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development and the Communication Trust.

Assessment

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

Simulation is not allowed.

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

EYMP5 Support children's speech, language and communication

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

Assessment criteria

The learner can:

- 1 explain each of the terms:
 - Speech
 - Language
 - Communication
 - Speech, language and communication needs
- 2 explain how speech, language and communication skills support each of the following areas in children's development:
 - Learning
 - Emotional
 - Behaviour
 - Social
- 3 describe the potential impact of speech, language and communication difficulties on the overall development of a child, both currently and in the longer term.

Additional Guidance

Explain

Taken from a leaflet produced by the Communications Consortium, 'Explaining Speech, Language and Communication Needs (SLCN)':

Children and young people with speech, language and communication needs (SLCN) have difficulties in communicating with others; it may be that they cannot express themselves effectively or they may have difficulties in understanding what is being said to them. Alternatively those who support them may not understand their way of communicating.

Children and young people may have difficulties across one or many of the different elements of speech, language and communication resulting in a communication breakdown. This may be minor and temporary, or it may be complex and long-term. Under this umbrella term, there will be many different labels used. The term 'needs' refers both to the needs of the individual and to what society can do to support their inclusion. It implicitly looks both at the individual and the environment in which children play, learn, communicate and live.

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

Assessment criteria

The learner can:

- 1 explain the **ways** in which adults can effectively support and extend the speech, language and communication development of children during the early years
- 2 explain the relevant **positive effects** of adult support for the children and their carers
- 3 explain how levels of speech and language development vary between children entering early years provision and need to be taken into account during settling in and planning

Additional Guidance

Ways may include:

- The words and levels of language adults use with children (including the use of questions)
- Their conversations / interactions with children
- Information and activities used
- Work with parents / carers

Positive effects may include improvements in:

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

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

Assessment criteria

The learner can:

- 1 demonstrate **methods** of providing support taking into account the:
 - age
 - specific needs
 - abilities
 - home language where this is different from that of setting
 - interests of the children in own setting
- 2 demonstrate how day to day activities within the setting can be used to encourage speech, language and communication development in young children
- 3 demonstrate in own practice how to work with children to develop speech, language and communication in:
 - 1:1 basis
 - groups
- 4 evaluate the effectiveness of speech, language and communication support for children in own setting

Additional Guidance

Methods may include:

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

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

Assessment criteria

The learner can:

- 1 explain the importance of the environment in supporting speech, language and communication development
- 2 review evidence about the **key factors** that provide a supportive speech, language and communication environment
- 3 demonstrate how settings use the environment to provide effective support for speech, language and communication for all children

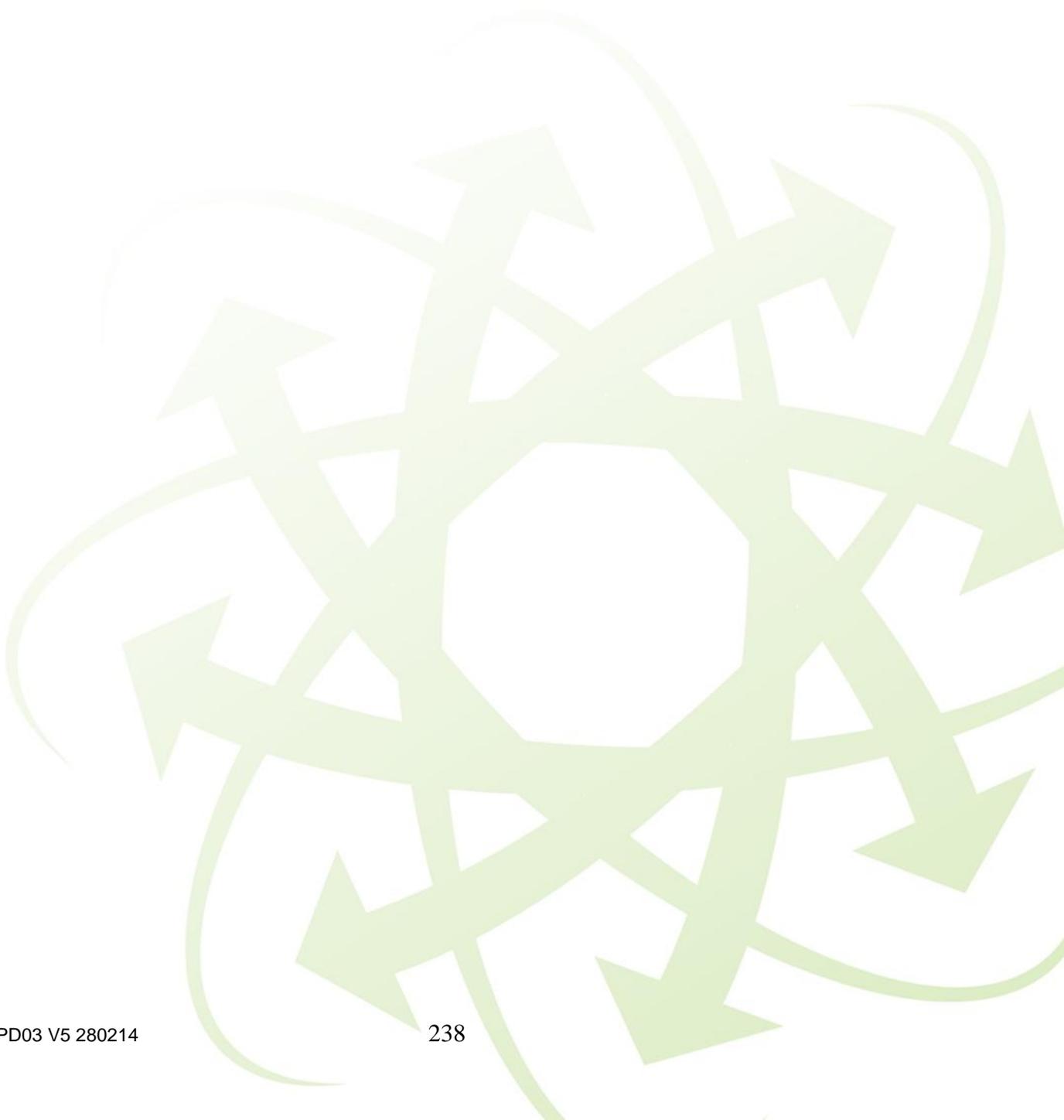
Additional Guidance

Key Factors may include:

- the physical environment
- staff roles and responsibilities
- training needs and opportunities
- views of the child
- appropriate involvement of carers

HSC3045

Promote positive behaviour



HSC3045 Promote positive behaviour

Level: 3

Credit value: 6

What this unit is about

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

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support
2. Understand the context and use of proactive and reactive strategies
3. Be able to promote positive behaviour
4. Be able to respond appropriately to incidents of challenging behaviour
5. Be able to support individuals and others following an incident of challenging behaviour
6. Be able to review and revise approaches to promoting positive behaviour.

Guided learning hours

It is recommended that **44** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- HSC 326, 337 and 398

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

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

Simulation is not allowed.

HSC3045 Promote positive behaviour

Outcome 1 Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support

Assessment criteria

The learner can:

- 1 explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied to own working practice
- 2 define what is meant by restrictive interventions
- 3 explain when restrictive interventions may and may not be used
- 4 explain who needs to be informed of any incidents where restrictive interventions have been used
- 5 explain why the least restrictive interventions should always be used when dealing with incidents of **challenging behaviour**
- 6 describe safeguards that must be in place if restrictive physical interventions are used.

Additional Guidance

Challenging behaviour may include behaviours that are:

- Repetitive/obsessive
- Withdrawn
- Aggressive
- Self-injurious
- Disruptive
- Anti-social or illegal
- Verbally abusive

Outcome 2 Understand the context and use of proactive and reactive strategies

Assessment criteria

The learner can:

- 1 explain the difference between proactive and reactive strategies
- 2 identify the proactive and reactive strategies that are used within own work role
- 3 explain the importance of identifying patterns of behaviour or triggers to challenging behaviour when establishing proactive or reactive strategies to be used
- 4 explain the importance of maintaining a person or child centred approach when establishing proactive strategies
- 5 explain the importance of reinforcing positive behaviour with individuals
- 6 evaluate the impact on an **individual's well-being** of using reactive rather than proactive strategies.

Additional Guidance

Individual:

Child, young person or adult accessing a service

Well-being may include:

- Emotional
- Psychological
- Physical

Outcome 3 Be able to promote positive behaviour

Assessment criteria

The learner can:

- 1 explain how a range of **factors** may be associated with challenging behaviours
- 2 evaluate the effectiveness of proactive strategies on mitigating challenging behaviours
- 3 highlight, praise and support positive aspects of an individual's behaviour in order to reinforce positive behaviour
- 4 demonstrate how to model to **others'** best practice in promoting positive behaviour.

Additional Guidance

Factors may include:

- Communication
- Environment
- Power imbalance
- Excessive demands
- Boredom
- Inconsistent approaches
- Lack of boundaries or goals
- Emotional expression
- Sensory needs
- Physical Health
- Mental Health
- An individual's past experiences
- Age and gender

Others may include:

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

Outcome 4 Be able to respond appropriately to incidents of challenging behaviour

Assessment criteria

The learner can:

- 1 identify types of challenging behaviours
- 2 demonstrate how to respond to incidents of challenging behaviour following behaviour support plans, agreed ways of working or organisational guidelines
- 3 explain the steps that are taken to maintain the dignity of and respect for an individual when responding to an incident of challenging behaviour
- 4 demonstrate how to complete records accurately and objectively in line with work setting requirements following an incident of challenging behaviour.

Outcome 5 Be able to support individuals and others following an incident of challenging behaviour

Assessment criteria

The learner can:

- 1 demonstrate methods to support an individual to return to a calm state following an incident of challenging behaviour
- 2 describe how an individual can be supported to reflect on an incident including:
 - how they were feeling at the time prior to and directly before the incident
 - their behaviour
 - the consequence of their behaviour
 - how they were feeling after the incident
- 3 describe the complex feelings that may be experienced by others involved or witnessing an incident of challenging behaviour
- 4 demonstrate how to debrief others involved in an incident of challenging behaviour
- 5 describe the steps that should be taken to check for injuries following an incident of challenging behaviour.

Outcome 6 Be able to review and revise approaches to promoting positive behaviour

Assessment criteria

The learner can:

- 1 work with others to analyse the **antecedent, behaviour and consequences** of an incident of challenging behaviour
- 2 work with others to review the approaches to promoting positive behaviour using information from records, de-briefing and support activities
- 3 demonstrate how reflection on own role in an incident of challenging behaviour can improve the promotion of positive behaviour

Additional Guidance

Antecedent:

What happens before the behaviour

Behaviour

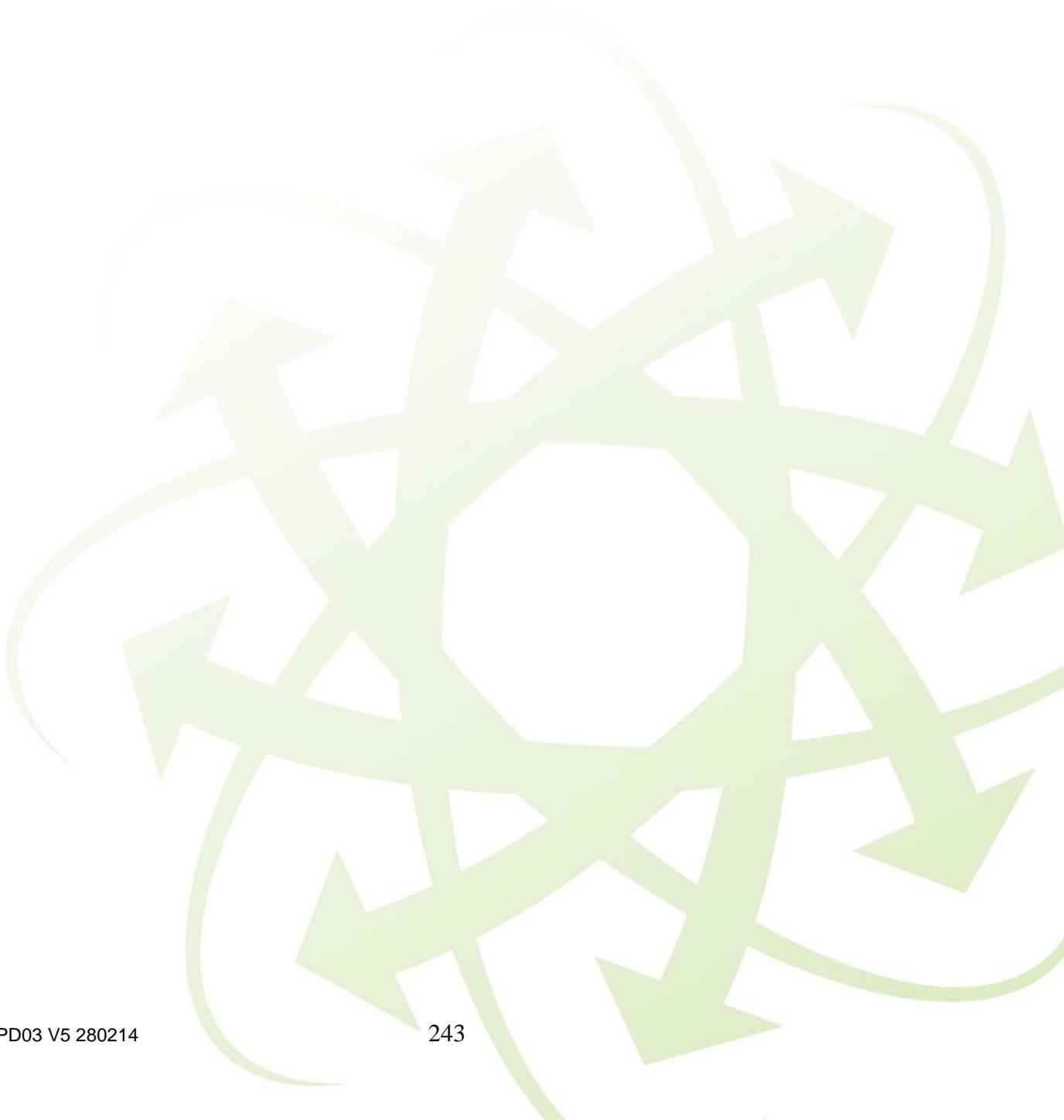
The actions that are perceived as challenging behaviour or unwanted

Consequences

What happened as a result of the behaviour

HSC3047

Support use of medication in social care settings



HSC3047 Support use of medication in social care settings

Level: 3

Credit value: 5

What this unit is about

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

Learning outcomes

There are **eight** learning outcomes to this unit. The learner will:

1. Understand the legislative framework for the use of medication in social care settings
2. Know about common types of medication and their use
3. Understand roles and responsibilities in the use of medication in social care settings
4. Understand techniques for administering medication
5. Be able to receive, store and dispose of medication supplies safely
6. Know how to promote the rights of the individual when managing medication
7. Be able to support use of medication
8. Be able to record and report on use of medication

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- HSC375, HSC221, and HSC236

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

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

Simulation is not allowed.

