Handbook

CYP2 – VTCT (Skillsfirst) Level 2 Certificate for Children and Young People Workforce (RQF)

601/4109/8

Version 2

About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, iTEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at www.vtct.org.uk and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

Contents

1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 2 Certificate for Children and Young People Workforce (RQF)
Qualification number	601/4109/8
Product code	CYP2
Age range	16+
Credits	35
Total Qualification Time (TQT)	350
Guided Learning (GL) hours	267
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: • Portfolio of evidence • Skills-based assessment (if applicable)
Entry requirements	There are no formal entry requirements for learners undertaking this qualification. However, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
Legal considerations	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.
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 Qualification aim and design

The Level 2 Certificate is a generic qualification that will be relevant across the Children and Young People's Workforce. (CWDC is not recognised now) Its main purpose will be to act as a bridging qualification towards the Level 3 Diploma in Children and Young People's Workforce (RQF). The qualification will also provide an inclusive pathway for entrants to the workforce across the children's workforce. This qualification will form part of the apprenticeship.

 This qualification meets the needs of learners who work or want to work in a wide range of children and young people's settings covering the age range 0 - 19 years for example in the roles of:

- Care worker
- Childminder
- Youth and community worker

This qualification has been designed to:

- provide a broad 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 making formed 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 Level 3 Diploma and other related qualifications in the sector

2.2 Learner entry requirements and progression

There are no formal entry requirements for learners undertaking this qualification. 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 2 Certificate 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.

This qualification will enable progression within and between levels.

Laterally it will allow learners who complete the requirements for this qualification to take up continuing professional development opportunities through the optional units.

Vertically it will allow movement up to another level and across sectors.

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

- Early Years (Where the setting is not required to meet the Early Years Educator criteria)
- Health and Social Care
- Playwork
- Teaching and education welfare
- Youth and community work

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 2 Certificate for Children and Young People Workforce (RQF) learners must achieve all mandatory units. All **35** credits must be achieved, of which a minimum of **6** credits must be from optional units.

The minimum TQT required to achieve this qualification is **350**.

Product code	Unit title	Level	Credit	Unit reference number
Mandatory units (Group M): 29 credits				
LDMU22	Contribute to the support of child and young person development	2	3	Y/601/3236
MU24	Contribute to children and young people's health and safety	2	3	J/601/3491
MU28	Contribute to the support of positive environments for children and young people	2	3	H/601/3496
MU29	Understand partnership working in services for children and young people	2	2	M/601/3498
SHC21	Introduction to communication in health, social care or children's and young people's settings	2	3	F/601/5465
SHC22	Introduction to personal development in health, social care or children's and young people's settings	2	3	L/601/5470
SHC23	Introduction to equality and inclusion in health, social care or children's and young people's settings	2	2	R/601/5471
TDA21	Child and young person development	2	2	H/601/3305
TDA22	Safeguarding the welfare of children and young people	2	3	K/601/3323
TDA27	Maintain and support relationships with children and young people	2	3	D/601/7403
TDA29	Support children and young people's positive behaviour	2	2	T/601/7407

Product code	Unit title	Level	Credit	Unit reference number
Optional units (Group O): minimum 6 credits				
CYP17	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage	4	5	F/600/9777
CYP22	Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties	3	3	M/601/2884
CYP30	Support the creativity of children and young people	3	3	M/600/9807
CYP31	Understand child and young person development	3	4	L/601/1693
CYP32	Promote child and young person development	3	3	R/601/1694
CYP33	Understand how to safeguard the wellbeing of children and young people	3	3	Y/601/1695
CYP34	Support children and young people's health and safety	3	2	D/601/1696
CYP35	Develop positive relationships with children, young people and others involved in their care	3	1	H/601/1697
CYP36	Working together for the benefit of children and young people	3	2	K/601/1698
CYP37	Understand how to support positive outcomes for children and young people	3	3	M/601/1699
OP215	Contribute to the support of children's communication, language, and literacy	2	2	M/601/3310
OP217	Contribute to the support of children's creative development	2	2	H/601/3336
SHC24	Introduction to duty of care in health, social care or children's and young people's settings	2	1	H/601/5474
TDA214	Support children and young people at meal or snack times	2	3	A/601/6517
TDA215	Support children and young people with disabilities and special educational needs	2	4	D/601/6526
TDA216	Support children and young people's play and leisure	2	3	T/601/6564

4 Centre requirements

4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.2 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.

4.2.1 Assessor and Internal Verifier requirements

Assessors and internal verifiers must hold the relevant qualifications (D32, D33, A1, A2 or Level 3 TAQA for assessors and D34, V1 or Level 4 TAQA for internal verifiers), or be working towards an appropriate TAQA qualification. Centre staff should have verifiable relevant experience and current knowledge of the occupational working area at, or above, the level they are assessing or verifying. This experience and knowledge must be of sufficient depth to be effective and reliable when judging learner competence or verifying assessment processes and decisions. This could be verified by:

- curriculum vitae and references
- possession of a relevant qualification
- records of continuous professional development
- corporate membership of a relevant professional institution

4.2.2 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

4.2.3 Expert Witness

An expert witness must:

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

4.2.4 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 D34, V1 or Level 4 TAQA for internal verifiers or be working towards an appropriate TAQA qualification.

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.

4.2.5 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.

4.3 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.

4.4 Continuous 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.

4.5 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

5 Assessment

5.1 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
- 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.

5.2 Guidance on providing evidence for the extended age ranges

This qualification 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 update their knowledge through continuing professional development.

5.3 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.

5.4 Knowledge based units

Learners may choose to undertake the knowledge via:

- portfolio of evidence, using 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.

5.5 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

6 Units – Group M – Mandatory units

Unit Handbook

LDMU22 – Contribute to the support of child and young person development

Unit reference number: Y/601/3236

Level: 2 **Credit value: 3** **Guided Learning (GL) hours: 25**

Unit aim

The aim of this unit is for the learner to apply their knowledge and understanding in order to support child and young person development. The unit also includes support to children and young people experiencing transitions and positive behaviour support.

Learning outcomes

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

LO1 Be able to contribute to assessments of the development needs of children and young people

LO2 Be able to support the development of children and young people

LO3 Know how to support children and young people experiencing transitions

LO4 Be able to support children and young people's positive behaviour

LO5 Be able to use reflective practice to improve own contribution to child and young person development

Version 1.0

Unit content

Assessment guidance

Observe and record aspects of development may include:
- Physical
- Communication
- Intellectual/cognitive
- Social, emotional and behavioural

Different observation methods may include:
- Running records
- Diary
- Anecdotal
- Time sampling
- Event recording
- Checklist
- Narrative
- Group, solo and 1-2-1 interaction
- Observation with or without adults

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

Ways the identified development needs of a child or young person can be met in the work setting:
- Meet individual needs (personalised)
- Reflect children's interests and views
- Through play for children in early years
- Provide challenge
- Flexible plans

Different 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 e.g. puberty, long term medical conditions
- Intellectual e.g. moving from pre-school to primary to post primary
- Smaller daily transitions
- Between carers

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

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 and 4 must be assessed in real work environment. Simulation is not allowed.

Note that for assessment of practice, the term 'children' or 'young people' can be interpreted as one child or young person or more than one.

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to contribute to assessments of the development needs of children and young people	1.1 **Observe and record aspects of the development** of a child or young person
	1.2 Identify **different observation methods** and know why they are used
	1.3 **Support assessments** of the development needs of a child or young person
	1.4 Suggest **ways the identified development needs of a child or young person can be met in the work setting**

Learning Outcome	Assessment Criteria
LO2 Be able to support the development of children and young people	2.1 Carry out activities with a child or young person to support their holistic development
	2.2 Record observations of the child or young person's participation in the activities
	2.3 Contribute to the evaluation of the activities meeting the child or young person's identified development needs

Learning Outcome	Assessment Criteria
LO3 Know how to support children and young people experiencing transitions	3.1 Describe the **different transitions** children and young people may experience
	3.2 Explain how to give adult support for each of these transitions

Learning Outcome	Assessment Criteria
LO4 Be able to support children and young people's positive behaviour	4.1 Explain **how a work setting can encourage children and young people's positive behaviour**
	4.2 Demonstrate how children and young people are encouraged to engage in positive behaviour
	4.3 Reflect on own role in promoting positive behaviour in children or young people

Learning Outcome	Assessment Criteria
LO5 Be able to use reflective practice to improve own contribution to child and young person development	5.1 Review effectiveness of own contribution to the assessment of the developmental needs of a child or young person
	5.2 Review effectiveness of own role in supporting the child or young person's development
	5.3 Identify changes that can be made to own practice in supporting child and young person development

LDMU22 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

MU24 – Contribute to children and young people's health and safety

Unit reference number: J/601/3491

Level: 2 **Credit value: 3** **Guided Learning (GL) hours: 26**

Unit aim

This unit provides learners with the knowledge and skills to contribute to supporting children and young people's health and safety.

