Qualification Handbook

BIIAB Level 2 Certificate for the Children and Young People's Workforce (England)

601/7784/6

Version 2

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1. About the BIIAB Level 2 Certificate for the Children and Young People's Workforce (England)

BIIAB is regulated to deliver this qualification by Ofqual in England. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a Regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Qualification title	Qualification Number (QN)
BIIAB Level 2 Certificate for the Children and Young People's Workforce (England)	601/7784/6

2. Objective and purpose of this qualification

This qualification has been designed to allow learners to obtain and then demonstrate the knowledge and skills required when working at level 2 with children and young people.

This qualification meets the Early Years Educator criteria defined by the National College for Teaching and Leadership (NCTL). It is recognised as a full and relevant qualification at level 2 that practitioners must hold to be included in the specified ratios of the Statutory Framework for the Early Years Foundation Stage (EYFS).

Achievement of this qualification indicates competence. Alongside the BIIAB Level 2 Award in Employment Responsibilities and Rights in Health, Social Care, Children and Young People's Settings and Functional Skills, the qualification is designed to make up the component parts of the Intermediate Apprenticeship for the Children and Young People's Workforce in England.

The primary purpose of the qualification is to confirm occupational competence.

As such, this qualification has value either as a stand-alone qualification or as part of an Apprenticeship.

Due to constant regulatory, policy and funding changes, users are advised to check this qualification has been placed in the relevant Apprenticeship Framework and / or is funded for use with individual learners before making registrations. If you are unsure about the qualification's status, please contact BIIAB head office.

3. About this pack

This support pack has been developed to provide guidance for learners, assessors and verifiers undertaking, delivering, or quality assuring this qualification.

The purpose of the support pack is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place. If this pack is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

4. BIIAB Customer Service

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via www.biiab.org.

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: customersupport@bii.org

Our Customer Service team will be happy to assist with any administration-related enquiries you may have. For example:
- registration and certification enquiries
- re-certification issues
- Centres available in the local area
- appeals
- whistleblowing.

5. What are Rules of Combination (ROC)?

Under the Regulatory Framework qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (RoC). The RoC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (e.g. Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Total Qualification Time (TQT)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and Guided Learning Hours (GLH)
- Any barred units (units that cannot be taken together as part of the qualification).

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

6. BIIAB Level 2 Certificate for the Children and Young People's Workforce (England) Rules of Combination (ROC) and structure

To achieve the BIIAB Level 2 Certificate for the Children and Young People's Workforce (England) learners **must** gain a **total of 35** credits. This **must** consist of:

- **Minimum total** credit: **35**

- Mandatory Group A credit: **29**

- A **minimum** of **6** credits from Optional Group B

- A **minimum of 35** credits **must** be achieved through the completion of units at **Level 2** and above

- GLH: **261**

- TQT: **350**

The qualification has been developed based upon industry feedback as to the fundamental knowledge and skills required to work in the sector at the level.

Listed below are the qualification units.

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Mandatory Group A

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
2CYPW01	H/601/3305	Child and young person development	2	2	15	Portfolio
2CYPW02	K/601/3323	Safeguarding the welfare of children and young people	3	2	20	Portfolio
2CYPW03	J/601/3491	Contribute to children and young people's health and safety	3	2	26	Portfolio
2CPYW04	H/601/3496	Contribute to the support of positive environments for children and young people	3	2	27	Portfolio
CA48	F/601/5465	Introduction to communication in health, social care or children's and young people's settings	3	2	23	Portfolio
CA400	R/601/5471	Introduction to equality and inclusion in health, social care or children's and young people's settings	2	2	20	Portfolio
CA46	L/601/5470	Introduction to personal development in health, social care or children's and young people's settings	3	2	23	Portfolio
2CYPW05	Y/601/3236	Contribute to the support of child and young person development	3	2	25	Portfolio
2CYPW06	M/601/3498	Understand partnership working in services for children and young people	2	2	18	Portfolio
2CYPW07	D/601/7403	Maintain and support relationships with children and young people	3	2	15	Portfolio
2CYPW08	T/601/7407	Support children and young people's positive behaviour	2	2	15	Portfolio

Optional Group B

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
2CYPW09	M/601/3310	Contribute to the support of children's communication, language and literacy	2	2	14	Portfolio
2CYPW10	H/601/3336	Contribute to the support of children's creative development	2	2	14	Portfolio
3CYPW01	L/601/1693	Understand child and young person development	4	3	30	Portfolio
3CYPW02	R/601/1694	Promote child and young person development	3	3	25	Portfolio