HSC3047 Support use of medication in social care settings

Outcome 1 Understand the legislative framework for the use of medication in social care settings

Assessment criteria

The learner can:

- 1 identify legislation that governs the use of medication in social care settings
- 2 outline the legal classification system for medication
- 3 explain how and why policies and procedures or **agreed ways of working** must reflect and incorporate legislative requirements.

Additional Guidance

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

Outcome 2 Know about common types of medication and their use

Assessment criteria

The learner can:

- 1 identify common types of medication
- 2 list conditions for which each type of medication may be prescribed
- 3 describe changes to **an individual's** physical or mental well-being that may indicate an adverse reaction to a medication

Additional Guidance

An individual:

Someone requiring care or support.

Outcome 3 Understand roles and responsibilities in the use of medication in social care settings

Assessment criteria

The learner can:

- 1 describe the roles and responsibilities of those involved in prescribing, dispensing and supporting use of medication
- 2 explain where responsibilities lie in relation to use of 'over the counter' remedies and supplements.

Outcome 4 Understand techniques for administering medication

Assessment criteria

The learner can:

- 1 describe the routes by which medication can be administered
- 2 describe different forms in which medication may be presented
- 3 describe materials and equipment that can assist in administering medication.

Outcome 5 Be able to receive, store and dispose of medication supplies safely

Assessment criteria

The learner can:

- 1 demonstrate how to receive supplies of medication in line with agreed ways of working
- 2 demonstrate how to store medication safely
- 3 demonstrate how to dispose of un-used or unwanted medication safely.

Outcome 6 Know how to promote the rights of the individual when managing medication

Assessment criteria

The learner can:

- 1 explain the importance of the following principles in the use of medication:
 - consent
 - self-medication or **active participation**
 - dignity and privacy
 - confidentiality
- 2 explain how risk assessment can be used to promote an individual's independence in managing medication
- 3 describe how ethical issues that may arise over the use of medication can be addressed.

Additional Guidance

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

Outcome 7 Be able to support use of medication

Assessment criteria

The learner can:

- 1 demonstrate how to access information about an individual's medication
- 2 demonstrate how to support an individual to use medication in ways that promote hygiene, safety, dignity and active participation
- 3 demonstrate strategies to ensure that medication is used or administered correctly
- 4 demonstrate how to address any practical difficulties that may arise when medication is used
- 5 demonstrate how and when to access further information or support about the use of medication.

Additional Guidance

Medication used or administered correctly must ensure that the individual receives:

- The correct medication
- In the correct dose
- By the correct route
- At the correct time
- With agreed support
- With respect for dignity and privacy

Practical difficulties may include:

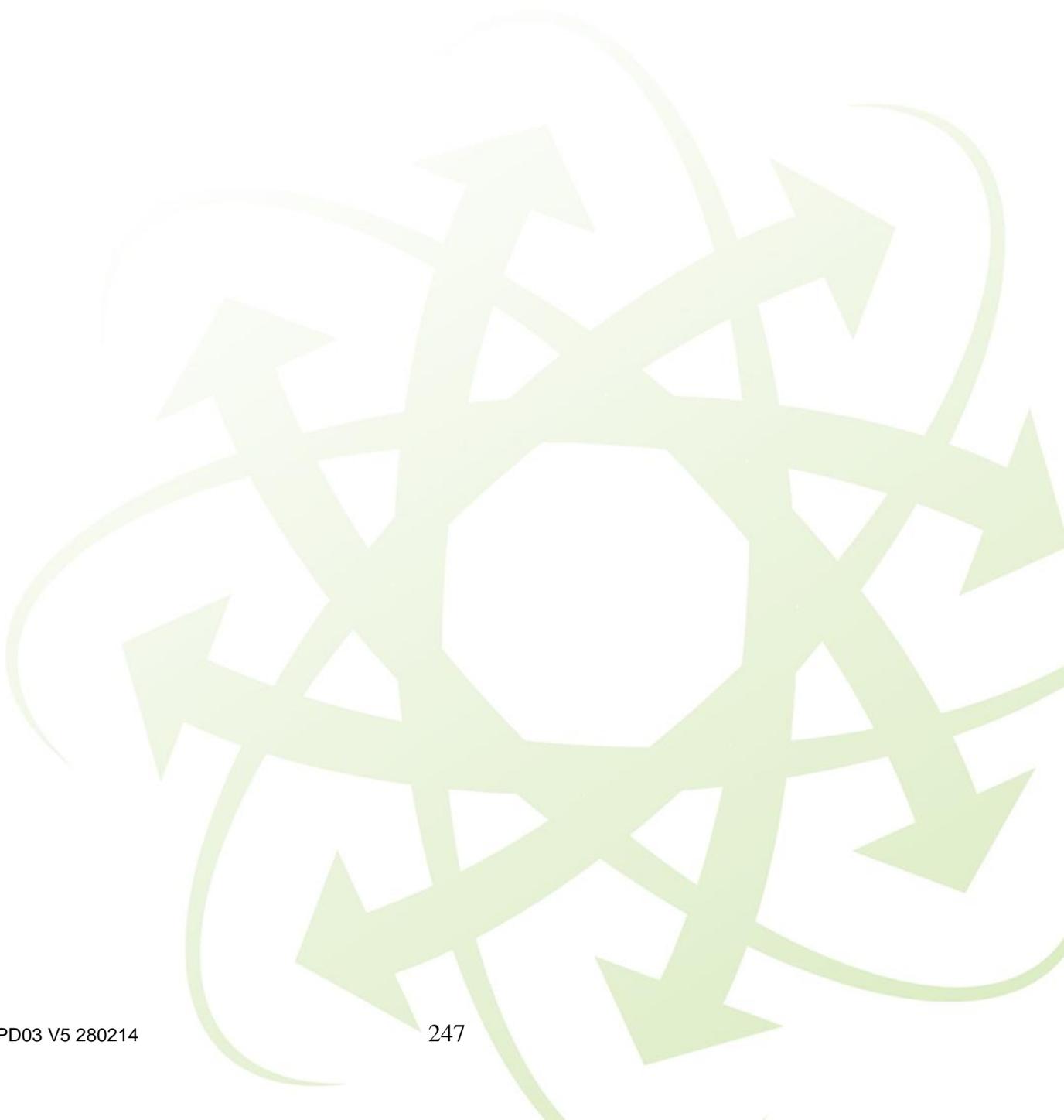
- Lost medication
- Missed medication
- Spilt medication
- An individual's decision not to take medication
- Difficulty in taking medication in its prescribed form
- Wrong medication used
- Vomiting after taking medication
- Adverse reaction
- Discrepancies in records or directions for use

Outcome 8 Be able to record and report on use of medication

Assessment criteria

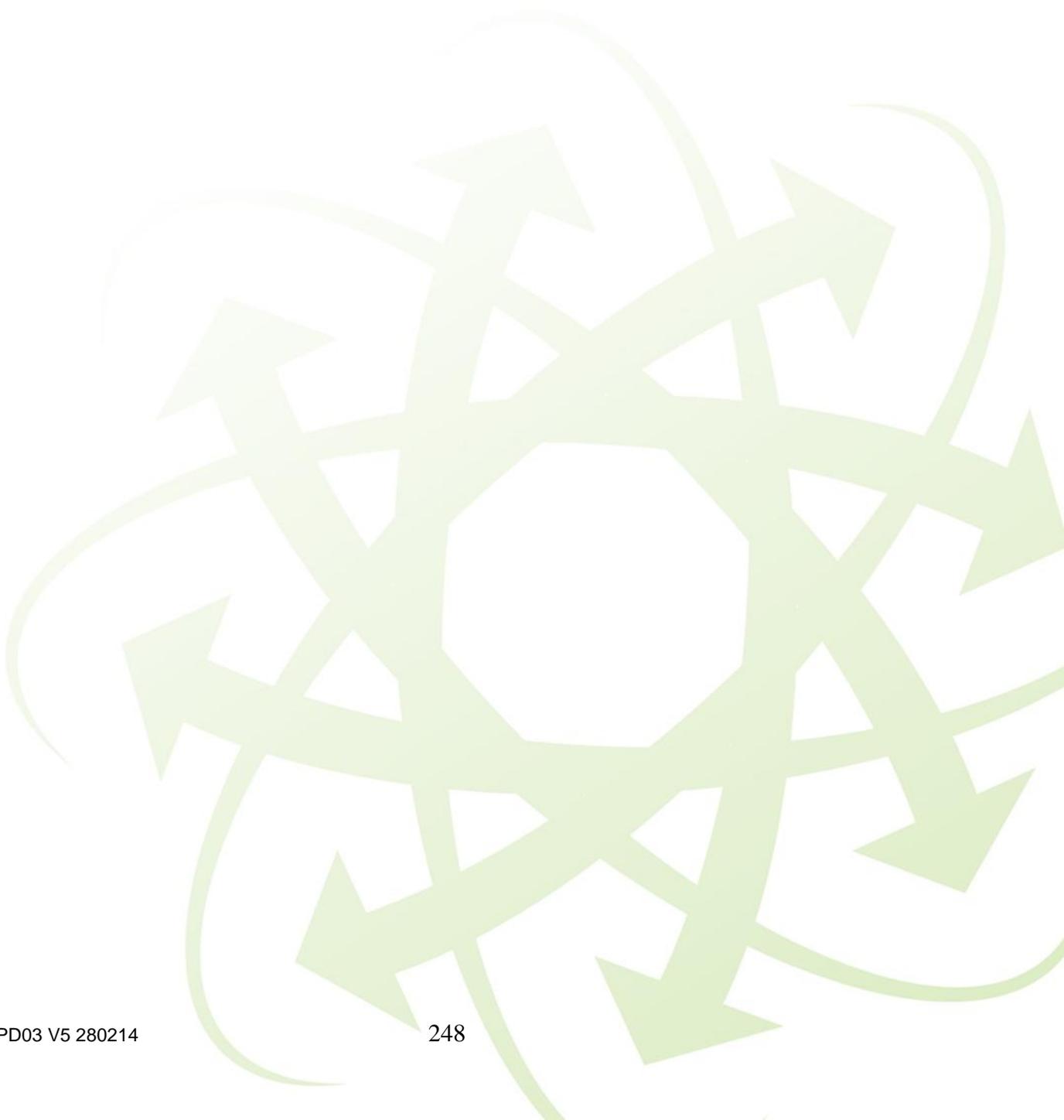
The learner can:

- 1 demonstrate how to record use of medication and any changes in an individual associated with it
- 2 demonstrate how to report on use of medication and problems associated with medication, in line with agreed ways of working.



LDSSMP1

**Support children and young people to
achieve their education potential**



LDSSMP1 Support children and young people to achieve their education potential

Level: 3

Credit value: 4

What this unit is about

The aim of this unit is to provide learners with the skills and knowledge required to enable them to support individual children and young people to achieve their educational potential.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the principles, values and current legislation that supports work to help children and young people achieve their educational potential
2. Be able to support children and young people to identify and articulate their learning needs, set goals and plan actions
3. Be able to support children and young people to work towards their educational goals
4. Be able to review educational achievements with children and young people

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- LDSS Unit 322: Support children and young people to achieve their educational potential

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Assessment of Learning Outcomes 2, 3 and 4 must take place in a real work environment.

Simulation is not allowed.

LDSSMP1 Support children and young people to achieve their education potential

Outcome 1 Understand the principles, values and current legislation that supports work to help children and young people achieve their educational potential

Assessment criteria

The learner can:

- 1 explain the **principles and values** that underpin work to support children and young people to achieve their educational potential
- 2 explain **current legislation** and guidance relating to the provision of and access to educational opportunities for children and young people
- 3 evaluate the **factors that can contribute to low achievement** by children and young people.

Additional Guidance

Principles and values as follows.

- Putting the needs and rights of the individual child at the centre of service provision
- Promoting integrated working practices
- Maintaining personal and professional integrity
- Promoting equality of opportunity and valuing diversity

Current legislation

As appropriate to the relevant UK Home Nation

Factors that can contribute to low achievement may include:

- Poor literacy or numeracy skills
- Poor speech and language skills
- Lack of parental support
- Peer pressure
- Low self esteem and aspirations
- Low expectations expressed by others

Outcome 2 Be able to support children and young people to identify and articulate their learning needs, set goals and plan actions

Assessment criteria

The learner can:

- 1 support children or young people to articulate their educational needs and aspirations
- 2 support children or young people to develop a **plan of action** identifying realistic goals for their educational development

Additional Guidance

Plan of action, which may:

- set out clear short, medium and long term goals
- identify the resources needed to achieve the goals (eg physical resources, such as books, electronic learning aids, appropriate learning environment, time)
- identify any additional support needed by the child/young person (eg additional formal teaching support, literacy, numeracy support or speech and language therapy)
- identify support to address inappropriate and/or aggressive behaviour
- include working with carers to enable them to support the child/young person
- identify the process for reviewing achievement and revising goals

Outcome 3 Be able to support children and young people to work towards their educational goals

Assessment criteria

The learner can:

- 1 identify and celebrate individual children or young people's **successes and achievements**
- 2 identify **barriers** to achievement and support individual children or young people to work towards finding solutions
- 3 provide support and guidance to children or young people to help them work towards achieving their educational goals

Additional Guidance

Successes and achievements

This will vary according to the child or young person's individual progress, needs and aspirations. It may be a small step or a recognised formal educational achievement.

Barriers may include:

- Lack of appropriate/sufficient physical resources
- Lack of available appropriate learning environment at a time suitable for the child/young person
- Lack of carer/peer support
- Lack of motivation of individual child/young person

Outcome 4 Be able to review educational achievements with children and young people

Assessment criteria

The learner can:

- 1 evaluate with individual children or young people, their achievements against their action plans
- 2 discuss and agree with individual children or young people ways of addressing and overcoming any problems and modify the action plan accordingly

LDSSMP2

Support children and young people to make positive changes in their lives



LDSSMP2 Support children and young people to make positive changes in their lives

Level: 3

Credit value: 4

What this unit is about

This unit aims to provide learners with the skills and knowledge to help them identify any barriers that children and young people may encounter which impact on their lives and help them to support children and young people to overcome those barriers and achieve positive changes in their lives.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand how to support children and young people to make positive changes in their lives
2. Be able to support children and young people to make positive changes in their lives
3. Be able to review support to children and young people to make positive changes in their lives

Guided learning hours

It is recommended that **27** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- LDSS NOS Unit: 314: Support children to overcome barriers and make positive changes in their lives
- Youth work 1.1.1: Enable children and young people to use their learning to enhance their future development

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Assessment of Learning Outcomes 2 and 3 must take place in a real work environment.