Learning outcomes

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

LO1 Know the health and safety policies and procedures of the work setting

LO2 Be able to recognise risks and hazards in the work setting and during off site visits

LO3 Know what to do in the event of a non-medical incident or emergency

LO4 Know what to do in the event of a child or young person becoming ill or injured

LO5 Be able to follow the work setting procedures for reporting and recording accidents, incidents, emergencies and illnesses

LO6 Be able to follow infection control procedures

LO7 Know the work setting's procedures for receiving, storing and administering medicines

Version 1.0

Unit content

Assessment guidance

Incidents and emergencies may include:
- Incidents – all types
- Emergencies such as missing children or young people, evacuation

Injuries or illnesses may include:
- Recognising signs of illness such as fever, rashes, diarrhoea, sickness
- Recognising sign of injury, such as fractures and unconsciousness

Details of the relationship between the unit and relevant national standards

This unit is linked to:
- CCLD202

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Learning Outcome 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 Assessment Principles.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the health and safety policies and procedures of the work setting	1.1 Outline the health and safety policies and procedures of the work setting
	1.2 Identify the lines of responsibility and reporting for health and safety in the work setting
	1.3 Explain what risk assessment is and how this is managed in the work setting

Learning Outcome	Assessment Criteria
LO2 Be able to recognise risks and hazards in the work setting and during off site visits	2.1 Explain why a safe but challenging environment is important for children and young people
	2.2 Identify the differences between risk and hazard
	2.3 Identify potential hazards to the health, safety and security of children or young people in the work setting
	2.4 Contribute to health and safety risk assessment in areas of the work setting and for off site visits

Learning Outcome	Assessment Criteria
LO3 Know what to do in the event of a non-medical incident or emergency	3.1 Identify non-medical **incidents and emergencies** that may occur in the work setting
	3.2 Outline the actions to take in response to the following situations: • fires • security incidents • emergency incidents

Learning Outcome	Assessment Criteria
LO4 Know what to do in the event of a child or young person becoming ill or injured	4.1 Identify the signs and symptoms which may indicate that a child or young person is injured or unwell
	4.2 Identify circumstances when children or young people may need urgent medical attention
	4.3 Outline own role and responsibilities in the event of a child or young person requiring urgent medical attention

Learning Outcome	Assessment Criteria
LO5 Be able to follow the work setting procedures for reporting and recording accidents, incidents, emergencies and illnesses	5.1 Describe the reporting procedures for accidents, incidents, emergencies and illnesses
	5.2 Complete work place documentation for recording accidents, incidents, emergencies and illnesses

Learning Outcome	Assessment Criteria
LO6 Be able to follow infection control procedures	6.1 Outline procedures for infection control in own work setting
	6.2 Describe personal protective clothing that is used to prevent spread of infection
	6.3 Demonstrate use of personal protective clothing to avoid spread of infection
	6.4 Demonstrate how to wash and dry hands to avoid the spread of infection
	6.5 Demonstrate safe disposal of waste to avoid the spread of infection

Learning Outcome	Assessment Criteria
LO7 Know the work setting's procedures for receiving, storing and administering medicines	7.1 Identify the procedures of the work setting governing the receipt, storage and administration of medicines
	7.2 Explain how the procedures of the work setting protect both children and young people and practitioners

MU24 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

MU28 – Contribute to the support of positive environments for children and young people

Unit reference number: H/601/3496

Level: 2
Credit value: 3
Guided Learning (GL) hours: 27

Unit aim

The purpose of this unit is to develop the learners understanding of why a positive environment is important to the individual needs of children and young people and the skills required to support this.

Learning outcomes

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

LO1 Know the regulatory requirements for a positive environment for children and young people

LO2 Be able to support a positive environment that meets the individual needs of children and young people

LO3 Be able to support the personal care needs of children and young people within a positive environment

LO4 Understand how to support the nutritional and dietary needs of children and young people

Version 1.0

Unit content

Assessment guidance

Environment may include:
- Inside
- Outside

Regulatory means: Relevant to the frameworks within UK home nation

Individual needs may include:
- Physical
- Social and emotional
- Intellectual
- Language and communication
- Cultural
- Religious
- Personal choice

Senses may include:
- Smell
- Taste
- Touch
- Hear
- Sight

Praise and encouragement may include:
- Verbal
- Displaying children's work
- Sharing positive feedback
- Non verbal
- Highlighting positive aspects.
- Sharing time

Personal care routines may include:
- Toileting
- Care of skin
- Care of teeth
- Opportunity for rest, quiet, sleep

Dietary requirements may include:
- Cultural
- Religious
- Allergies and health requirements
- Food preferences

Details of the relationship between the unit and relevant national standards

This unit is linked to:
- CCLD205 – Prepare and Maintain environments to meet children's needs.

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 a real work environment. Simulation is not allowed.

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the regulatory requirements for a positive environment for children and young people	1.1 Describe what is meant by a positive **environment**
	1.2 Identify regulatory requirements that underpin a positive environment for children and young people

Learning Outcome	Assessment Criteria
LO2 Be able to support a positive environment that meets the individual needs of children and young people	2.1 Meet and greet children and young people in a way that welcomes them into the work setting
	2.2 Provide opportunities for children and young people to engage in activities of choice
	2.3 Provide activities and resources to meet the **individual needs** of children and young people
	2.4 Support the engagement of children or young people in activities that promote use of their **senses**
	2.5 Demonstrate how to give **praise and encouragement** to children or young people for individual achievements

Learning Outcome	Assessment Criteria
LO3 Be able to support the personal care needs of children and young people within a positive environment	3.1 Explain how to effectively care for children and young people's skin, hair and teeth
	3.2 Demonstrate how to support **personal care routines** that meet the **individual needs** of children or young people and promote their independence
	3.3 Explain how a positive environment and routine meet the emotional needs of children and their families
	3.4 Describe the importance for physical and mental well-being of balancing periods of physical activity with rest and quiet time

Learning Outcome	Assessment Criteria
LO4 Understand how to support the nutritional and dietary needs of children and young people	4.1 Define the basic nutritional requirements of children and young people to ensure a balanced diet and meet government guidance
	4.2 Explain how to establish the different **dietary requirements** of children and young people
	4.3 Describe basic food safety when providing food and drink to children and young people

MU28 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

MU29 – Understand partnership working in services for children and young people

Unit reference number: M/601/3498

Level: 2
Credit value: 2
Guided Learning (GL) hours: 18

Unit aim

This unit provides knowledge and understanding of the importance of partnership working and effective communication.

Learning outcomes

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

LO1 Understand partnership working within the context of services for children and young people

LO2 Understand the importance of effective communication and information sharing in services for children and young people

LO3 Understand the importance of partnerships with carers

Version 1.0

Unit content

Assessment guidance

Others may include:
- Parents, carers, guardians
- Professionals
- Multi- disciplinary teams
- 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 Assessment Principles.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand partnership working within the context of services for children and young people	1.1 Explain why working in partnership with **others** is important for children and young people
	1.2 Identify who relevant partners would be in own work setting
	1.3 Define the characteristics of effective partnership working
	1.4 Identify barriers to partnership working

Learning Outcome	Assessment Criteria
LO2 Understand the importance of effective communication and information sharing in services for children and young people	2.1 Describe why clear and effective communication between partners is required
	2.2 Identify policies and procedures in the work setting for information sharing
	2.3 Explain where there may be conflicts or dilemmas in relation to sharing information with partners and maintaining confidentiality
	2.4 Describe why it is important to record information clearly, accurately, legibly and concisely meeting legal requirements
	2.5 Identify how communications and records are recorded and securely stored meeting data protection requirements
	2.6 Explain why and how referrals are made to different agencies

Learning Outcome	Assessment Criteria
LO3 Understand the importance of partnerships with carers	3.1 Identify the reasons for partnerships with carers
	3.2 Describe how partnerships with carers are developed and sustained in own work setting
	3.3 Describe circumstances where partnerships with carers may be difficult to develop and sustain

MU29 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

SHC21 – Introduction to communication in health, social care or children's and young people's settings

Unit reference number: F/601/5465

Level: 2
Credit value: 3
Guided Learning (GL) hours: 23

Unit aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the central importance of communication with a range of people in such settings, and ways to reduce barriers to communication. It also addresses the issue of confidentiality.