Simulation is not allowed.

LDSSMP2 Support children and young people to make positive changes in their lives

Outcome 1 Understand how to support children and young people to make positive changes in their lives

Assessment criteria

The learner can:

- 1 identify the **factors** that can impact on the lives of children and young people
- 2 analyse the **impact** such factors can have on the lives of children and young people
- 3 explain how **individuals and agencies** support children and young people to make positive changes in their lives

Additional Guidance

Factors may include:

- Poor socio-economic background
- Poor parenting background
- Poor literacy/numeracy/speech and language skills

Impact may include:

- Inappropriate and/or aggressive behaviour
- Low educational achievement
- Low self esteem
- Self harm
- Inability to establish and maintain relationships
- Offending or at risk of offending behaviour
- Misuse of substances (drugs, alcohol, solvents)

Individuals and agencies may include:

- Youth workers
- Parent support workers
- Education professionals
- Drug and alcohol support agencies
- CAMHS
- Social services
- IAG professionals
- Speech and language therapists
- Behaviour and education support teams (BEST)

Outcome 2 Be able to support children and young people to make positive changes in their lives

Assessment criteria

The learner can:

- 1 explain **interventions** that can be provided to support children and young people to make positive changes in their lives
- 2 demonstrate engagement with children or young people to help them to identify actions that could be taken to support positive change
- 3 work with a child or young person to develop an **action plan** to support positive changes in their lives

Additional Guidance

Interventions may include:

- Learning and development support
- Anger management
- Behaviour support classes
- Restorative justice
- Support to address substance misuse
- Support to address mental health issues

Action plan that may include:

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

Outcome 3 Be able to review support to children and young people to make positive changes in their lives

Assessment criteria

The learner can:

1. **support children or young people to review and amend their action plan**
2. give examples from own practice of supporting children or young people to access further interventions
3. reflect on own practice in supporting children or young people to make positive changes in their lives

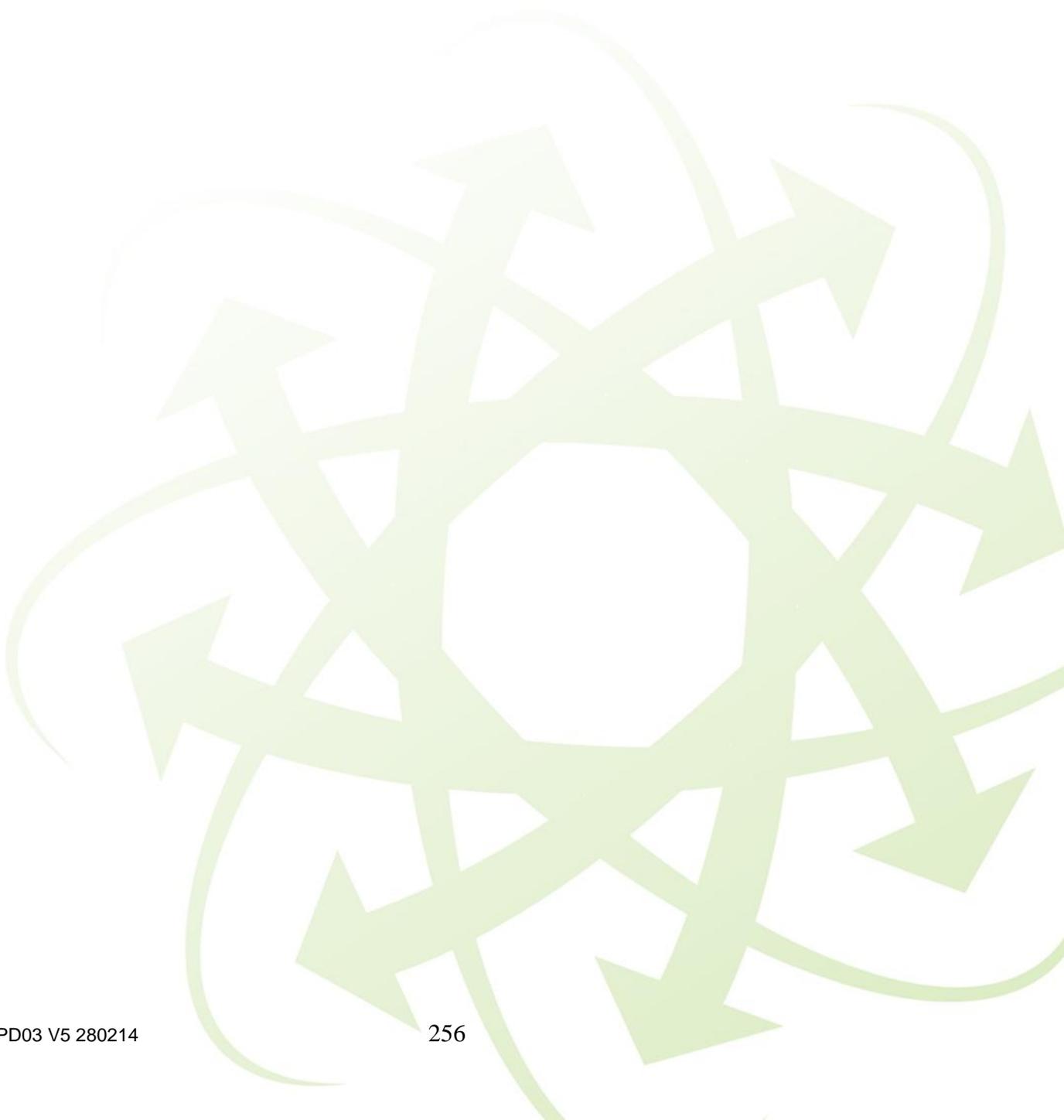
Additional Guidance

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

- Identify and celebrate achievements (this will vary according to the child or young person's individual progress, needs and aspirations)
- Identify where goals have not been met
- Agree reasons for non achievement Agree any additional interventions that might support children/young people to achieve positive changes in their lives
- Revise the action plan in the light of the review process

LDSSMP3

Professional practice in learning,
development and support services



Level: 3**Credit value: 5****What this unit is about**

This unit aims to enhance the quality of practice of individual LDSS workers through a process of reflective practice, identifying professional development needs and taking steps to improve own practice. It also considers the role of professional supervision in supporting the development of individual practitioners. The whole unit and the work of all LDSS workers is underpinned and informed by the principles and values of the sector.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will be able to:

1. Understand the purposes of learning, development and support services
2. Understand current legislation, policies and influences on LDSS
3. Be able to implement the current principles and values that underpin and inform the work of LDSS practitioners
4. Understand how the views of children, young people and carers can be used to improve learning, development and support services
5. Be able to use supervision to support continuing professional development and personal effectiveness
6. Be able to reflect on own skills, knowledge and effectiveness to inform and improve own practice

Guided learning hours

It is recommended that **35** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Assessment of Learning Outcomes 3, 5 and 6 must take place in a real work environment.

Simulation is not allowed.

LDSSMP3 Professional practice in learning, development and support services

Outcome 1 Understand the purposes of learning, development and support services

Assessment criteria

The learner can:

- 1 explain the purposes of learning, development and support services
- 2 explain the roles and responsibilities of those working within learning, development and support services

Outcome 2 Understand current legislation, policies and influences on LDSS

Assessment criteria

The learner can:

- 1 explain the impact of current legislation, policies, and influences on LDSS
- 2 explain why it is important that effective practice should inform and drive the legislative framework for work with children and young people

Outcome 3 Be able to implement the current principles and values that underpin and inform the work of LDSS practitioners

The learner can:

- 1 explain the current **principles and values** that underpin and inform the work of LDSS practitioners and their impact on practice
- 2 implement the principles and values in own practice
- 3 explain the impact of the principles and values that underpin and inform the work of LDSS practitioners on children, young people and carers

Additional Guidance

Principles and values

This should relate to the current statement of principles and values for LDSS as used in the relevant UK Home nation.

Outcome 4 Understand how the views of children, young people and carers can be used to improve learning, development and support services

Assessment criteria

The learner can:

- 1 explain the importance of obtaining the views of children, young people and carers to inform and improve the quality of service provision
- 2 explain how the views of children, young people and carers can be obtained
- 3 give examples from own practice of changes to service provision as a result of incorporating the views of children, young people and carers into provision

Outcome 5 Be able to use supervision to support continuing professional development and personal effectiveness

Assessment criteria

The learner can:

- 1 use organisational reporting and/or supervision processes to identify and agree organisational and own responsibility for improving practice and performance
- 2 agree and implement changes to practice to enhance performance and promote continuing professional development

Outcome 6 Be able to reflect on own skills, knowledge and effectiveness to inform and improve own practice

Assessment criteria

The learner can:

- 1 evaluate own skills, knowledge and practice against agreed criteria and objectives
- 2 develop a **personal development plan and reflective practice log**
- 3 use the reflective practice log to measure progress against personal development plan and identify where changes and developments are required

Additional Guidance

Personal development plan and reflective practice log that identifies:

- Personal strengths and weaknesses
- SMART objectives
- Personal and professional development needs
- Proposals for meeting development needs, including additional training if required
- The review process
- Potential barriers to meeting the SMART objectives and how they can be overcome
- Remedial actions that can be implemented if objectives are not being achieved
- A reflective practice log to be completed on an agreed timescale, eg weekly

LLUK300

Engage parents in their children's early learning



LLUK300 Engage parents in their children's early learning

Level: 3

Credit value: 3

What this unit is about

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

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the policy context and research that underpins parental involvement in their children's early learning
2. Understand how to work in partnership with parents to support their children's early learning
3. Understand barriers to parents being involved in their children's early learning
4. Understand how to use reflection to challenge and develop existing practice in working with parents to support their children's early learning

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit has been mapped on to the national occupational standards for Work with Parents (WWP) units WWP 310 and WWP 312 (optional units within the Work with Parents qualification) and for Children's Care, Learning and Development (CCLD) units CCLD 304, CCLD 317 and CCLD 301. This unit has been informed by the Common Core of Skills and Knowledge for the Children's Workforce.

Assessment

Simulation is not allowed.

LLUK300 Engage parents in their children's early learning

Outcome 1 Understand the policy context and research that underpins parental involvement in their children's early learning

Assessment criteria

The learner can:

- 1 explain key research findings which show the importance of parental involvement in their children's learning in their early years
- 2 explain the concept of positive home learning environments and identify ways of promoting and supporting them
- 3 explain why it is important to work in partnership with parents, including fathers
- 4 explain the importance of clear principles and policies to support the engagement of parents in their child's early learning.

Outcome 2 Understand how to work in partnership with parents to support their children's early learning

Assessment criteria

The learner can:

- 1 explain and demonstrate how parents are engaged as partners in their children's early learning
- 2 explain and demonstrate key relationship building strategies and/or skills involved in working with parents in partnership
- 3 explain and demonstrate key communication strategies and/or skills involved in working with parents in partnership
- 4 explain and demonstrate a range of strategies that can be used to build confidence in parents as their child's first educator.

Outcome 3 Understand barriers to parents being involved in their children's early learning

Assessment criteria

The learner can:

- 1 explain personal, social and cultural barriers to parents being involved in their children's early learning
- 2 explain and demonstrate a range of strategies to help overcome barriers to parental involvement in their child's early learning
- 3 explain how attitudes can be barriers to engaging parents in their children's early learning.

Outcome 4 Understand how to use reflection to challenge and develop existing practice in working with parents to support their children's early learning.

Assessment criteria

The learner can:

- 1 explain culturally sensitive ways of working with parents to help them provide appropriate support for their children's early learning
- 2 reflect on ways of working with parents to help them provide appropriate support for their children's early learning
- 3 identify and explain support and changes needed to improve own skills and knowledge and build on their own practice.

LLUK301

Work with parents to meet their children's needs



LLUK301 Work with parents to meet their children's needs

Level: 3

Credit value: 3

What this unit is about

This unit aims to provide the knowledge and skills to support parents to understand the changes necessary as their children develop and as they themselves develop as parents.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the nature of the parent and child relationship
2. Know how to work with parents to understand the nature of the parent and child relationship
3. Understand how to work with parents to provide age appropriate support for a specified age group of children
4. Understand how to reflect on own practice in working with parents to meet their children's needs

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

The unit is developed from WWP NOS 307, which is an optional unit in the Work with Parents qualification.

Assessment

Simulation is not allowed.

LLUK301 Work with parents to meet their children's needs

Outcome 1 Understand the nature of the parent and child relationship

Assessment criteria

The learner can:

- 1 explain the evolving and interdependent nature of the relationship between parents and their children
- 2 explain key factors which affect the relationship between parents and children through all developmental stages
- 3 explain key types of transitions that a child or young person may experience
- 4 explain changes which parenthood makes to the lives of parents
- 5 explain key factors in the process and function of bonding and attachment
- 6 explain key factors in the process of children's development of a sense of self.

Outcome 2 Know how to work with parents to understand the nature of the parent and child relationship

Assessment criteria

The learner can:

- 1 explain and demonstrate strategies to support parents in understanding that both parents and children develop and change over time and have unique temperaments
- 2 explain and demonstrate strategies to support parents in understanding the role of reciprocal responses and interaction in parenting
- 3 explain and demonstrate strategies to support parents in understanding that the process of parenting is one of progressive separation of child and parent
- 4 explain ways of challenging parents assertively and when it is appropriate to do so.

Outcome 3 Understand how to work with parents to provide age appropriate support for a specified age group of children

Assessment criteria

The learner can:

- 1 identify key features of expected patterns of child development
- 2 explain the development and maturational tasks of a specified age group of children
- 3 explain and demonstrate strategies for supporting parents to meet the needs of a specified age group of children
- 4 explain and demonstrate strategies for meeting the support needs of parents of a specified age group of children.

Outcome 4 Understand how to reflect on own practice in working with parents to meet their children's needs

Assessment criteria

The learner can:

- 1 reflect on own practice in working with parents to meet their children's needs, identifying strengths and areas for development.

LLUK302

Enable parents to develop ways of handling relationships and behaviour that contribute to everyday life with children



LLUK302 Enable parents to develop ways of handling relationships and behaviour that contribute to everyday life with children

Level: 3

Credit value: 3

What this unit is about

This unit aims to help parents to better understand the range of needs of their children and to help them identify ways of meeting these needs.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Know how to enable parents to understand and respond to children's feelings and behaviours
2. Understand how to support parents to interact with their children in positive ways
3. Understand how to develop parents' knowledge of how to support children's play, learning and creativity
4. Understand how to work with parents to find positive ways to meet children's physical needs
5. Understand how to reflect on own practice in enabling parents to develop ways of handling relationships and behaviour that contribute to everyday life with children

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is based on WWP NOS 308, which is an optional unit in the Work with Parents qualification.

Assessment

Simulation is not allowed.

LLUK302 Enable parents to develop ways of handling relationships and behaviour that contribute to everyday life with children

Outcome 1 Know how to enable parents to understand and respond to children's feelings and behaviours

Assessment criteria

The learner can:

- 1 explain the importance of modelling behaviour for children and parents
- 2 explain the effects of harsh parenting on children
- 3 explain the importance of boundaries
- 4 explain parental strategies for holding boundaries
- 5 explain ways of promoting children's progression towards self discipline
- 6 explain and demonstrate how to enable parents to understand their children's feelings and behaviour
- 7 explain and demonstrate how to enable parents to assist children to recognise their feelings
- 8 explain how to enable parents to identify strategies for them and their children to manage conflict
- 9 explain when particular/specialist help is needed, and how to refer parents to appropriate services.

Outcome 2 Understand how to support parents to interact with their children in positive ways

Assessment criteria

The learner can:

- 1 explain why parents must balance parental authority and the developing autonomy of their children, and how they can be supported in this
- 2 explain and demonstrate how to support parents to develop clear and developmentally appropriate ways of communication with their children
- 3 explain and demonstrate how parents can be supported to help their children understand the effect of their actions on others.

Outcome 3 Understand how to develop parents' knowledge of how to support children's play, learning and creativity

Assessment criteria

The learner can:

- 1 explain the role of play in children's development
- 2 explain ways in which parents can support children's play in developmentally appropriate ways
- 3 explain how children can be encouraged to take the lead and develop their own ideas
- 4 describe sources of information and advice for parents on meeting children's play and learning needs.

Outcome 4 Understand how to work with parents to find positive ways to meet children's physical needs

Assessment criteria

The learner can:

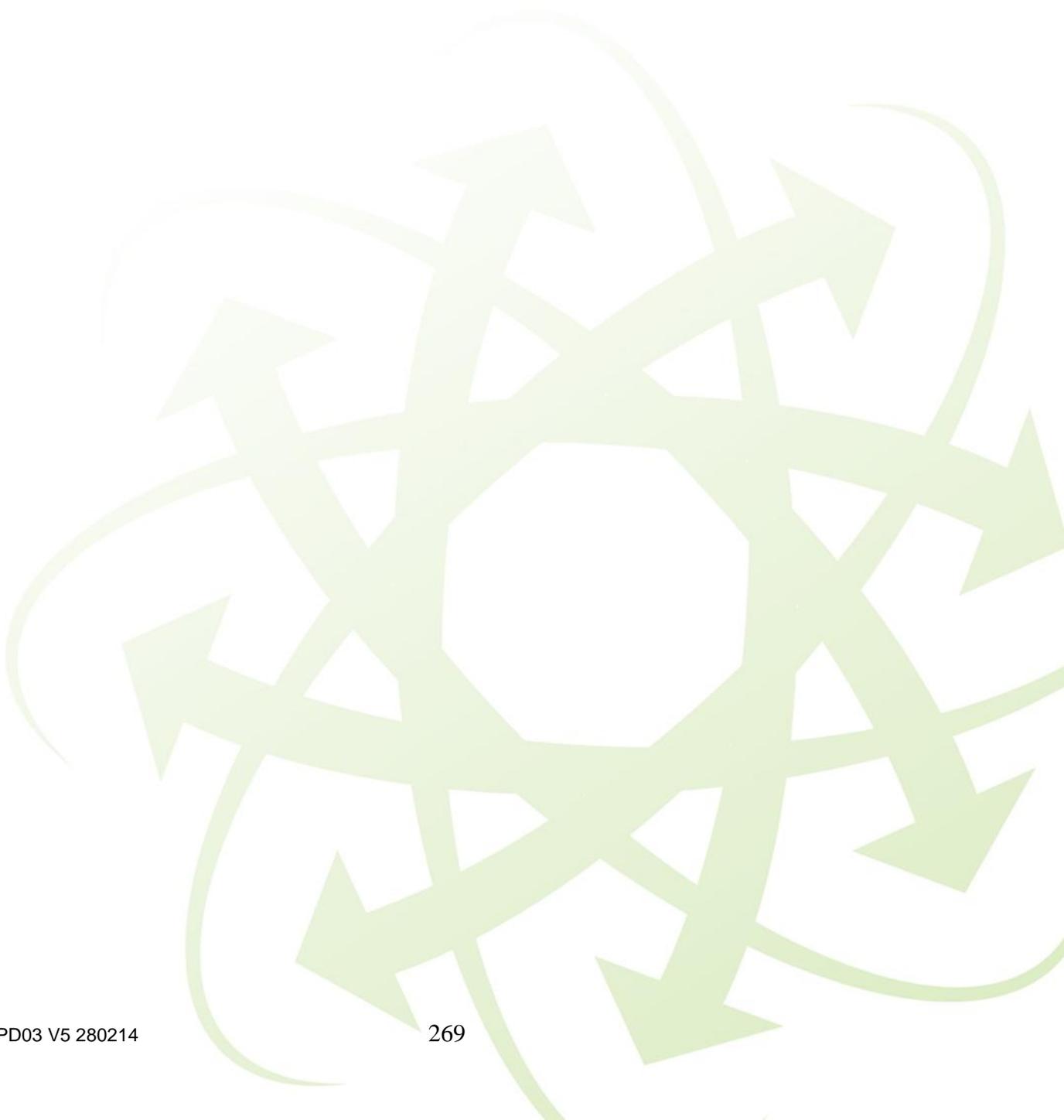
- 1 explain how to raise parents' awareness of common hazards and risks to children's safety inside and outside the home
- 2 explain how to enable parents to find strategies for addressing eating and sleeping issues
- 3 describe sources of information and advice on meeting children's physical needs.

Outcome 5 Understand how to reflect on own practice in enabling parents to develop ways of handling relationships and behaviour that contribute to everyday life with children

Assessment criteria

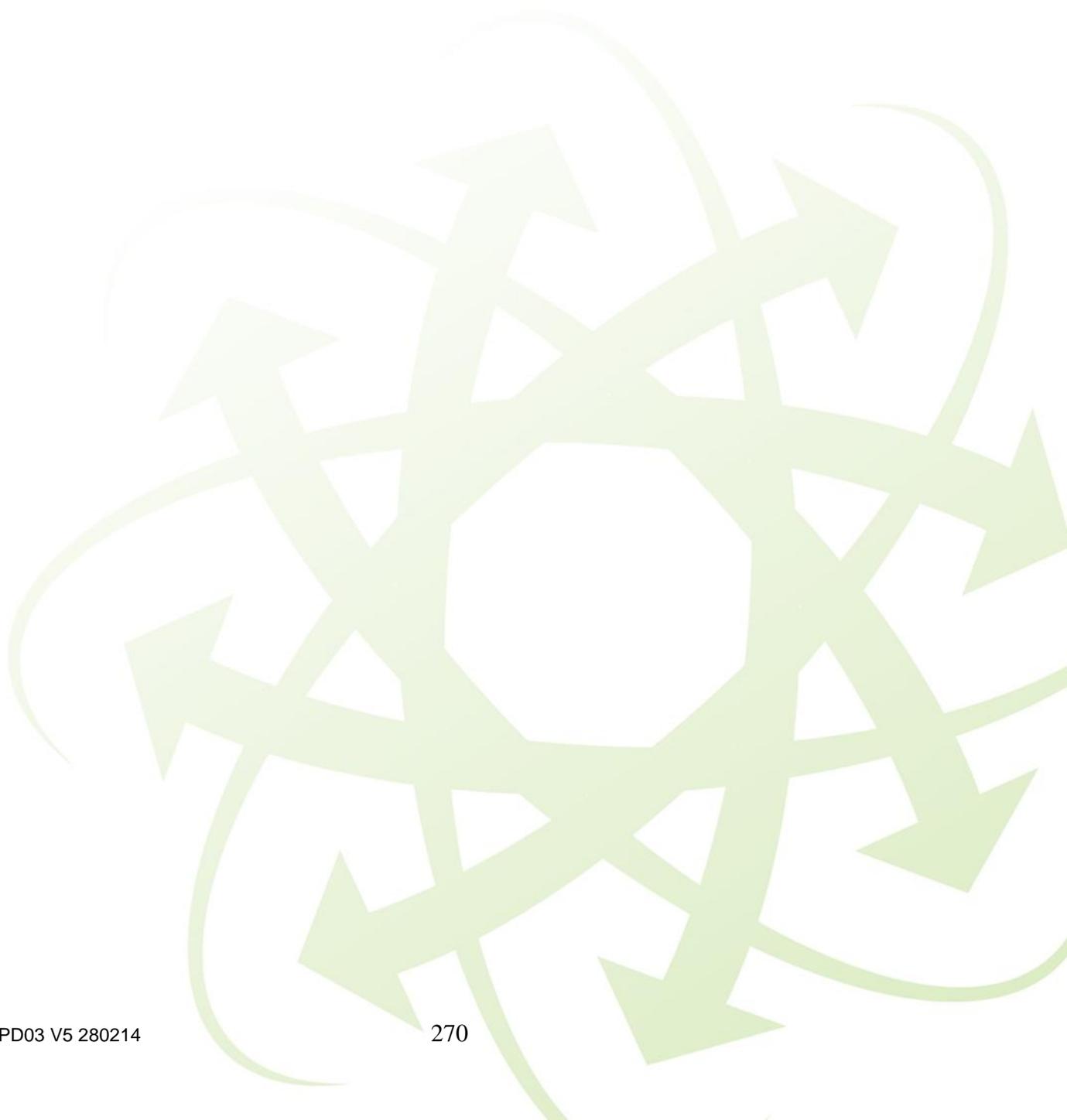
The learner can:

- 1 reflect on own practice in enabling parents to develop ways of handling relationships and behaviour that contribute to everyday life with children, identifying strengths and areas for development.



LLUK312

Engage young parents in supporting their children's development



LLUK312 Engage young parents in supporting their children's development

Level: 3

Credit value: 3

What this unit is about

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

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand the context of pregnancy and parenthood for young people
2. Understand transition issues for young people and their potential impact on parenthood
3. Understand the impact of stress on a young parent's relationship with their child/children
4. Understand how to engage young parents with services
5. Understand the specific needs of young fathers in engaging with their child's needs and development

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit has been mapped on to the national occupational standards for Work with Parents (WWP) units WWP 310 and WWP 312 (optional units in the Work with Parents Qualification) and for Children's Care, Learning and Development (CCLD) units CCLD 304, CCLD 317 and CCLD 301. This unit has been informed by the Common Core of Skills and Knowledge for the Children's Workforce.

Assessment

Simulation is not allowed.

LLUK312 Engage young parents in supporting their children's development

Outcome 1 Understand the context of pregnancy and parenthood for young people

Assessment criteria

The learner can:

- 1 explain the implications of the current strategy and guidance relating to pregnancy and parenthood for young people
- 2 explain the impact on own practice of the current strategy and guidance relating to pregnancy and parenthood for young people
- 3 demonstrate how the strategy and guidance applies to own work with young parents.

Outcome 2 Understand transition issues for young people and their potential impact on parenthood

Assessment criteria

The learner can:

- 1 reflect on own transitional experiences as a young person
- 2 describe issues facing young parents in their transition from child to young adult.

Outcome 3 Understand the impact of stress on a young parent's relationship with their child/children

Assessment criteria

The learner can:

- 1 explain how stress experienced by young parents may affect their relationships with their children
- 2 explain how a practitioner can support young parents to overcome the negative impact of stress on their parenting.

Outcome 4 Understand how to engage young parents with services

Assessment criteria

The learner can:

- 1 explain factors which impact on a young parent's engagement with services
- 2 reflect on the potential effectiveness of the range of services that can be offered to young parents
- 3 demonstrate how young parents engage with services/settings in own practice.

Outcome 5 Understand the specific needs of young fathers in engaging with their child's needs and development

Assessment criteria

The learner can:

- 1 explain the specific needs of young fathers
- 2 explain factors that may lead to young fathers engaging with the needs of their children
- 3 explain how services/settings can support young fathers to engage with their child's needs and development.

LLUK313

Engage fathers in their children's early learning



LLUK313 Engage fathers in their children's early learning

Level: 3

Credit value: 3

What this unit is about

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

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the policy context and research that underpins the involvement of fathers in their children's early learning
2. Understand how to work in partnership with fathers to support their children's early learning
3. Understand the barriers to fathers being involved in their children's early learning
4. Understand how to use reflection to challenge and develop existing practice in working with fathers to support their children's early learning

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit has been mapped on to the national occupational standards for Work with Parents (WWP) units WWP 310 and WWP 312 (optional units within the Work with Parents qualification) and for Children's Care, Learning and Development (CCLD) units CCLD 304, CCLD 317 and CCLD 301. This unit has been informed by the Common Core of Skills and Knowledge for the Children's Workforce.

Assessment

Simulation is not allowed.

LLUK313 Engage fathers in their children's early learning

Outcome 1 Understand the policy context and research that underpins the involvement of fathers in their children's early learning

Assessment criteria

The learner can:

- 1 explain key research studies that show the importance of fathers' involvement in their children's early learning
- 2 summarise the role of a father in family life, structure and functioning in diverse communities
- 3 explain the concept of positive home learning environments and ways of promoting and supporting them
- 4 explain why it is important to work in partnership with fathers
- 5 explain the importance of clear principles and policies to support the engagement of fathers in their child's early learning.

Outcome 2 Understand how to work in partnership with fathers to support their children's early learning

Assessment criteria

The learner can:

- 1 explain and demonstrate a range of strategies that can be used to build confidence in fathers from diverse communities to contribute to their child's early learning
- 2 explain and demonstrate the use of key relationship building strategies and/or skills involved in working in partnership with fathers from diverse communities
- 3 explain and demonstrate the use of key communication strategies and/or skills involved in working in partnership with fathers from diverse communities.

Outcome 3 Understand the barriers to fathers being involved in their children's early learning

Assessment criteria

The learner can:

- 1 explain personal, social and cultural barriers to fathers being involved in their children's early learning
- 2 explain and demonstrate a range of strategies to help overcome barriers to fathers' involvement in their child's early learning
- 3 explain how attitudes can be barriers to engaging fathers in their children's early learning.