Learning outcomes

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

LO1 Understand why communication is important in the work setting

LO2 Be able to meet the communication and language needs, wishes and preferences of individuals

LO3 Be able to reduce barriers to communication

LO4 Be able to apply principles and practices relating to confidentiality at work

Version 1.0

Unit content

Assessment guidance

Communication methods may include:
- non-verbal communication, such as
    - eye contact
    - touch
    - physical gestures
    - body language
    - behaviour
- verbal communication, such as
    - vocabulary
    - linguistic tone
    - pitch
- technological aids

Services may include:
- translation services
- interpreting services
- speech and language services
- advocacy services

Agreed ways of working include policies and procedures, where these exist

Details of the relationship between the unit and relevant national standards

This unit is linked to:
    - CCLD 201
    - GEN 22
    - HSC 21
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

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 Assessment Principles.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand why communication is important in the work setting	1.1 Identify different reasons why people communicate
	1.2 Explain how effective communication affects all aspects of own work
	1.3 Explain why it is important to observe an individual's reactions when communicating with them

Learning Outcome	Assessment Criteria
LO2 Be able to meet the communication and language needs, wishes and preferences of individuals	2.1 Find out an individual's communication and language needs, wishes and preferences
	2.2 Demonstrate **communication methods** that meet an individual's communication needs, wishes and preferences
	2.3 Show how and when to seek advice about communication

Learning Outcome	Assessment Criteria
LO3 Be able to reduce barriers to communication	3.1 Identify barriers to communication
	3.2 Demonstrate how to reduce barriers to communication in different ways
	3.3 Demonstrate ways to check that communication has been understood
	3.4 Identify sources of information and support or **services** to enable more effective communication

Learning Outcome	Assessment Criteria
LO4 Be able to apply principles and practices relating to confidentiality at work	4.1 Explain the term 'confidentiality'
	4.2 Demonstrate confidentiality in day to day communication, in line with **agreed ways of working**
	4.3 Describe situations where information normally considered to be confidential might need to be passed on
	4.4 Explain how and when to seek advice about confidentiality

SHC21 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

SHC22 – Introduction to personal development in health, social care or children's and young people's settings

Unit reference number: L/601/5470

Level: 2
Credit value: 3
Guided Learning (GL) hours: 23

Unit aim

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

Learning outcomes

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

LO1 Understand what is required for competence in own work role

LO2 Be able to reflect on own work activities

LO3 Be able to agree a personal development plan

LO4 Be able to develop own knowledge, skills and understanding

Version 1.0

Unit content

Assessment guidance

Standards may include:
- Codes of practice
- Regulations
- Minimum standards
- National occupational standards

Sources of support may include:
- Formal support
- Informal support
- Supervision
- Appraisal
- Within the organisation
- Beyond the organisation

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

Who should be involved may include:
- The individual
- Carers
- Advocates
- Supervisor, line manager or employer
- Other professionals

Details of the relationship between the unit and relevant national standards

This unit is linked to:
- CCLD 204
- GEN 12
- GEN 13
- HSC 23

Themes recur as knowledge requirements, performance criteria 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

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 Assessment Principles.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand what is required for competence in own work role	1.1 Describe the duties and responsibilities of own role
	1.2 Identify **standards** that influence the way the role is carried out
	1.3 Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work

Learning Outcome	Assessment Criteria
LO2 Be able to reflect on own work activities	2.1 Explain why reflecting on work activities is an important way to develop knowledge, skills and practice
	2.2 Assess how well own knowledge, skills and understanding meet standards
	2.3 Demonstrate the ability to reflect on work activities

Learning Outcome	Assessment Criteria
LO3 Be able to agree a personal development plan	3.1 Identify **sources of support** for own learning and development
	3.2 Describe the process for agreeing a **personal development plan** and **who should be involved**
	3.3 Contribute to drawing up own personal development plan

Learning Outcome	Assessment Criteria
LO4 Be able to develop own knowledge, skills and understanding	4.1 Show how a learning activity has improved own knowledge, skills and understanding
	4.2 Show how reflecting on a situation has improved own knowledge, skills and understanding
	4.3 Show how feedback from others has developed own knowledge, skills and understanding
	4.4 Show how to record progress in relation to personal development

SHC22 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

SHC23 – Introduction to equality and inclusion in health, social care or children's and young people's settings

Unit reference number: R/601/5471

Level: 2
Credit value: 2
Guided Learning (GL) hours: 20

Unit aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the concepts of equality, diversity and inclusion which are fundamental to such roles.

Learning outcomes

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

LO1 Understand the importance of equality and inclusion

LO2 Be able to work in an inclusive way

LO3 Know how to access information, advice and support about diversity, equality and inclusion

Version 1.0

Unit content

Details of the relationship between the unit and relevant national standards

This unit is linked to:
- CCLD 203
- GEN 12
- GCU 5
- HSC 24 and HSC 234

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

Learning outcome 2 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 Assessment Principles.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the importance of equality and inclusion	1.1 Explain what is meant by: • diversity • equality • inclusion • discrimination
	1.2 Describe ways in which discrimination may deliberately or inadvertently occur in the work setting
	1.3 Explain how practices that support equality and inclusion reduce the likelihood of discrimination

Learning Outcome	Assessment Criteria
LO2 Be able to work in an inclusive way	2.1 Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own role
	2.2 Show interaction with individuals that respects their beliefs, culture, values and preferences
	2.3 Describe how to challenge discrimination in a way that encourages change

Learning Outcome	Assessment Criteria
LO3 Know how to access information, advice and support about diversity, equality and inclusion	3.1 Identify a range of sources of information, advice and support about diversity, equality and inclusion
	3.2 Describe how and when to access information, advice and support about diversity, equality and inclusion

SHC23 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

SKILLSFIRST

Unit Handbook

TDA21 – Child and young person development

Unit reference number: H/601/3305

Level: 2
Credit value: 2
Guided Learning (GL) hours: 15

Unit aim

This unit aims to develop knowledge and understanding of child and young person development and the factors, including transitions, which may affect development.

Learning outcomes

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

LO1 Know the main stages of child and young person development]

LO2 Understand the kinds of influences that affect children and young people's development

LO3 Understand the potential effects of transitions on children and young people's development

Version 1.0

Unit content

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

- STL2 Support children's development (CCLD 203)
- SWiS 2.1 Explore and respond to the needs of pupils

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by The Teaching Agency.

Evidence requirements

Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

Assessment guidance

Transitions refer to any significant stage or experience in the life of a child or young person that can affect behaviour and/or development. Transitions include those that are common to all children and young people, such as moving school and puberty, and those that are particular only to some, such as bereavement.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the main stages of child and young person	1.1 Describe the expected pattern of children and young people's development from birth to 19 years, to include: • physical development • communication and intellectual development • social, emotional and behavioural development
	1.2 Describe with examples how different aspects of development can affect one another

Learning Outcome	Assessment Criteria
LO2 Understand the kinds of influences that affect children and young people's development	2.1 Describe with examples the kinds of influences that affect children and young people's development including: • background • health • environment
	2.2 Describe with examples the importance of recognising and responding to concerns about children and young people's development

Learning Outcome	Assessment Criteria
LO3 Understand the potential effects of transitions on children and young people's development	3.1 Identify the transitions experienced by most children and young people
	3.2 Identify transitions that only some children and young people may experience, such as bereavement
	3.3 Describe with examples how transitions may affect children and young people's behaviour and development

TDA21 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

TDA22 – Safeguarding the welfare of children and young people

Unit reference number: K/601/3323

> **Level: 2**
> **Credit value: 3**
> **Guided Learning (GL) hours: 20**

Unit aim

This unit provides the knowledge and understanding required for safeguarding the welfare of children and young people.

Learning outcomes

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

LO1 Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety

LO2 Know what to do when children or young people are ill or injured, including emergency procedures

LO3 Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied

Version 1.0

Unit content

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

- STL3 Help to keep children safe (CCLD202)
- SWiS 2.1 Explore and respond to the needs of pupils

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by The Teaching Agency.