Outcome 4 Understand how to use reflection to challenge and develop existing practice in working with fathers to support their children's early learning

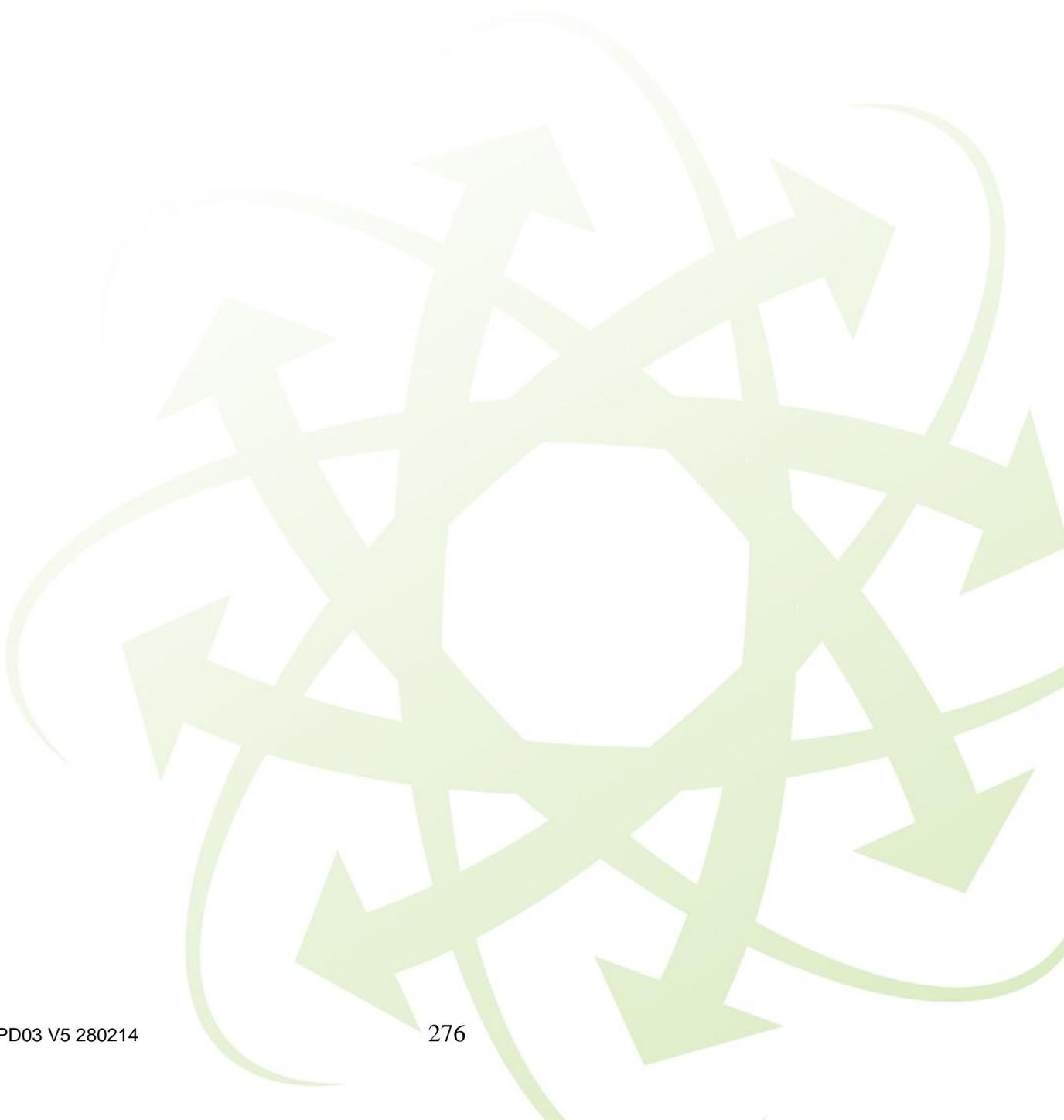
Assessment criteria

The learner can:

- 1 reflect on ways of working with resident and non resident fathers to help them provide support for their children's early learning
- 2 identify and explain support and changes needed to improve own skills and knowledge and build on their own practice
- 3 explain culturally sensitive ways of working with fathers to help them provide support for their children's early learning.

SCMP1

Assessment and planning with children and young people



Level: 3

Credit value: 5

What this unit is about

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

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand how to place children and young people at the centre of assessment and planning
2. Be able to participate in assessment and planning for children and young people towards the achievement of positive outcomes
3. Be able to work with children and young people to implement the plan for the achievement of positive outcomes
4. Be able to work with children and young people to review and update plans

Guided learning hours

It is recommended that **35** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- Professional practice in residential child care
- Standard: 4.1
- Training support and development standards for foster care: 1.3
- Health and social care NOS unit 36

Assessment

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

Assessment of Learning Outcomes 2, 3 and 4 must take place in a real work environment.

Simulation is not allowed.

Outcome 1 Understand how to place children and young people at the centre of assessment and planning

Assessment criteria

The learner can:

- 1 explain the value of a child-centred model of assessment and planning
- 2 explain how to identify the needs of children and young people
- 3 explain the importance of working with **others** to assess the needs of children and young people to inform planning
- 4 analyse current evidence about **effective methods** of ensuring participation and engagement of children and young people of all ages and levels of understanding in assessment and planning
- 5 explain the importance of **permanency planning** for children and young people.

Additional Guidance

Others may include:

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

Effective methods/Ways to engage may include:

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

Permanency planning

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

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

Assessment criteria

The learner can:

- 1 demonstrate in own practice engagement with children or young people and their carers in expressing their needs and aspirations to inform planning
- 2 demonstrate how to encourage a child or young person to plan realistic, achievable but challenging goals
- 3 explain how the goals and targets identified will support the achievement of positive outcomes
- 4 develop a plan with a child or young person and **others** to meet their needs with a focus on the achievement of positive outcomes
- 5 explain how to support a child or young person and **others** to understand and agree the goals, targets and outcomes of the plan.

Additional Guidance

Others may include:

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

Other agencies

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

Assessment criteria

The learner can:

- 1 demonstrate how a child, young person and **others** are provided with clear information about the roles and responsibilities of all those involved in the plan
- 2 agree with a child, young person and others how goals and targets will be achieved
- 3 demonstrate how a positive approach is used to encourage children or young people work towards the achievement of goals and targets
- 4 demonstrate how progress towards goals and targets is agreed and recorded with the child or young person

Additional Guidance

Others may include:

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

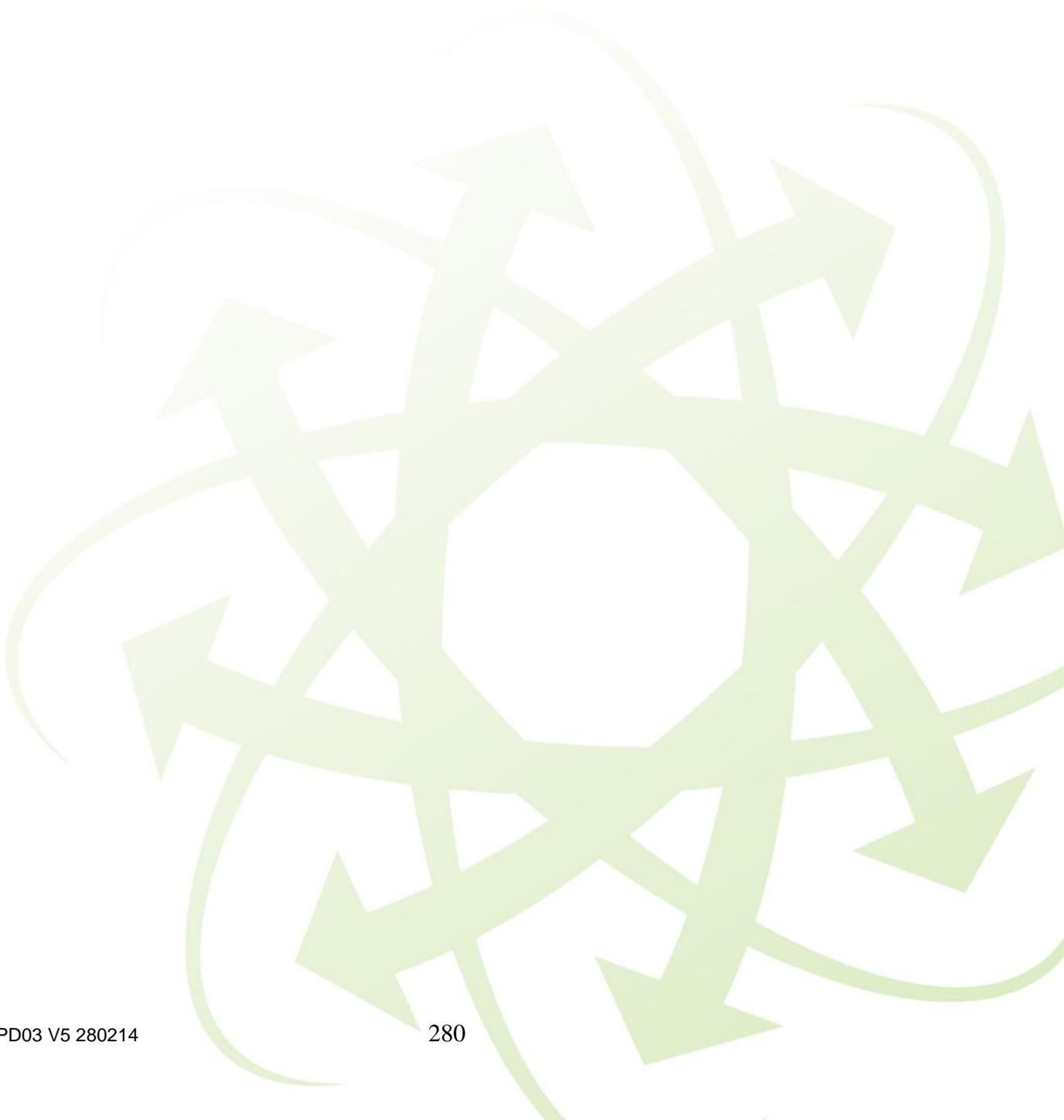
Other agencies

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

Assessment criteria

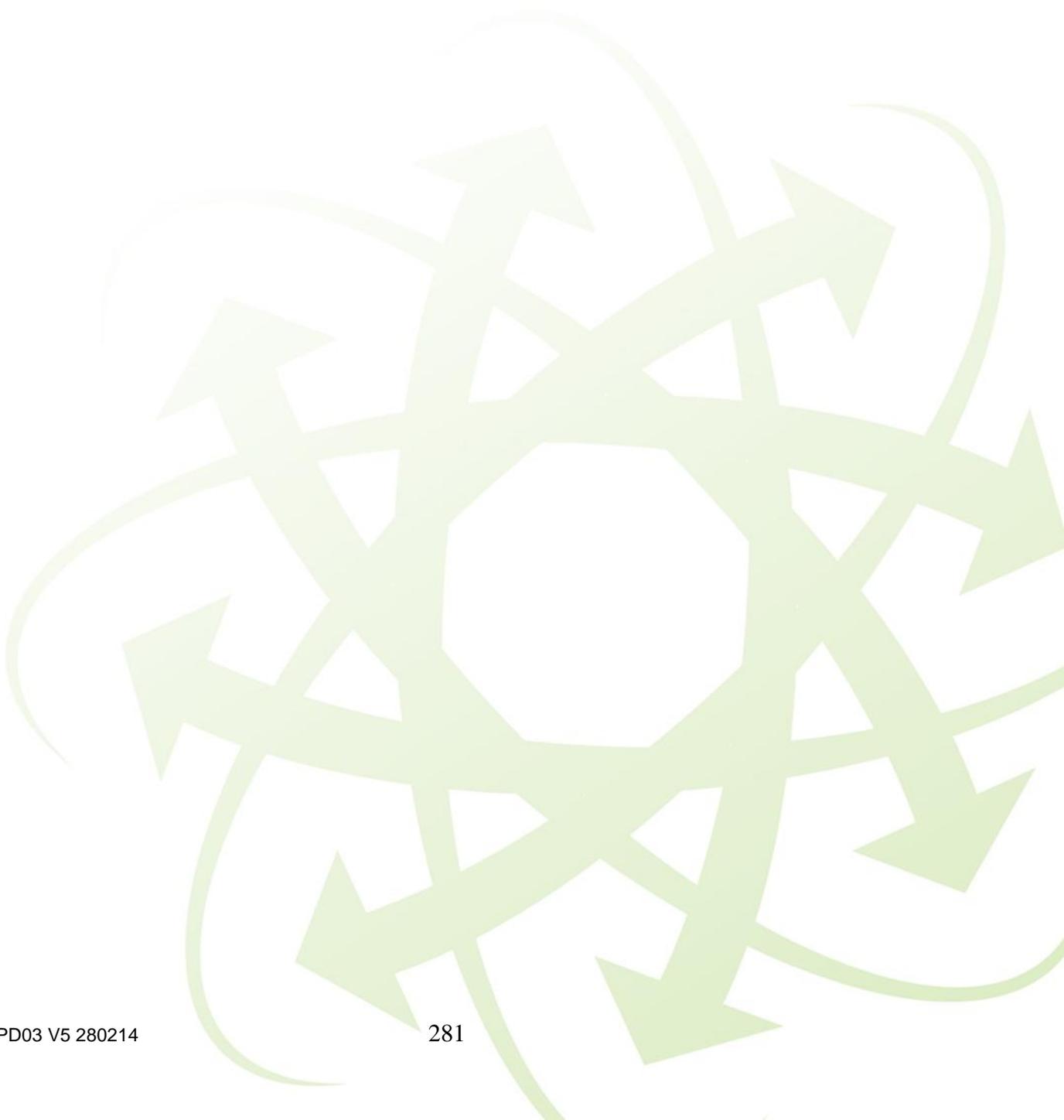
The learner can:

- 1 demonstrate how to record relevant information to prepare for a review
- 2 demonstrate how to support children and young people to contribute to reviewing achievement of goals and targets
- 3 demonstrate how to contribute to reviews based on measurement of progress of the child or young person
- 4 present information to reviews about aspects of the plan that are working well and those that need to be changed



SCMP2

Promote the well being and
resilience of children and young people



Level: 3

Credit value: 4

What this unit is about

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

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the importance of promoting positive well-being and resilience of children and young people
2. Understand how to support the development of children and young people's social and emotional identify and self esteem in line with their age and level of understanding
3. Be able to provide children and young people with a positive outlook on their lives
4. Be able to respond to the health needs of children and young people

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

HSC NOS Units 34 and 313

CCLD NOS Units 307 and 308

Professional practice in residential child care: Standards 1.5, 2.2, 2.3 and 4.3

Training support and development standards for foster care: 3.3 and 5.2

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Assessment of Learning Outcomes 3 and 4 must take place in a real work environment.

Simulation is not allowed.

SCMP2 Promote the well being and resilience of children and young people

Outcome 1 Understand the importance of promoting positive well-being and resilience of children and young people

Assessment criteria

The learner can:

- 1 explain the **factors that influence the well-being** of children and young people
- 2 explain the importance of resilience for children and young people
- 3 analyse effective ways of promoting well being and resilience in the work setting
- 4 describe ways of working with carers to promote well being and resilience in children and young people.

Additional Guidance

Factors that influence well-being may include:

- Attachment
- Relationships
- Emotional security
- Health
- Self esteem
- Diet
- Exercise
- Rest and sleep
- Prompt medical/dental attention when needed
- Preventive health programmes

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

Assessment criteria

The learner can:

- 1 explain why social and emotional identity are important to the well being and resilience of children and young people
- 2 explain **how to support children and young people to identify with their own self image and identity**
- 3 demonstrate how to encourage children and young people to recognise and value their own abilities, talents and achievements
- 4 demonstrate how to support children and young people to be involved in decisions and have as much control as possible over their lives
- 5 explain how goals and targets identified as part of the planning process contribute towards building the self esteem of children or young people.

Additional Guidance

How to support children and young people to identify with their own self image and identity may include:

Positive role models
Cultural/ethnic networks
Life story work

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

Assessment criteria

The learner can:

- 1 demonstrate work with children or young people in a manner that is open, trustworthy, respectful and reliable
- 2 explain how a solution focused approach will encourage children and young people to have a positive outlook on their lives
- 3 support and encourage children and young people to respond positively to challenges and disappointments
- 4 demonstrate ways to encourage and support children and young people to express their feelings, views and hopes
- 5 support children and young people to reflect on the impact of their own actions and behaviour

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

Assessment criteria

The learner can:

- 1 support children and young people to recognise, value and meet their health needs as appropriate to their age and level of understanding
- 2 encourage children and young people to make positive choices about all of their **health needs**
- 3 assess any risks or **concerns** to the health and well being of children and young people and take appropriate action
- 4 explain the importance of informing **relevant people** when there are concerns about a child or young person's health or well being
- 5 record concerns about a child or young person's health or well being following recognised procedures

Additional Guidance

Health needs may include:

- Physical
- Mental
- Sexual

Concerns may include:

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

Relevant people may include:

- Carers
- Social worker
- Lead professional
- Residential workers

SCMP3

Professional practice in children and young people's social care



Level: 3

Credit value: 4

What this unit is about

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

Learning outcomes

There are **six** learning outcomes to this unit. The learner will be able to:

1. Understand the legislation and policy framework for working with children and young people in social care work settings
2. Understand the professional responsibilities of working with children and young people
3. Be able to meet professional responsibilities by reflecting on own performance and practice
4. Be able to develop effective working relationships with professional colleagues
5. Understand the implications of equalities legislation for working with children, young people and families
6. Understand the value of diversity and the importance of equality and anti-discriminatory practice

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- CCLD NOS Unit 305
- Professional Practice in residential child care Standards: 1.1, 1.2, 1.3, 1.6, 6.1, 6.2 and 6.3
- Training Support and Development Standards for Foster Care Standards 1.2, 2.2, 7.3 and 7.4
- **Support of the unit by a sector or other appropriate body**

Assessment

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

Assessment of Learning Outcomes 3 and 4 must take place in a real work environment.

Simulation is not allowed.

SCMP3 Professional practice in children and young people's social care

Outcome 1 Understand the legislation and policy framework for working with children and young people in social care work settings

Assessment criteria

The learner can:

- 1 explain how current and relevant **legislation and policy** affects work with children and young people
- 2 describe the impact of social care standards and codes of practice on work with children and young people
- 3 explain the importance of the united nations convention on the rights of the child (uncrc).

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

Assessment criteria

The learner can:

- 1 explain the responsibilities of a
 - c) corporate parent
 - d) professional carer
- 2 explain what is meant by a 'duty of care'
- 3 analyse the **impact of professional relationships** on children and young people
- 4 give examples of poor practice and unprofessional conduct that may impact on outcomes for children and young people
- 5 explain the actions to take where poor practice and unprofessional conduct are having a negative impact on outcomes for children and young people.

Additional Guidance

Impact of professional relationships may include:

- Power relationships
- Dealing with a employed professional
- Feelings of powerlessness
- Uncertainties about how to behave and relate

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

Assessment criteria

The learner can:

- 1 explain the professional responsibility to maintain current and competent practice
- 2 engage with professional supervision in order to improve practice
- 3 demonstrate how to seek, and learn from, feedback on own practice from colleagues and children and young people
- 4 explain the importance of understanding the limits of personal competence and when to seek advice

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

Assessment criteria

The learner can:

- 1 demonstrate how to respect and value the professional competence and contribution of colleagues
- 2 explain own rights and expectations as a professional and how to assert them

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

Assessment criteria

The learner can:

- 1 explain how current **equalities legislation** affects work with children young people and families
- 2 identify examples of good practice in promoting equality and explain how and why they are effective

Additional Guidance

Equalities legislation as appropriate to UK Home Nation

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

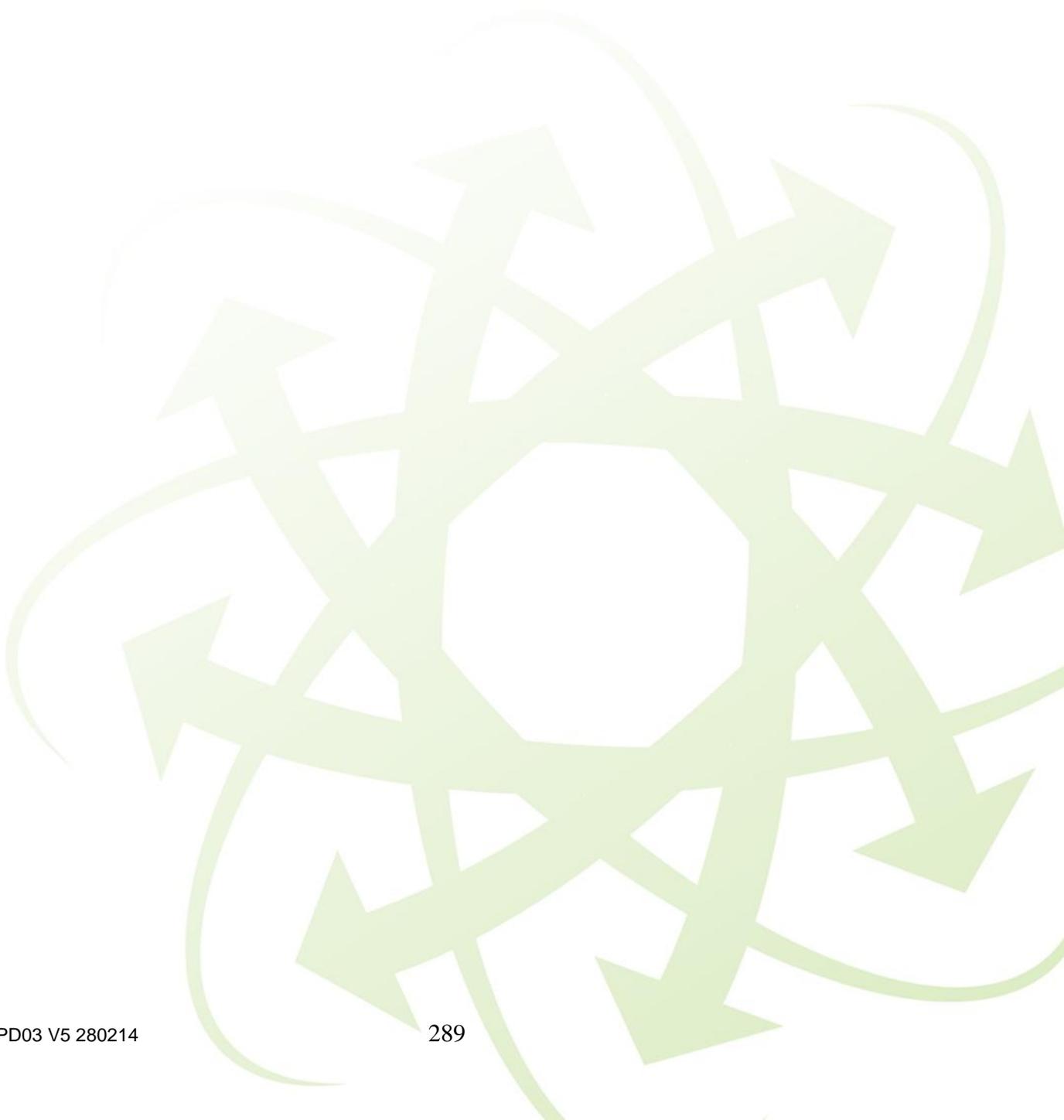
Assessment criteria

The learner can:

- 1 explain what is meant by diversity
- 2 explain what is meant by anti-discriminatory practice giving examples of how it is applied in practice with children, young people and families
- 3 describe the effects of discrimination and explain the potential results for children and young people

YP0073

Support young people who are socially excluded or excluded from school



YP0073 Support young people who are socially excluded or excluded from school

Level: 3

Credit value: 2

What this unit is about

This unit aims to enable learners to understand the issues affecting young people who are socially excluded or excluded from school and provide support to them.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Understand the issues affecting young people who are socially excluded or excluded from school
2. Understand how to support young people who are socially excluded or excluded from school

Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- Skills for Justice

BA4 Raise awareness to promote community safety and social inclusion

BA8 Contribute to development of priorities and objectives for promoting community justice and social inclusion

BA12 Address problems identified with community safety and social inclusion

BA14 Enable individuals and families to address factors which affect their safety, well-being and social inclusion

- CWDC Common Core

1. Effective communication and engagement with children, young people, their families and carers
2. Child and young person development
3. Safeguarding and promoting the welfare of the child
4. Supporting transitions
5. Multi-agency working

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice.

Assessment

Units need to be assessed in line with the Skills for Justice QCF Assessment Principles.

Simulation is not allowed.

Assessment of learners' performance must take place in a work-based situation. It is accepted that the assessment of some knowledge and understanding may take place in a different environment, for example in a training and development centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence.

YP0073 Support young people who are socially excluded or excluded from school

Outcome 1 Understand the issues affecting young people who are socially excluded or excluded from school

Assessment criteria

The learner can:

- 1 explain the issues that may affect young people who are excluded, including access to services or amenities, crime or anti-social behaviour, isolation or stigmatisation
- 2 explain the potential effects of exclusion on the health, safety and well-being of these young people.

Outcome 2 Understand how to support young people who are socially excluded or excluded from school

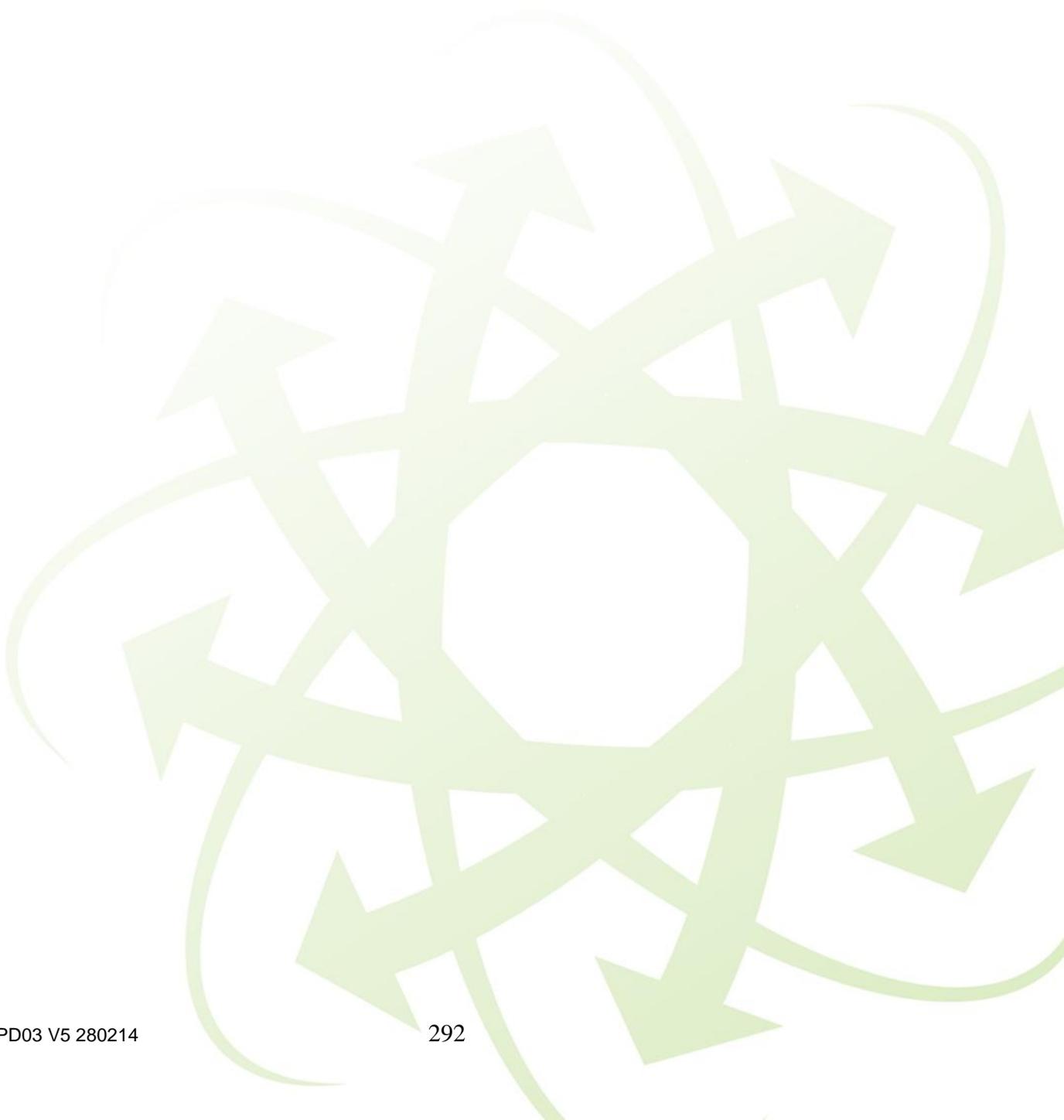
Assessment criteria

The learner can:

- 1 enable these young people to reflect on their own beliefs, concerns and priorities to maintain their health, safety and well-being
- 2 describe the information, support and community services which are available to support excluded young people
- 3 encourage excluded young people to explore options which are achievable and to discuss the implications or consequences of those options for self, family and significant others.