Evidence requirements

Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

Assessment guidance

Evidence or concerns that a child or young person has been abused, harmed or bullied, or maybe at risk of harm, abuse or bullying includes:
- disclosure
- allegations
- signs and indicators of abuse

Concerns about a colleague should recognise that those making the allegations (whistle blowers) and those subject to as yet unproven allegations have rights to protection

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety	1.1 Identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety
	1.2 Describe the roles of different agencies involved in safeguarding the welfare of children and young people

Learning Outcome	Assessment Criteria
LO2 Know what to do when children or young people are ill or injured, including emergency procedures	2.1 Identify the signs and symptoms of common childhood illnesses
	2.2 Describe the actions to take when children or young people are ill or injured
	2.3 Identify circumstances when children and young people might require urgent medical attention
	2.4 Describe the actions to take in response to emergency situations including: • fires • security incidents • missing children or young people

Learning Outcome	Assessment Criteria
LO3 Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied	3.1 Identify the characteristics of different types of child abuse
	3.2 Describe the risks and possible consequences for children and young people using the internet, mobile phones and other technologies
	3.3 Describe actions to take in response to evidence or concerns that a child or young person has been abused, harmed (including self-harm) or bullied, or maybe at risk of harm, abuse or bullying
	3.4 Describe the actions to take in response to concerns that a colleague may be: • failing to comply with safeguarding procedures • harming, abusing or bullying a child or young person
	3.5 Describe the principles and boundaries of confidentiality and when to share information

TDA22 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

TDA27 – Maintain and support relationships with children and young people

Unit reference number: D/601/7403

Level: 2
Credit value: 3
Guided Learning (GL) hours: 15

Unit aim

This unit covers the competence required to maintain and support relationships with children and young people. It requires demonstration of competence in communicating with children and young people, developing and maintaining relationships with children and young people, and supporting relationships between children and young people and others in the work setting.

Learning outcomes

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

LO1 Communicate with children and young people

LO2 Develop and maintain relationships with children and young people

LO3 Support relationships between children and young people and others in the setting

Version 1.0

Unit content

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

- Based on SkillsActive playwork unit 9 Support relationships in the play environment
- STL4 Contribute to positive relationships (CCLD 201)

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by The Teaching Agency.

Evidence requirements

Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

Assessment guidance

This unit must be assessed in accordance with the TDA assessment principles. All the assessment criteria must be assessed in the workplace.

Communication includes verbal, non-verbal, informally and formally

Equivalent unit

This unit is equivalent to unit number T/600/9520 entitled "Support relationships in the play environment."

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Communicate with children and young people	1.1 Communicate with children and young people in a way that is appropriate to the individual, using both conventional language and body language
	1.2 Actively listen to children and young people and value what they say, experience and feel
	1.3 Check that children and young people understand what is communicated

Learning Outcome	Assessment Criteria
LO2 Develop and maintain relationships with children and young people	2.1 Demonstrate how to establish rapport and respectful, trusting relationships with children and young people
	2.2 Give attention to individual children and young people in a way that is fair to them and the group as a whole
	2.3 Demonstrate supportive and realistic responses to children and young people's questions, ideas, suggestions and concerns
	2.4 Provide children and young people with reasons for actions when appropriate
	2.5 Encourage children and young people to make choices for themselves

Learning Outcome	Assessment Criteria
LO3 Support relationships between children and young people and others in the setting	3.1 Support children and young people to communicate effectively with others
	3.2 Encourage children and young people to understand other people's individuality, diversity and differences
	3.3 Help children and young people to understand and respect other people's feelings and points of view
	3.4 Support children and young people to develop group agreements about the way they interact with others
	3.5 Demonstrate ways of encouraging and supporting children and young people to deal with conflict for themselves

TDA27 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

TDA29 – Support children and young people's positive behaviour

Unit reference number: T/601/7407

Level: 2
Credit value: 2
Guided Learning (GL) hours: 15

Unit aim

This unit provides the knowledge, understanding and skills required to support children and young people's positive behaviour. It requires demonstration of competence in supporting positive behaviour and responding to inappropriate behaviour.

Learning outcomes

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

LO1 Know the policies and procedures of the setting for promoting children and young people's positive behaviour

LO2 Support positive behaviour

LO3 Respond to inappropriate behaviour

Version 1.0

Unit content

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

- STL3 Help to keep children safe (CCLD202)
- STL19 Promote positive behaviour

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by The Teaching Agency.

Evidence requirements

Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

Assessment guidance

Policies and procedures: of the setting relevant to promoting positive behaviour such as:
- behaviour policy/code of conduct
- rewards and sanctions
- dealing with conflict and inappropriate behaviour
- anti-bullying
- attendance

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the policies and procedures of the setting for promoting children and young people's positive behaviour	1.1 Describe the policies and procedures of the setting relevant to promoting children and young people's positive behaviour
	1.2 Describe with examples the importance of all staff consistently and fairly applying boundaries and rules for children and young people's behaviour in accordance with the policies and procedures of the setting

Learning Outcome	Assessment Criteria
LO2 Support positive behaviour	2.1 Describe the benefits of encouraging and rewarding positive behaviour
	2.2 Apply skills and techniques for supporting and encouraging children and young people's positive behaviour
	2.3 Demonstrate realistic, consistent and supportive responses to children and young people's behaviour
	2.4 Provide an effective role model for the standards of behaviour expected of children, young people and adults within the setting

Learning Outcome	Assessment Criteria
LO3 Respond to inappropriate behaviour	3.1 Select and apply agreed strategies for dealing with inappropriate behaviour
	3.2 Describe the sorts of behaviour problems that should be referred to others and to whom these should be referred

TDA29 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

7 Units – Group O – Optional units

Unit Handbook

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

Unit reference number: F/600/9777

Level: 4
Credit value: 5
Guided Learning (GL) hours: 40

Unit aim

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 outcomes to this unit. The learner will:

LO1 Understand the factors that may impact on the outcomes and life chances of children and young people

LO2 Understand how poverty and disadvantage affect children and young people's development

LO3 Understand the importance of early intervention for children and young people who are disadvantaged and vulnerable

LO4 Understand the importance of support and partnership in improving outcomes for children and young people who are experiencing poverty and disadvantage

LO5 Understand the role of the practitioner in supporting children and young people who are vulnerable and experiencing poverty and disadvantage

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Details of the relationship between the unit and relevant national occupation standards unit

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 SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the factors that may impact on the outcomes and life chances of children and young people	1.1 Identify the factors that impact on outcomes and life chances for children and young people
	1.2 Explain the critical importance of poverty in affecting outcomes and life chances
	1.3 Analyse a strategic national or local policy that has positive impact on outcomes and life chances for children and young people
	1.4 Explain why strategic direction from national and local policy is required to address factors impacting on outcomes and life chances for children and young people and young people

Learning Outcome	Assessment Criteria
LO2 Understand how poverty and disadvantage affect children and young people's development	2.1 Analyse how poverty and disadvantage may affect children and young people's: • physical development • social and emotional development • communication development • intellectual development • learning

Learning Outcome	Assessment Criteria
LO3 Understand the importance of early intervention for children and young people who are disadvantaged and vulnerable	3.1 Explain what is meant by both disadvantage and vulnerability
	3.2 Explain the importance of early intervention for disadvantaged and/or vulnerable children and young people
	3.3 Evaluate the impact of early intervention

Learning Outcome	Assessment Criteria
LO4 Understand the importance of support and partnership in improving outcomes for children and young people who are experiencing poverty and disadvantage	4.1 Research the policy and guidance impacting on support services at national level and evaluate how this operates at local level
	4.2 Explain how carers can be engaged in the strategic planning of services
	4.3 Analyse how practitioners can encourage carers to support children and young people's learning and development
	4.4 Explain how the interface with adult services is structured so that the needs of children and young people whose carers are users of services are taken into account

Learning Outcome	Assessment Criteria
LO5 Understand the role of the practitioner in supporting children and young people who are vulnerable and experiencing poverty and disadvantage	5.1 Explain how positive practice with children and young people who are experiencing poverty and disadvantage may increase resilience and self confidence
	5.2 Explain why it is important for practitioners to have high expectations of, and ambitions for all children and young people regardless of their circumstances and background
	5.3 Analyse how and why practitioners should act as agents and facilitators of change in own work setting

CYP17 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

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

Unit reference number: M/601/2884

Level: 3
Credit value: 3
Guided Learning (GL) hours: 25

Unit aim

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 outcomes to this unit. The learner will:

LO1 Understand the links between language, behaviour, emotional and social development difficulties

LO2 Understand how to support positive speech, language and communication development for children and young people with behavioural, emotional and social difficulties

LO3 Understand how to adapt strategies and approaches to behavioural, emotional and social development to meet speech, language and communication needs

LO4 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

Version 1.0

Unit content

Assessment guidance

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

Positive changes may include:
- increased accessibility of the language used in behaviour management techniques
- ensuring children and young people understand verbal and written information
- clear visual support
- making rules, routines and boundaries clear, explicit and understandable
- decreasing visual and auditory distractions
- increased staff awareness and skills
- ensuring approaches which support children to ask for clarification

Details of the relationship between the unit and relevant national standards

This unit is linked to:
- Speech, language and communication framework, Enhanced: Strand D
- Has 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 Assessment Principles.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the links between language, behaviour, emotional and social development difficulties	1.1 Explain why behaviour can be seen as a means of communication
	1.2 Explain, with examples, how speech, language and communication needs may affect behavioural, emotional and social development in children and young people
	1.3 Review and report on relevant research about the incidence of speech, language and communication needs and behavioural, social and emotional difficulties in children and young people
	1.4 Describe the **range of behavioural**, emotional and social difficulties that children and young people may experience and how they can affect speech, language and communication development

Learning Outcome	Assessment Criteria
LO2 Understand how to support positive speech, language and communication development for children and young people with behavioural, emotional and social difficulties	2.1 Identify key barriers to behavioural, social and emotional development that are experienced by children and young people with speech, language and communication needs
	2.2 Explain effective strategies to overcome barriers to support the speech language and development of children and young people with behavioural, emotional and social difficulties
	2.3 Explain how adapting adult language and interactions can support a child's behaviour, emotional, social skills, as well as support their communication development
	2.4 Explain how **positive changes** to the communication environment can support communication development for children and young people with behavioural, emotional and social difficulties

Learning Outcome	Assessment Criteria
LO3 Understand how to adapt strategies and approaches to behavioural, emotional and social development to meet speech, language and communication needs	3.1 Identify and explain current evidence based approaches to understanding children and young people's behaviour
	3.2 Explain how setting wide strategies to promote positive behaviour and emotional and social development can be adapted to support children and young people with speech, language and communication needs
	3.3 Explain, using examples, how individual strategies to promote positive behaviour and emotional and social development can be adapted to support children and young people with speech, language and communication needs

Learning Outcome	Assessment Criteria
LO4 Know how to work with others in order to support the speech, language and communication development of children and young people with behavioural, emotional and social development needs	4.1 Explain ways to work with parents and families in supporting children and young people's speech, language and communication needs that also promotes positive behaviour
	4.2 Explain the roles of other professionals who may be involved in joint or integrated working to promote positive behaviour and emotional and social development needs of children and young people

CYP22 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

CYP30 – Support the creativity of children and young people

Unit reference number: M/600/9807

Level: 3
Credit value: 3
Guided Learning (GL) hours: 20

Unit aim

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 outcomes to this unit. The learner will:

LO1 Understand how creativity promotes well-being for children and young people

LO2 Be able to encourage children and young people to recognise and value their own and others' creativity

LO3 Be able to support children and young people to take part in creative activities

LO4 Be able to participate in creative, day to day activities with children and young people

Version 1.0

Unit content

Assessment guidance

Different types of creative activity may include:
- Solitary
- Shared
- Group
- Sedentary, eg writing
- Active, eg gardening, sport
- Cerebral, eg chess, computer games

Informal creative activity may include:
- Creative thinking
- Cooking
- Baking
- Flower arranging
- Decorating
- Computer gaming

Formal creative activity may include:
- Drama groups
- Music groups
- Art classes
- Creative writing groups
- Discussion/debating groups
- Fashion design classes
- Architectural design/drawing

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

This unit is linked to:
- HSC NOS Unit 38c
- 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 assessment principles.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how creativity promotes well-being for children and young people	1.1 Explain evidence, approaches and theories about the benefits of creativity for the well-being of children and young people
	1.2 Identify the potential benefits of **different types of creative activity**
	1.3 Explain the difference between **formal** and **informal creative activity**

Learning Outcome	Assessment Criteria
LO2 Be able to encourage children and young people to recognise and value their own and others' creativity	2.1 Demonstrate how to work with children and young people to promote and encourage creativity
	2.2 Explain the importance of encouraging children and young people to recognise and value creativity
	2.3 Demonstrate how to encourage children or young people to explore their opportunities for creative activity

Learning Outcome	Assessment Criteria
LO3 Be able to support children and young people to take part in creative activities	3.1 Identify potential resources to support children and young people to take part in organised creative activities
	3.2 Demonstrate encouragement and positive feedback to children or young people taking part in organised creative activities
	3.3 Explain the importance of encouraging carers to support children and young people's creative activities

Learning Outcome	Assessment Criteria
LO4 Be able to participate in creative, day to day activities with children and young people	4.1 Explain the importance of spending creative time with children and young people and the benefits that can result
	4.2 Demonstrate how to spend time with children and young people in creative activity
	4.3 Demonstrate how to support children and young people to recognise how creativity can be used in all aspects of life

CYP30 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

CYP31 – Understand child and young person development

Unit reference number: L/601/1693

> **Level: 3**
> **Credit value: 4**
> **Guided Learning (GL) hours: 30**

Unit aim

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 outcomes to this unit. The learner will:

LO1 Understand the expected pattern of development for children and young people from birth – 19 years

LO2 Understand the factors that influence children and young people's development and how these affect practice

LO3 Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern

LO4 Understand the importance of early intervention to support the speech, language and communication needs of children and young people

LO5 Understand the potential effects of transitions on children and young people's development

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

Notes for guidance

Assessment of this unit must adhere to the requirements of SfC assessment principles.

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

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

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development (SfC).

Key/Functional skills

This unit could contribute towards the key/functional skills in the following areas:
- Communication/English Level 2
- Application of Number/Mathematics Level 2
- ICT Level 2

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the expected pattern of development for children and young people from birth - 19 years	1.1 Explain the sequence and rate of each aspect of development from birth – 19 years
	1.2 Explain the difference between sequence of development and rate of development and why the difference is important

Learning Outcome	Assessment Criteria
LO2 Understand the factors that influence children and young people's development and how these affect practice	2.1 Explain how children and young people's development is influenced by a range of personal factors
	2.2 Explain how children and young people's development is influenced by a range of external factors
	2.3 Explain how theories of development and frameworks to support development influence current practice

Learning Outcome	Assessment Criteria
LO3 Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern	3.1 Explain how to monitor children and young people's development using different methods
	3.2 Explain the reasons why children and young people's development may not follow the expected pattern
	3.3 Explain how disability may affect development
	3.4 Explain how different types of interventions can promote positive outcomes for children and young people where development is not following the expected pattern

Learning Outcome	Assessment Criteria
LO4 Understand the importance of early intervention to support the speech, language and communication needs of children and young people	4.1 Analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition
	4.2 Explain how multi agency teams work together to support speech, language and communication
	4.3 Explain how play and activities are used to support the development of speech, language and communication

Learning Outcome	Assessment Criteria
LO5 Understand the potential effects of transitions on children and young people's development	5.1 Explain how different types of transitions can affect children and young people's development
	5.2 Evaluate the effect on children and young people of having positive relationships during periods of transition

CYP31 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

CYP32 – Promote child and young person development

Unit reference number: R/601/1694

> **Level: 3**
> **Credit value: 3**
> **Guided Learning (GL) hours: 25**

Unit aim

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 outcomes to this unit. The learner will:

LO1 Be able to assess the development needs of children or young people and prepare a development plan

LO2 Be able to promote the development of children or young people

LO3 Be able to support the provision of environments and services that promote the development of children or young people

LO4 Understand how working practices can impact on the development of children and young people

LO5 Be able to support children and young people's positive behaviour

LO6 Be able to support children and young people experiencing transitions

Version 1.0

Unit content

Assessment guidance

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 RQF Assessment Principles.

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

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

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)

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

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.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to assess the development needs of children or young people and prepare a development plan	1.1 Explain the **factors that need to be taken into account when assessing development**
	1.2 Assess a child or young person's development in the following areas: • Physical • Communication • Intellectual/cognitive • Social, emotional and behavioural • Moral
	1.3 Explain the selection of the assessment **methods** used
	1.4 Develop a **plan** to meet the development needs of a child or young person in the work setting

Learning Outcome	Assessment Criteria
LO2 Be able to promote the development of children or young people	2.1 Implement the development plan for a child or young person according to own role and responsibilities, taking into account that development is holistic and interconnected
	2.2 Evaluate and revise the development plan in the light of implementation
	2.3 Explain the importance of a person centred and inclusive approach and give examples of how this is implemented in own work
	2.4 Listen to children or young people and communicate in a way that encourages them to feel valued
	2.5 Encourage children or young people to actively participate in decisions affecting their lives and the services they receive according to their age and abilities

Learning Outcome	Assessment Criteria
LO3 Be able to support the provision of environments and services that promote the development of children or young people	3.1 Explain the **features of an environment or service** that promotes the development of children and young people
	3.2 Demonstrate **how own work environment or service is organised** to promote the development of children or young people

Learning Outcome	Assessment Criteria
LO4 Understand how working practices can impact on the development of children and young people	4.1 Explain how own working practice can affect children and young people's development
	4.2 Explain how institutions, agencies and services can affect children and young people's development

Learning Outcome	Assessment Criteria
LO5 Be able to support children and young people's positive behaviour	5.1 Demonstrate how they work with children and young people to encourage positive behaviour
	5.2 Evaluate different approaches to **supporting positive behaviour**

Learning Outcome	Assessment Criteria
LO6 Be able to support children and young people experiencing transitions	5.1 explain how to support children and young people experiencing **different types of transitions**
	5.2 Demonstrate provision of structured opportunities for children or young people to explore the effects of transitions on their lives

CYP32 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

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

Unit reference number: Y/601/1695

Level: 3
Credit value: 3
Guided Learning (GL) hours: 25

Unit aim

This unit provides the knowledge and understanding required to support the safeguarding of children and young people.