YP00603

**Support young people who are looked after
or are leaving care**



YP00603 Support young people who are looked after or are leaving care

Level: 3

Credit value: 3

What this unit is about

This unit aims to enable learners to understand and support young people who are looked after or leaving care to know about the relevant statutory and legal frameworks.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand the issues affecting young people who are looked after or leaving care
2. Understand how to support young people who are looked after or leaving care
3. Know about the statutory and legal frameworks in relation to young people who are looked after or leaving care

Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

• Skills for Justice

B301 Establish, sustain and disengage from relationships with the families and carers of children and young people

B601 Assess the health and wellbeing, and related needs and issues, of children and young people who have offended

B606 Contribute to promoting health and social well-being of children and young people

GA7 Communicate and engage with children, young people, and their families and carers

A503 Help children and young people in secure environments to maintain and develop relationships

A204 Develop plans to manage the risk of harm of releasing and resettling children and young people in the community following sentences served in secure environments

• Skills for Care and Development

HSC313 Work with children and young people to promote their own physical and mental health needs (Level 3)

PQCCB Work with Parents, Families, Carers and Significant Others to achieve Optimal Outcomes for Children and Young People

• CWDC Common Core

1. Effective communication and engagement with children, young people, their families and carers
2. Child and young person development
3. Safeguarding and promoting the welfare of the child
4. Supporting transitions
5. Multi-agency working

Support of the unit by a sector or other appropriate body

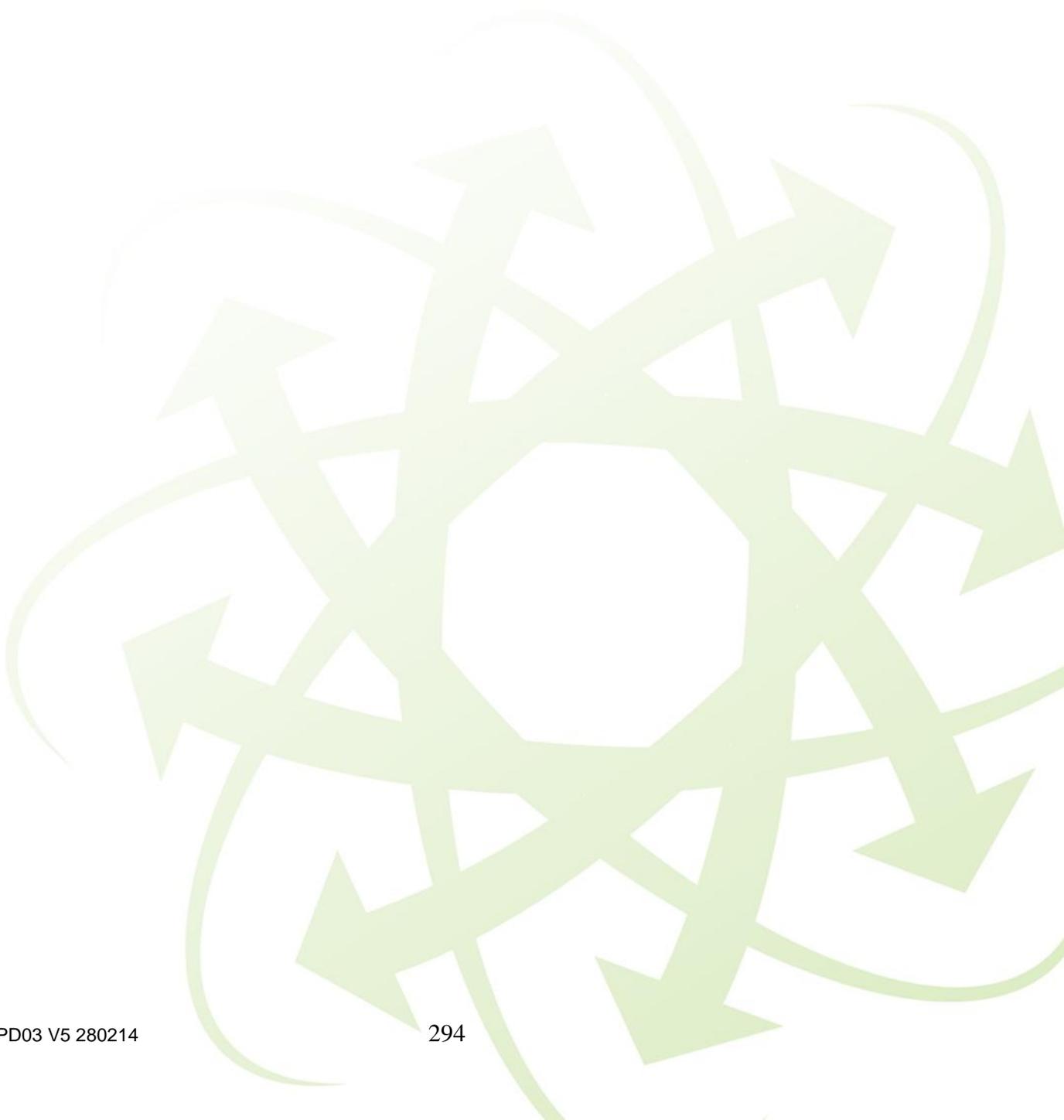
This unit is endorsed by Skills for Justice.

Assessment

Units need to be assessed in line with the Skills for Justice QCF Assessment Principles.

Simulation is not allowed.

Assessment of learners' performance must take place in a work-based situation. It is accepted that the assessment of some knowledge and understanding may take place in a different environment, for example in a training and development centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence.



YP00603 Support young people who are looked after or are leaving care

Outcome 1 Understand the issues affecting young people who are looked after or leaving care

Assessment criteria

The learner can:

- 1 explain the social, emotional and personal issues that might arise for young people who are looked after or are leaving care
- 2 explain the key factors that may be relevant to the needs of these young people, for example, employment and/or education status, their health and well-being, existing care plans, potential risks for themselves or others.

Outcome 2 Understand how to support young people who are looked after or leaving care

Assessment criteria

The learner can:

- 1 describe the sources of information and support services which are available to support young people who are looked after or leaving care
- 2 enable young people to explore their views, choices and perceptions of their care situation or change of situation and to understand the potential consequences of their choices
- 3 encourage young people to maintain positive relationships and contact with family, carers and/or significant others.

Outcome 3 Know about the statutory and legal frameworks in relation to young people who are looked after or leaving care

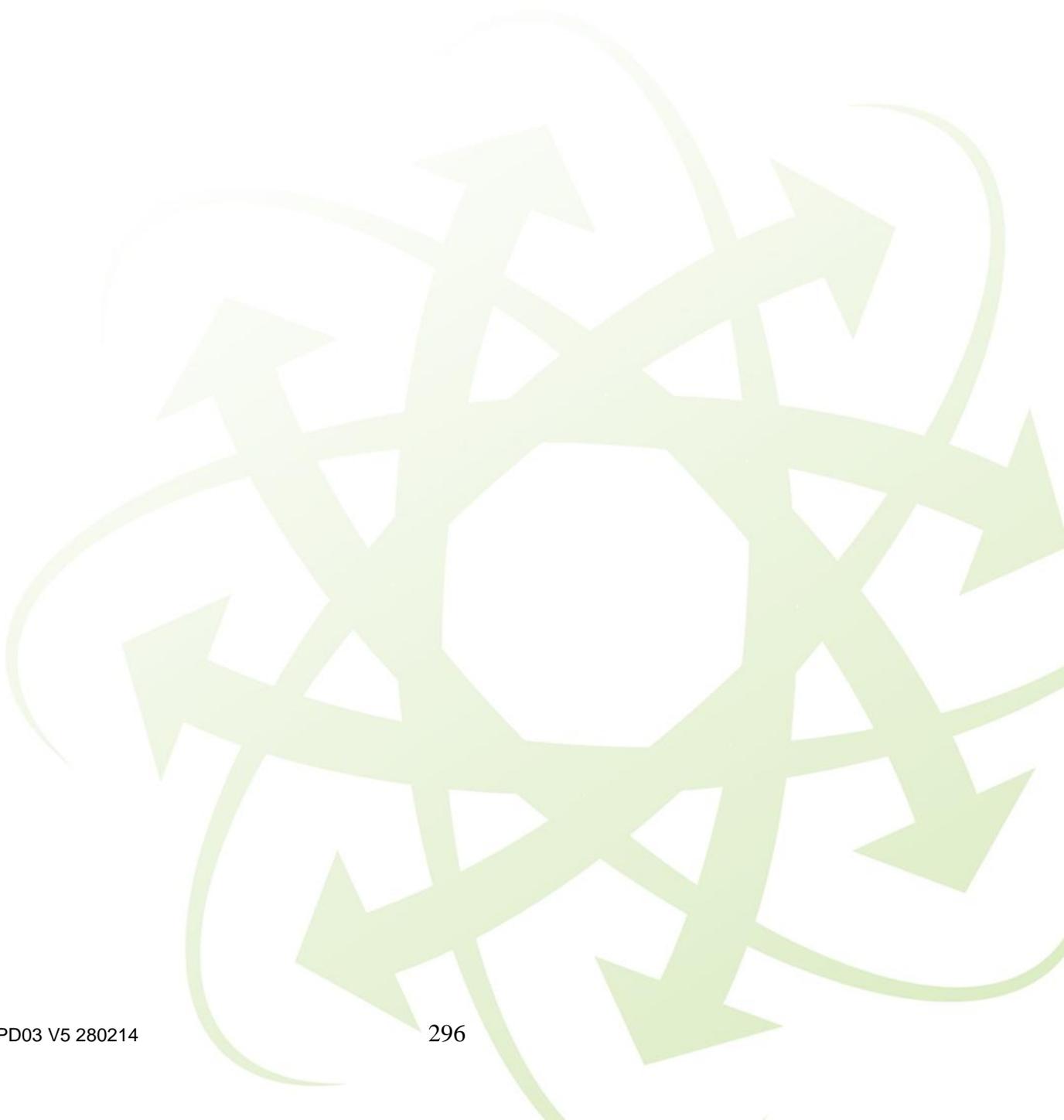
Assessment criteria

The learner can:

- 1 describe the statutory and legal frameworks for protecting young people who are looked after or leaving care
- 2 explain how to give support in a way that balances the interests of the young person, inherent risks and legal duties of care.

YP00903

Support young people with mental health problems



YP00903 Support young people with mental health problems

Level: 3

Credit value: 3

What this unit is about

This unit aims to enable learners to understand the issues affecting young people with mental health problems, how to support them and to know about the relevant statutory and legal frameworks.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the issues affecting young people with mental health problems
2. Understand how to support young people with mental health problems
3. Know about the statutory and legal frameworks in relation to young people with mental health problems

Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

• Skills for Justice

B601 Assess the health and wellbeing, and related needs and issues, of children and young people who have offended

B606 Contribute to promoting health and social well-being of children and young people

• Skills for Care and Development

HSC313 Work with children and young people to promote their own physical and mental health needs (Level 3)

• CWDC Common Core

1. Effective communication and engagement with children, young people, their families and carers

2. Child and young person development

3. Safeguarding and promoting the welfare of the child

4. Supporting transitions

5. Multi-agency working

Support of the unit by a sector

Support of the unit by a sector or other appropriate body

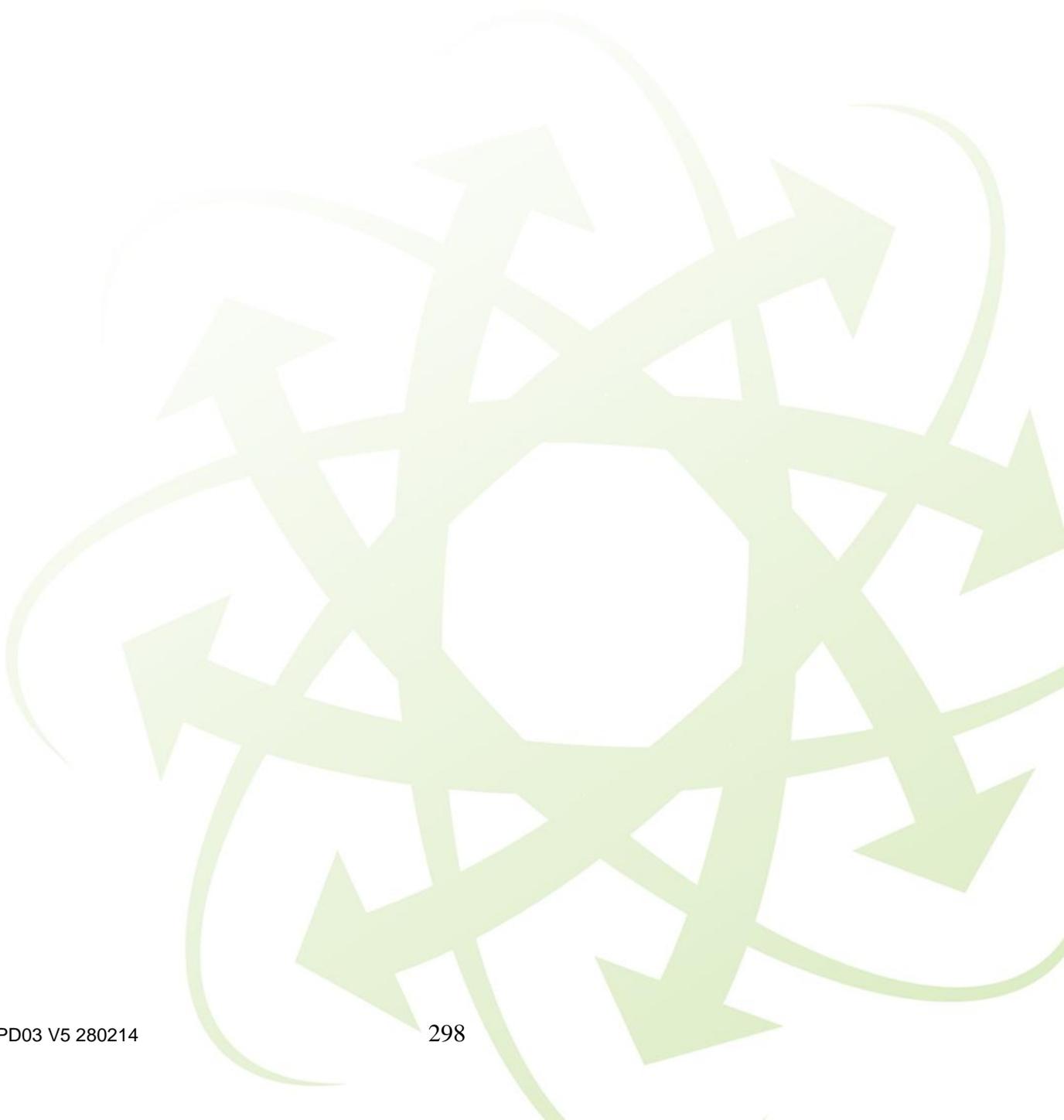
This unit is endorsed by Skills for Justice.

Assessment

Units need to be assessed in line with the Skills for Justice QCF Assessment Principles.

Simulation is not allowed.

Assessment of learners' performance must take place in a work-based situation. It is accepted that the assessment of some knowledge and understanding may take place in a different environment, for example in a training and development centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence.



YP00903 Support young people with mental health problems

Outcome 1 Understand the issues affecting young people with mental health problems

Assessment criteria

The learner can:

- 1 explain the social, emotional and psychological issues that may affect the well-being of young people with mental health problems
- 2 explain the factors that may affect the needs of these young people, such as physical, medical and mental health care, social and sexual well-being or harmful behaviours.