Learning outcomes

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

LO1 Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people

LO2 Understand the importance of working in partnership with other organisations to safeguard children and young people

LO3 Understand the importance of ensuring children and young people's safety and protection in the work setting

LO4 Understand how to respond to evidence or concerns that a child or young person has been abused or harmed

LO5 Understand how to respond to evidence or concerns that a child or young person has been bullied

LO6 Understand how to work with children and young people to support their safety and well being

LO7 Understand the importance of e-safety for children and young people

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

Notes for guidance

Assessment of this unit must adhere to the requirements of SfC assessment principles.

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

CCLD 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

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development (SfC).

Key/Functional skills

This unit could contribute towards the key/functional skills in the following areas:
- Communication/English Level 2
- Application of Number/Mathematics Level 2
- ICT Level 2

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people	1.1 Outline current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people
	1.2 Explain child protection within the wider concept of safeguarding children and young people
	1.3 Analyse how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people
	1.4 Explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice
	1.5 Explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing

Learning Outcome	Assessment Criteria
LO2 Understand the importance of working in partnership with other organisations to safeguard children and young people	2.1 Explain the importance of safeguarding children and young people
	2.2 Explain the importance of a child or young person centred approach
	2.3 Explain what is meant by partnership working in the context of safeguarding
	2.4 Describe the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed

Learning Outcome	Assessment Criteria
LO3 Understand the importance of ensuring children and young people's safety and protection in the work setting	3.1 Explain why it is important to ensure children and young people are protected from harm within the work setting
	3.2 Explain policies and procedures that are in place to protect children and young people and adults who work with them
	3.3 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
	3.4 Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits

Learning Outcome	Assessment Criteria
LO4 Understand how to respond to evidence or concerns that a child or young person has been abused or harmed	4.1 Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding
	4.2 Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting
	4.3 Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged

Learning Outcome	Assessment Criteria
LO5 Understand how to respond to evidence or concerns that a child or young person has been bullied	5.1 Explain different types of bullying and the potential effects on children and young people
	5.2 Outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place
	5.3 Explain how to support a child or young person and/or their family when bullying is suspected or alleged

Learning Outcome	Assessment Criteria
LO6 Understand how to work with children and young people to support their safety and well being	6.1 Explain how to support children and young people's self-confidence and self-esteem
	6.2 Analyse the importance of supporting resilience in children and young people
	6.3 Explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety
	6.4 Explain ways of empowering children and young people to make positive and informed choices that support their well-being and safety

Learning Outcome	Assessment Criteria
LO7 Understand the importance of e-safety for children and young people	7.1 Explain the risks and possible consequences for children and young people of being online and of using a mobile phone
	7.2 Describe ways of reducing risk to children and young people from: - social networking - internet use - buying online - using a mobile phone

CYP33 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

CYP34 – Support children and young people's health and safety

Unit reference number: D/601/1696

> **Level: 3**
> **Credit value: 2**
> **Guided Learning (GL) hours: 15**

Unit aim

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 outcomes to this unit. The learner will:

LO1 Understand how to plan and provide environments and services that support children and young people's health and safety

LO2 Recognise and manage risks to health, safety and security in a work setting or off site visits

LO3 Understand how to support children and young people to assess and manage risk for themselves

LO4 Understand appropriate responses to accidents, incidents emergencies and illness in work settings and off site visits

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

Notes for guidance

Assessment of learning outcome 2 must take place in a real work environment. Simulation is not permitted. Assessment of this unit must adhere to the requirements of SfC assessment principles.

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

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 health care

UK codes of practice for social care workers

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development (SfC).

Key/Functional skills

This unit could contribute towards the key/functional skills in the following areas:
- Communication/English Level 2
- Application of Number/Mathematics Level 2
- ICT Level 2

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to plan and provide environments and services that support children and young people's health and safety	1.1 Describe the factors to take into account when planning healthy and safe indoor and outdoor environments and services
	1.2 Explain how health and safety is monitored and maintained and how people in the work setting are made aware of risks and hazards and encouraged to work safely
	1.3 Identify sources of current guidance for planning healthy and safe environments and services
	1.4 Explain how current health and safety legislation, policies and procedures are implemented in own work setting or service

Learning Outcome	Assessment Criteria
LO2 Recognise and manage risks to health, safety and security in a work setting or off site visits	2.1 Demonstrate how to identify potential hazards to the health, safety and security of children or young people, families and other visitors and colleagues
	2.2 Demonstrate ability to deal with hazards in the work setting or in off site visits
	2.3 Undertake a health and safety risk assessment in own work setting or service illustrating how its implementation will reduce risk
	2.4 Explain how health and safety risk assessments are monitored and reviewed

Learning Outcome	Assessment Criteria
LO3 Understand how to support children and young people to assess and manage risk for themselves	3.1 Explain why it is important to take a balanced approach to risk management
	3.2 Explain the dilemma between the rights and choices of children and young people and health and safety requirements
	3.3 Give example from own practice of supporting children or young people to assess and manage risk

Learning Outcome	Assessment Criteria
LO4 Understand appropriate responses to accidents, incidents emergencies and illness in work settings and off site visits	4.1 Explain the policies and procedures of the setting or service in response to accidents, incidents, emergencies and illness
	4.2 Identify the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies

CYP34 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

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

Unit reference number: H/601/1697

Level: 3
Credit value: 1
Guided Learning (GL) hours: 8

Unit aim

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 outcomes to this unit. The learner will:

LO1 Be able to develop positive relationships with children and young people

LO2 Be able to build positive relationships with people involved in the care of children and young people

Version 1.0

Unit content

Assessment guidance

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 RQF Assessment Principles.

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

People involved may include:
- Colleagues
- Organisational managers and supervisors (where appropriate)
- Carers
- Official visitors e.g. inspectorate for the UK home nation (where appropriate)
- Other visitors
- Colleagues from other agencies and services
- External partners

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.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to develop positive relationships with children and young people	1.1 Explain why **positive relationships** with children and young people are important and how these are **built and maintained**
	1.2 Demonstrate how to listen to and build relationships with children and young people
	1.3 Evaluate own effectiveness in building relationships with children or young people

Learning Outcome	Assessment Criteria
LO2 Be able to build positive relationships with people involved in the care of children and young people	2.1 Explain why positive relationships with people involved in the care of children and young people are important
	2.2 Demonstrate how to build positive relationships with people involved in the care of children and young people

CYP35 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

CYP36 – Working together for the benefit of children and young people

Unit reference number: K/601/1698

Level: 3
Credit value: 2
Guided Learning (GL) hours: 15

Unit aim

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 outcomes to this unit. The learner will:

LO1 Understand integrated and multi-agency working

LO2 Be able to communicate with others for professional purposes

LO3 Be able to support organisational processes and procedures for recording, storing and sharing information

Version 1.0

Unit content

Assessment guidance

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 RQF Assessment Principles.

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 (e.g. a school) it is acceptable for practitioners to produce an 'example report' or to support the lead practitioner in completing reports that are accurate, legible, concise and meet legal requirements.

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.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand integrated and multi-agency working	1.1 Explain the importance of multi-agency working and integrated working
	1.2 Analyse how integrated working practices and multi-agency working in partnership deliver better outcomes for children and young people
	1.3 Describe the functions of external agencies with whom your work setting or service interacts
	1.4 Explain common barriers to integrated working and multi-agency working and how these can be overcome
	1.5 Explain how and why referrals are made between agencies
	1.6 Explain the assessment frameworks that are used in own uk home nation

Learning Outcome	Assessment Criteria
LO2 Be able to communicate with others for professional purposes	2.1 Select **appropriate communication** methods for different circumstances
	2.2 Demonstrate use of appropriate communication methods selected for different circumstances
	2.3 **Prepare reports** that are accurate, legible, concise and meet legal requirements

Learning Outcome	Assessment Criteria
LO3 Be able to support organisational processes and procedures for recording, storing and sharing information	3.1 Demonstrate own contribution to the development or implementation of processes and procedures for recording, storing and sharing information
	3.2 Demonstrate how to maintain secure recording and storage systems for information: • paper based • electronic
	3.3 Analyse the potential tension between maintaining confidentiality with the need to disclose information: • where abuse of a child or young person is suspected • when it is suspected that a crime has been/may be committed

CYP36 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

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

Unit reference number: M/601/1699

Level: 3
Credit value: 3
Guided Learning (GL) hours: 25

Unit aim

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 outcomes to this unit. The learner will:

LO1 Understand how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people

LO2 Understand how practitioners can make a positive difference in outcomes for children and young people

LO3 Understand the possible impact of disability, special requirements (additional needs) and attitudes on positive outcomes for children and young people

LO4 Understand the importance of equality, diversity and inclusion in promoting positive outcomes for children and young people

Version 1.0

Unit content

Assessment guidance

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

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

Positive outcomes for children and young people may include:

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

Support may include:

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

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.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people	1.1 Describe the **social, economic and cultural factors** that will impact on the lives of children and young people
	1.2 Explain the importance and impact of poverty on outcomes and life chances for children and young people
	1.3 Explain the role of children and young people's personal choices and experiences on their outcomes and life chances

Learning Outcome	Assessment Criteria
LO2 Understand how practitioners can make a positive difference in outcomes for children and young people	2.1 Identify the **positive outcomes for children and young people** that practitioners should be striving to achieve
	2.2 Explain the importance of designing services around the needs of children and young people
	2.3 Explain the importance of active participation of children and young people in decisions affecting their lives
	2.4 Explain how to support children and young people according to their age, needs and abilities to make personal choices and experiences that have a positive impact on their lives

Learning Outcome	Assessment Criteria
LO3 Understand the possible impact of disability, special requirements (additional needs) and attitudes on positive outcomes for children and young people	3.1 Explain the potential impact of disability on the outcomes and life chances of children and young people
	3.2 Explain the importance of positive attitudes towards disability and specific requirements
	3.3 Explain the social and medical models of disability and the impact of each on practice
	3.4 Explain the different types of **support** that are available for disabled children and young people and those with specific requirements

Learning Outcome	Assessment Criteria
LO4 Understand the importance of equality, diversity and inclusion in promoting positive outcomes for children and young people	4.1 Explain the meaning of equality, diversity and inclusion in the context of positive outcomes for children and young people
	4.2 Compare, giving examples, ways in which services for children, young people and their carers take account of and promote equality, diversity and inclusion to promote positive outcomes

CYP37 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

OP215 – Contribute to the support of children's communication, language, and literacy

Unit reference number: M/601/3310

Level: 2
Credit value: 2
Guided Learning (GL) hours: 14

Unit aim

This unit aims to enable learners to contribute to supporting children's learning and development in communication, language and literacy within the work setting.

Learning outcomes

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

LO1 Understand the importance of communication, language and literacy for children's learning and development

LO2 Be able to contribute to children's learning in communication, language and literacy

LO3 Be able to evaluate own contribution to children's learning in communication, language and literacy

Version 1.0

Unit content

Assessment guidance

Framework may include:
- Early Years Foundation Stage
- Foundation Phase
- Pre-School Curriculum

Variety of methods to include:
- Reading
- Telling stories
- Songs
- Poems
- Finger plays

Details of the relationship between the unit and relevant national standards

This unit is linked to:
CCLD 201, 203, 205, 208.

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 a real work environment.

Simulation is not allowed.

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the importance of communication, language and literacy for children's learning and development	1.1 Describe why communication, language and literacy are important to children's learning
	1.2 Describe how communication, language and literacy links with other areas of learning and development within the **framework** related to own work setting

Learning Outcome	Assessment Criteria
LO2 Be able to contribute to children's learning in communication, language and literacy	2.1 Identify the types of equipment and activities that are used to support children's communication, language and literacy
	2.2 Demonstrate how to engage children's interest and attention in communication, language and literacy activities through a **variety of methods**
	2.3 Use clear language to support children's learning when engaged in communication, language and literacy activities
	2.4 Use encouragement and praise when supporting children's learning in communication, language and literacy

Learning Outcome	Assessment Criteria
LO3 Be able to evaluate own contribution to children's learning in communication, language and literacy	3.1 Review how own working practice has contributed to children's learning in communication, language and literacy
	3.2 Adapt own practice to meet individual children's needs

OP215 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

OP217 – Contribute to the support of children's creative development

Unit reference number: H/601/3336

Level: 2
Credit value: 2
Guided Learning (GL) hours: 14

Unit aim

This unit aims to enable learners to contribute to supporting children's creativity within the work setting.

Learning outcomes

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

LO1 Understand the importance of creative development

LO2 Be able to contribute to children's creative development

LO3 Be able to evaluate own contribution to children's creative development

Version 1.0

Unit content

Assessment guidance

Creative development may include:
- Developing imagination and imaginative play
- Responding to experiences, expressing ideas
- Exploring media and materials
- Imaginative play
- Traditional creative arts
- Music, dance and movement
- Messy play

Framework may include:
- Early years foundation stage
- Foundation phase
- Pre-school curriculum

Details of the relationship between the unit and relevant national standards

This unit is linked to: CCLD 203, 205, and 208.

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 a real work environment.
Simulation is not allowed.

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the importance of creative development	1.1 Describe why **creative development** is important to children's learning
	1.2 Describe how creative development links to other areas of learning and development within the **framework** related to own work setting

Learning Outcome	Assessment Criteria
LO2 Be able to contribute to children's creative development	2.1 Identify the types of equipment and activities that are used to support creative development
	2.2 Set out and implement creative activities with children
	2.3 Use clear language to support children's creative development during activities
	2.4 Use encouragement and praise when supporting children's creative development

Learning Outcome	Assessment Criteria
LO3 Be able to evaluate own contribution to children's creative development	3.1 Review how own working practice has contributed to children's creative development
	3.2 Adapt own practice to meet individual children's needs

OP217 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

SHC24 – Introduction to duty of care in health, social care or children's and young people's settings

Unit reference number: H/601/5474

Level: 1
Credit value: 2
Guided Learning (GL) hours: 9

Unit aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. It introduces the concept of duty of care and awareness of dilemmas or complaints that may arise where there is a duty of care.

Learning outcomes

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

LO1 Understand the implications of duty of care

LO2 Understand support available for addressing dilemmas that may arise about duty of care

LO3 Know how to respond to complaints

Version 1.0

Unit content

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

This unit is linked to the national occupational standard CCLD 203 HSC 24 GCU 2

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Assessment

Learners must provide a portfolio of evidence which must contain a guided discussion with their assessor.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the implications of duty of care	1.1 Define the term 'duty of care'
	1.2 Describe how the duty of care affects own work role

Learning Outcome	Assessment Criteria
LO2 Understand support available for addressing dilemmas that may arise about duty of care	2.1 Describe dilemmas that may arise between the duty of care and an individual's rights
	2.2 Explain where to get additional support and advice about how to resolve such dilemmas

Learning Outcome	Assessment Criteria
LO3 Know how to respond to complaints	3.1 Describe how to respond to complaints
	3.2 Identify the main points of agreed procedures for handling complaints

SHC24 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

TDA214 – Support children and young people at meal or snack times

Unit reference number: A/601/6517

Level: 2
Credit value: 3
Guided Learning (GL) hours: 18

Unit aim

This unit provides the knowledge, understanding and skills required to support children and young people at meal or snack times. It covers the principles of healthy eating and requires demonstration of competence in supporting hygiene and positive behaviour at meal and/or snack times.

Learning outcomes

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

LO1 Know the principles of healthy eating for children and young people

LO2 Know the benefits of healthy eating for children and young people

LO3 Know how to encourage children and young people to make healthier food choices

LO4 Support hygiene during meal or snack times

LO5 Support the code of conduct and policies for meal and snack times

Version 1

Unit content

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

No clear links

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by The Teaching Agency.

Key/Functional skills

This unit could contribute towards the key/functional skills in the following areas:
- Communication/English Level 1
- Application of Number/Mathematics Level 1
- ICT Level 1

Evidence requirements

Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

Assessment guidance

Healthier food choices in relation to meals provided in the setting, packed lunches, snacks, meals and snacks purchased off-site, etc.