Outcome 2 Understand how to support young people with mental health problems

Assessment criteria

The learner can:

- 1 describe the sources of information, agencies and support services which are available to help young people with mental health problems
- 2 explain how to help build self-confidence, independence and self-esteem in young people with mental health problems
- 3 enable young people with mental health problems to express their views, anxieties and feelings about their support needs, without fear of pressure or judgement.

Outcome 3 Know about the statutory and legal frameworks in relation to young people with mental health problems

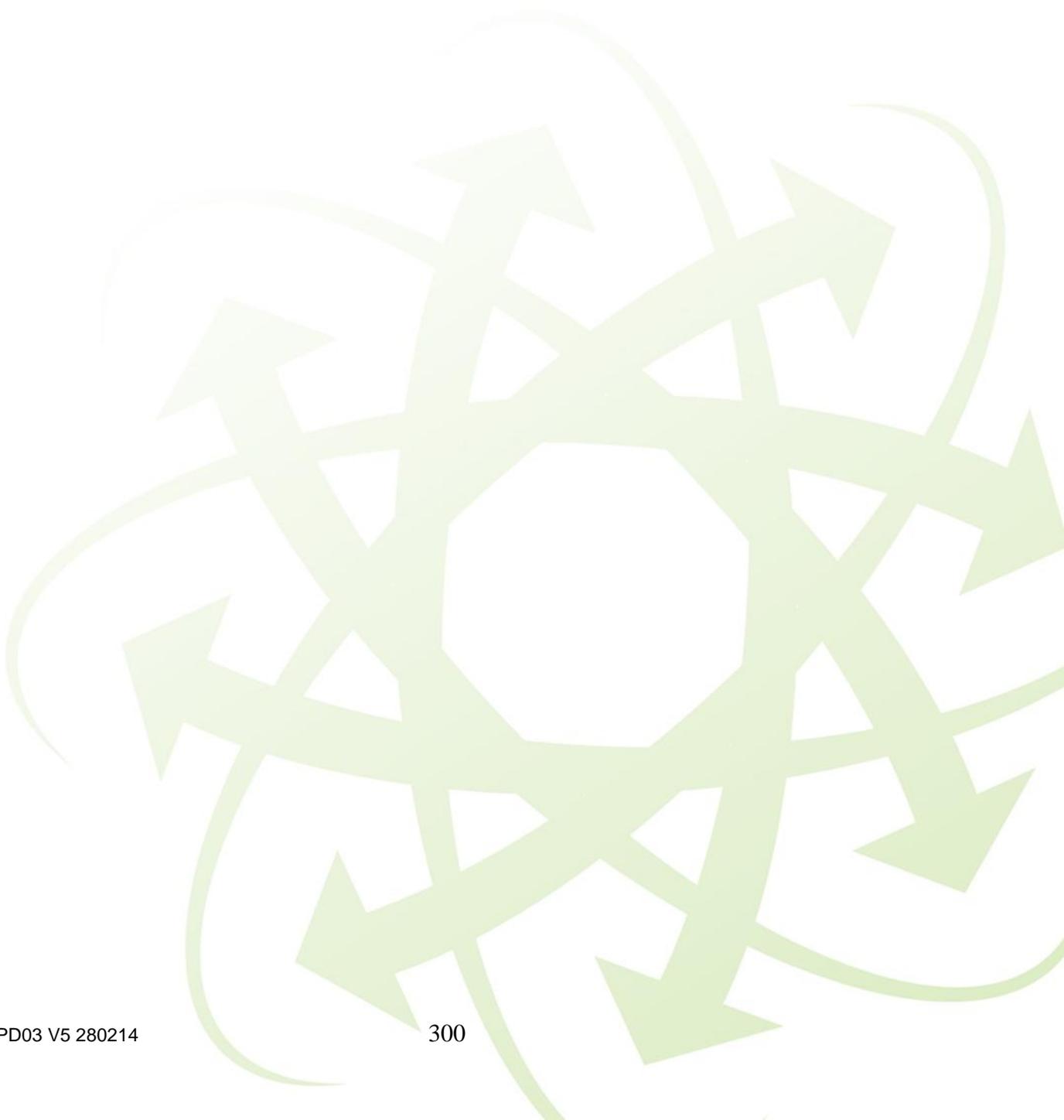
Assessment criteria

The learner can:

- 1 describe the statutory and legal frameworks for protecting young people with mental health problems
- 2 explain how to work in partnership with families, parents, carers or significant others in a way that balances the rights and interests of these young people against any limitations required for their protection

YP01003

Support young people in relation to sexual health and risk of pregnancy



YP01003 Support young people in relation to sexual health and risk of pregnancy

Level: 3

Credit value: 2

What this unit is about

This unit aims to enable learners to understand the issues affecting young people in relation to sexual health and risk of pregnancy and how to provide support to them.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Understand the issues affecting young people in relation to sexual health and risk of pregnancy
2. Understand how to support young people in relation to sexual health and risk of pregnancy

Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

• Skills for Justice

B601 Assess the health and wellbeing, and related needs and issues, of children and young people who have offended

GD10 Deliver interventions towards enhancing health and social well-being

B602 Enable children and young people who have offended to be supported by healthcare services

• Lifelong Learning UK

O30NYW2.2.1 Address the health and well being of young people

• CWDC Common Core

1. Effective communication and engagement with children, young people, their families and carers
2. Child and young person development
3. Safeguarding and promoting the welfare of the child
4. Supporting transitions
5. Multi-agency working

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice.

Assessment

Units need to be assessed in line with the Skills for Justice QCF Assessment Principles.

Simulation is not allowed.

Assessment of learners' performance must take place in a work-based situation. It is accepted that the assessment of some knowledge and understanding may take place in a different environment, for example in a training and development centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence.

YP01003 Support young people in relation to sexual health and risk of pregnancy

Outcome 1 Understand the issues affecting young people in relation to sexual health and risk of pregnancy

Assessment criteria

The learner can:

- 1 explain the issues affecting young people in relation to sexual health and risk of pregnancy, including peer pressure, consensual relationships, readiness for sexual activity, contraception, sexually transmitted infections and pregnancy options
- 2 explain how age, maturity, ethnicity, culture, gender and beliefs can affect attitudes and behaviour in relation to sexual activity, sexual health and pregnancy
- 3 explain the social, health and educational risk factors associated with early sexual activity or teenage pregnancy.

Outcome 2 Understand how to support young people in relation to sexual health and risk of pregnancy

Assessment criteria

The learner can:

- 1 describe relevant sources of information, guidance and support and the range of health services available for these young people
- 2 explain how to support young people to identify their needs and priorities in relation to their sexual health and risk of pregnancy, in a way that is confidential, non-judgemental and sensitive to their individual situation
- 3 enable young people to make informed choices in relation to their identified needs and priorities
- 4 describe the codes of practice, relevant professional guidance and/or organisational policies within which they are working and explain their implications for professional conduct, confidentiality and gaining consent.

YP01603

Support young people who are involved in anti-social and/or criminal activities



YP01603 Support young people who are involved in anti-social and/or criminal activities

Level: 3

Credit value: 2

What this unit is about

This unit aims to enable learners to understand the issues contributing to anti-social and/or criminal activity in young people and provide support to them.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Understand the underlying issues contributing to the anti-social and/or criminal activity of young people
2. Understand how to support young people who are involved in anti-social and/or criminal activities

Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

• Skills for Justice

YOJA301 Develop and review contracts with children and young people to address the harm done by their offending behaviour and preventing re-offending

YOJA411 Enable others to support children and young people to address their offending and antisocial behaviour and develop positive alternatives

• Lifelong Learning UK

O30N2.3.3 Challenge oppressive behaviour in young people

• CWDC Common Core

1. Effective communication and engagement with children, young people, their families and carers
2. Child and young person development
3. Safeguarding and promoting the welfare of the child
4. Supporting transitions
5. Multi-agency working

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice.

Assessment

Units need to be assessed in line with the Skills for Justice QCF Assessment Principles.

Simulation is not allowed.

Assessment of learners' performance must take place in a work-based situation. It is accepted that the assessment of some knowledge and understanding may take place in a different environment, for example in a training and development centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence.

YP01603 Support young people who are involved in anti-social and/or criminal activities

Outcome 1 Understand the underlying issues contributing to the anti-social and/or criminal activity of young people

Assessment criteria

The learner can:

- 1 explain the causes and circumstances that may contribute to the anti-social and/or criminal activity of young people including personal, physical, psychological and social factors
- 2 explain the factors and tensions that may affect the ability of young people and significant others involved with them to address their anti-social and/or criminal behaviour.

Outcome 2 Understand how to support young people who are involved in anti-social and/or criminal activities

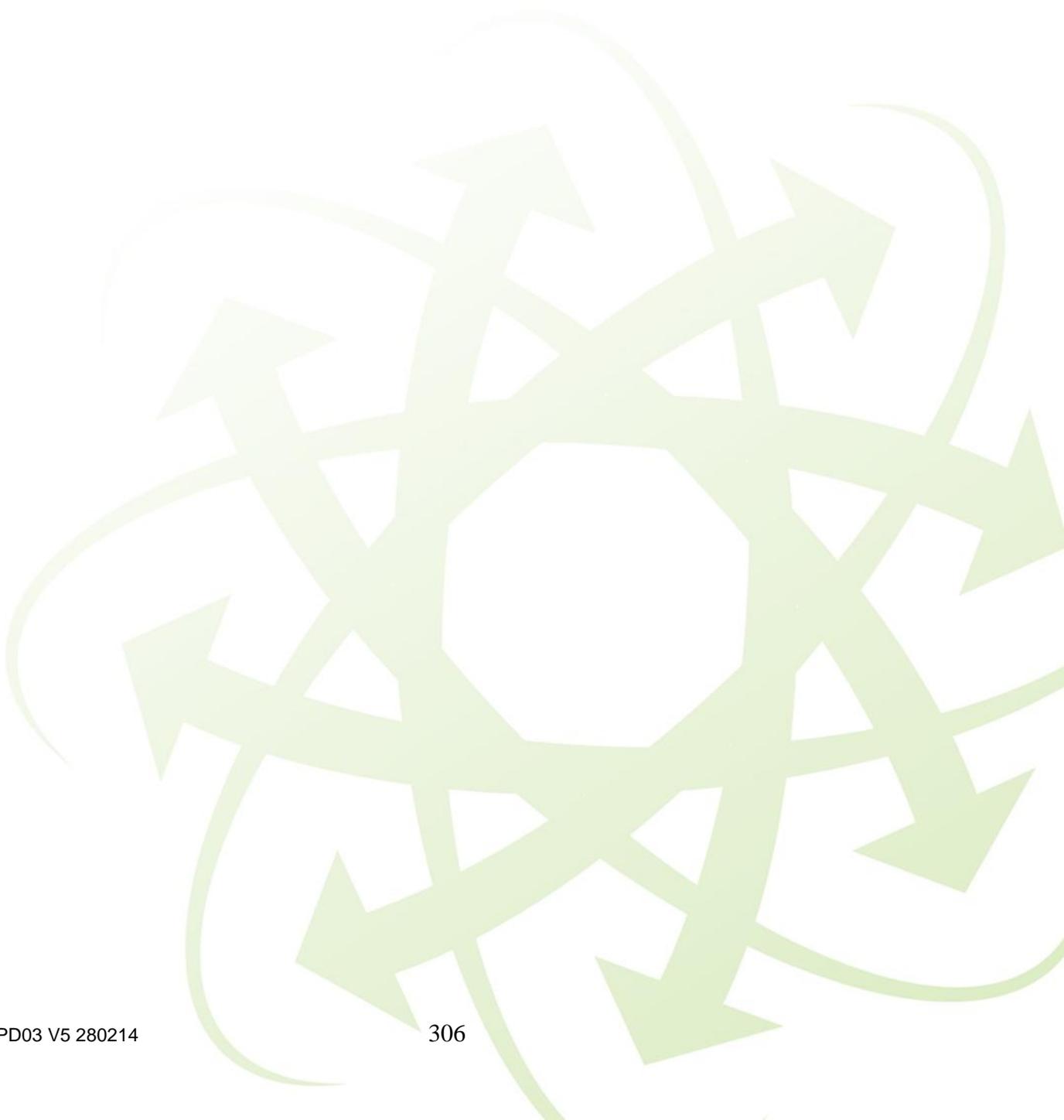
Assessment criteria

The learner can:

- 1 explain how to enable young people to express their views and understanding of their own behaviour and the effects of their behaviour on significant others
- 2 explain how to draw up and record a support plan which will benefit the young person and which secures a commitment from those who will be working with the young person
- 3 describe the types of support and support agencies that may be available for these young people and explain the nature of the relationship between own and other agencies.

WSP3

Working within a Social Pedagogic framework with children and young people



WSP3 Working within a Social Pedagogic framework with children and young people

Level: 3

Credit value: 5

Unit aim

This unit is aimed at supporting learners who are using pedagogy principles as part of their work with children or young people. This unit will provide the learner with the knowledge and understanding of social pedagogical principles. The learners will be able to describe how they reflect on their experience and apply this in practise with children and young people in their care.

Learning outcomes

There are **three** outcomes to this unit. The learner will:

1. Understand how to apply the principles of social pedagogy
2. Understand the concept of holistic wellbeing and happiness of individual children and young people
3. Be able to engage with children or young people to create supportive learning opportunities

Guided learning hours

It is recommended that **35** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards (NOS)

This unit is linked to NOS HSC 27, 38, 211, 228, 233, 311, 312 and 323

Assessment guidance

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

Evidence Requirements

Learners must provide a portfolio of evidence for this unit.

WSP3 Working within a Social Pedagogic framework with children and young people
Learning outcomes and assessment criteria

Outcome 1 Understand how to apply the principles of social pedagogy

The learner can:

- 1 explain how social pedagogical principles can be applied in working with children and young people:
 - as individuals
 - in group settings
- 2 explain how to use the three different aspects of pedagogy in developing relationships
- 3 explain how to use the principles of social pedagogy in engaging with children and young people

Outcome 2 Understand the concept of holistic wellbeing and happiness of individual children and young people

The learner can:

- 1 explain how to work with a holistic approach to wellbeing and happiness:
 - Emotional
 - Physical
 - Psychological
 - Social
- 2 explain how the concept of zone of proximal development applies to holistic wellbeing and happiness
- 3 explain the benefits of working with children and young people:
 - as a group
 - as individuals

Outcome 3 Be able to engage with children or young people to create supportive learning opportunities

The learner can:

- 1 develop safe, supporting and nurturing relationships with children or young people
- 2 use own relationship to create learning opportunities with children or young people
- 3 apply creative skills to create learning opportunities with children or young people
- 4 evaluate how creative skills provide learning opportunities for children or young people



Published by:

Skillsfirst Awards Limited
Suite 215
Fort Dunlop
Fort Parkway
Birmingham
B24 9FD

Tel - 0121 270 5100

Fax - 0121 747 4102

Website – www.skillsfirst.co.uk