Code of conduct and policies for meal and snack times e.g.:
- entry to and exit from the dining area
- collecting/serving food
- noise levels
- conduct in the dining area and at the table
- clearing away
- sustainability

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the principles of healthy eating for children and young people	1.1 Outline the nutritional requirements of a healthy diet for children and young people
	1.2 Describe examples of healthy meals and snacks for children and young people
	1.3 Describe how culture, religion and health conditions impact on food choices

Learning Outcome	Assessment Criteria
LO2 Know the benefits of healthy eating for children and young people	2.1 Describe the benefits of healthy eating for children and young people
	2.2 Describe the possible consequences of an unhealthy diet
	2.3 Describe how to recognise and deal with allergenic reactions to food
	2.4 Describe where to get advice on dietary concerns

Learning Outcome	Assessment Criteria
LO3 Know how to encourage children and young people to make healthier food choices	3.1 Describe the food policy of the setting
	3.2 Describe with examples ways of encouraging children and young people: • to make healthier food choices • to eat the food provided for them

Learning Outcome	Assessment Criteria
LO4 Support hygiene during meal or snack times	4.1 Explain the importance of personal hygiene at meal and snack times
	4.2 Demonstrate good hygiene practice in relation to own role in food handling and waste disposal
	4.3 Demonstrate ways of encouraging children and young people's personal hygiene at meal and/or snack times

Learning Outcome	Assessment Criteria
LO5 Support the code of conduct and policies for meal and snack times	5.1 Describe the setting's code of conduct and policies for meal and snack times
	5.2 Apply skills and techniques for supporting and encouraging children and young people's positive behaviour in the dining area including table manners
	5.3 Apply skills and techniques for dealing with inappropriate behaviour in the dining area

TDA214 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

TDA215 – Support children and young people with disabilities and special educational needs

Unit reference number: D/601/6526

Level: 2
Credit value: 4
Guided Learning (GL) hours: 26

Unit aim

This unit provides the knowledge and skills to support disabled children and young people and those with special educational needs. It covers understanding the rights and needs of disabled children and young people and those with special educational needs and supporting their inclusion and participation in the full range of activities and experiences provided by the setting.

Learning outcomes

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

LO1 Know the rights of disabled children and young people and those with special educational needs

LO2 Understand the disabilities and/or special educational needs of children and young people in own care

LO3 Contribute to the inclusion of children and young people with disabilities and special educational needs

LO4 Support disabled children and young people and those with special educational needs to participate in the full range of activities and experiences

Version 1

Unit content

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

- STL12 Support a child with disabilities or special educational needs (CCLD 209)
- STL38 Support children with disabilities or special educational needs (CCLD 321)

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by The Teaching Agency.

Key/Functional skills

This unit could contribute towards the key/functional skills in the following areas:
- Communication/English Level 1
- Application of Number/Mathematics Level 1
- ICT Level 1

Evidence requirements

Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

Assessment guidance

Disabled: The Equality Act 2010 defines a disabled person as *"someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day-to-day activities."*

Special educational needs: children and young people with special educational needs learn differently from most children or young people of the same age. These children and young people may need extra or different help from that given to other children and young people.

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

Obtain information: about the individual needs, capabilities and interests of disabled children and young people and those with special educational needs from:
- the children and young people themselves
- family members
- colleagues within the setting
- external support agencies
- individual plans

Barriers to participation: anything that prevents a child or young person participating fully in activities and experiences offered by the setting or service.

Others according to own role e.g.:

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

Inclusion: a process of identifying, understanding and breaking down barriers to participation and belonging.

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

- the environment
- activities
- working practice
- resources

Participation involves: asking children and young people what works, what doesn't work and what could work better; and involving them in the design, delivery and evaluation of services, on an ongoing basis.

Equality of access: ensuring that discriminatory barriers to access are removed and allowing for children and young peoples' individual needs.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the rights of disabled children and young people and those with special educational needs	1.1 Outline the legal entitlements of disabled children and young people and those with special educational needs
	1.2 Describe the assessment and intervention frameworks for disabled children and young people and those with special educational needs
	1.3 Describe the benefits of early recognition and intervention for disabled children and young people and those with special educational needs
	1.4 Describe the purpose of individual plans for disabled children and young people and those with special educational needs
	1.5 Describe the principles of working inclusively with disabled children and young people and those with special educational needs

Learning Outcome	Assessment Criteria
LO2 Understand the disabilities and/or special educational needs of children and young people in own care	2.1 Describe the relationship between disability and special educational needs
	2.2 Describe the nature of the particular disabilities and/or special educational needs of children and young people with whom they work
	2.3 Describe the special provision required by children and young people with whom they work

Learning Outcome	Assessment Criteria
LO3 Contribute to the inclusion of children and young people with disabilities and special educational needs	3.1 Obtain information about the individual needs, capabilities and interests of disabled children and young people and those with special educational needs with whom they work
	3.2 Identify barriers to participation for disabled children and young people and those with special educational needs with whom they work
	3.3 Work with children, young people and others to remove barriers to participation
	3.4 Demonstrate ways of supporting inclusion and inclusive practices in own work with disabled children and young people and those with special educational needs

Learning Outcome	Assessment Criteria
LO4 Support disabled children and young people and those with special educational needs to participate in the full range of activities and experiences	4.1 Identify and implement adaptations that can be made to support disabled children and young people and those with special educational needs to participate in the full range of activities and experiences provided by the setting
	4.2 Support children and young people to use specialist aids and equipment as necessary to enable them to participate in activities and experiences
	4.3 Demonstrate ways of supporting participation and equality of access for disabled children and young people and those with special educational needs
	4.4 Work in partnership with children, young people and others to review and improve activities and experiences provided for disabled children and young people and those with special educational needs

TDA215 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

TDA216 – Support children and young people's play and leisure

Unit reference number: T/601/6564

Level: 2
Credit value: 3
Guided Learning (GL) hours: 16

Unit aim

This unit provides the knowledge, understanding and skills required to support children and young people's play and leisure. It requires demonstration of competence in supporting play and leisure activities, helping children and young people to manage risk and challenge and reflecting on and improving own practice.

Learning outcomes

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

LO1 Understand the nature and importance of play and leisure

LO2 Support children and young people's play and leisure

LO3 Support children and young people in balancing risk and challenge

LO4 Reflect on and improve own practice

Version 1

Unit content

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

No clear links

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by The Teaching Agency.

Key/Functional skills

This unit could contribute towards the key/functional skills in the following areas:
- Communication/English Level 1
- Application of Number/Mathematics Level 1
- ICT Level 1

Evidence requirements

Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

Assessment guidance

Assessment criteria 2, 3, 4 and 5 in learning outcome 2 and assessment criterion 4 in learning outcome 3 must be assessed in the workplace.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the nature and importance of play and leisure	1.1 Describe the importance of play and leisure for children and young people
	1.2 Describe how play and leisure contribute to children and young people's development
	1.3 Outline the requirements of the UN Convention on the rights of the child in relation to relaxation and play
	1.4 Describe the characteristics of freely chosen, self-directed play and leisure

Learning Outcome	Assessment Criteria
LO2 Support children and young people's play and leisure	2.1 Describe own role in supporting children and young people's play and leisure activities
	2.2 Give attention to children and young people's play and leisure activities while being sensitive to own impact on activities
	2.3 Undertake routine safety checks on areas used for children and young people's play and leisure before, during and after play and leisure activities
	2.4 Supervise children and young people's play and leisure ensuring their safety
	2.5 Interact with children and young people in a way that demonstrates: • interest in what they say, experience and feel • respect for their privacy and freedom to make choices for themselves • encouragement and praise for play and leisure activities

Learning Outcome	Assessment Criteria
LO3 Support children and young people in balancing risk and challenge	3.1 Outline the value of risk and challenge in children and young people's play and leisure
	3.2 Describe with examples what is meant by unacceptable risk and challenge in children and young people's play and leisure
	3.3 Describe why it is important for children and young people to manage risk and challenge for themselves
	3.4 Demonstrate ways of encouraging children and young people to manage risk and challenge in play and leisure activities for themselves

Learning Outcome	Assessment Criteria
LO4 Reflect on and improve own practice	4.1 Reflect on all aspects of own practice in supporting children and young people's play and leisure
	4.2 Identify own strengths and areas where practice could improve
	4.3 Describe how own practice has been improved following reflection

TDA216 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

CYP2 Document History

Version	Issue Date	Changes	Role
v2	17/02/2023	Formatting and re-branding. No content amendment.	Data Administrator