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
3CYPW03	Y/601/1695	Understand how to safeguard the wellbeing of children and young people	3	3	25	Portfolio
3CYPW04	D/601/1696	Support children and young people's health and safety	2	3	15	Portfolio
3CYPW05	H/601/1697	Develop positive relationship with children, young people and others involved in their care	1	3	8	Portfolio
3CYPW06	K/601/1698	Working together for the benefit of children and young people	2	3	15	Portfolio
3CYPW07	M/601/1699	Understand how to support positive outcomes for children and young people	3	3	25	Portfolio
3CYPW08	M/601/2884	Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties	3	3	25	Portfolio
CA303	F/600/9777	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage	5	4	40	Portfolio
3CYPW09	M/600/9807	Support the creativity of children and young people	3	3	20	Portfolio
CA24	H/601/5474	Introduction to duty of care in health, social care or children's and young people's settings	1	2	9	Assessment Knowledge Module
2CYPW11	T/601/6564	Support children and young people's play and leisure	3	2	16	Portfolio
2CYPW12	A/601/6517	Support children and young people at meal or snack times	3	2	18	Portfolio
2CYPW13	D/601/6526	Support children and young people with disabilities and special educational needs	4	2	26	Portfolio
2CYPW14	J/504/2186	Contribute to the support of children's physical development through activities	3	2	24	Portfolio
CA133	D/504/2193	Working as part of a team in health and social care or children and young people's settings	2	2	17	Portfolio
2CYPW15	M/504/2201	Working in partnership with parents and carers	3	2	19	Portfolio
2CYPW16	T/503/2494	Contribute to promoting nutrition and hydration in early years and childcare settings	4	2	29	Portfolio
2CYPW17	F/504/3370	Use signing to advance speech, language and communication	6	2	48	Portfolio

7. Age Restriction

The qualification in this handbook is appropriate for use in the following age ranges:

- 16-18

- 19+.

8. Entry Requirements and Progression

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

The qualification is designed to equip learners with the opportunity to demonstrate competence in order to work effectively at this level with children and young people. For learners who want to continue their learning at a higher level in this area the recommended progression route is to the BIIAB Level 3 Diploma for the Children and Young People's Workforce (England). It also will allow for a number of progression routes into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- 601/7785/8 BIIAB Level 3 Diploma for the Children and Young People's Workforce (England)

9. Assessment

Overview of assessment strategy

The qualification contains competence and knowledge units. Competence units are assessed following NVQ principles and require learners to build a portfolio of evidence, which will demonstrate competence by various means including observation by an assessor.

BIIAB has developed an Assessment Knowledge Module (AKM) for the following optional knowledge unit:

- CA24 Introduction to duty of care in health, social care or children's and young people's settings

Assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes.

Assessment process

Assessment is the process used to judge the competence, of a learner, against set standards. The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will verify the assessment and internal verification decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

Assessment Strategy

There are two assessment strategies applicable to this qualification:

- Skills for Care Assessment Principles
- Teaching Agency (formerly TDA) Assessment Principles

While BIIAB has not itself designed the strategies it agrees with the principles and their suitability for this qualification. BIIAB has agreed that these strategies will be applied for this qualification and it has agreed that it will monitor the compliance of BIIAB centres offering this qualification against the criteria. As such all centres and their assessment must adhere to the current assessment strategies for this qualification.

The assessment strategies for this qualification can be seen in the section which follows and they provide details of the key requirements for the qualification and the assessor, verifiers delivering, quality assuring and certificating the qualification.

Skills for Care Assessment Principles

1 Introduction

1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via an alliance of six organisations: : Care Council for Wales, Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.

1.2 This document sets out those principles and approaches to unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements. Additional information/guidance regarding individual unit assessment can be obtained from Awarding Organisations, or from Skills for Care and Development. This must be used in order to provide the proper context for learning and assessment.

1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.

1.4 Where Skills for Care and Development qualifications are joint with Skills for Health, Skill for Health will also use these assessment principles.

2 Assessment Principles

2.1 Assessment decisions for competence based learning outcomes (e.g. those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor.

Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

2.2 Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.

2.3 Competence based assessment must include direct observation as the main source of evidence

2.4 Simulation may only be utilised as an assessment method for competence based LO where this is specified in the assessment requirements of the unit.

2.5 Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

2.6 Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

2.7 Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.

2.8 Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

3 Internal Quality Assurance

3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

4 Definitions

4.1 Occupationally competent

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

4.2 Occupationally knowledgeable

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

4.3   Qualified to make assessment decisions

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.

4.4   Qualified to make quality assurance decisions

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

4.5   Expert witness:

An expert witness must:

- have a working knowledge of the 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.

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Training and Development Agency for Schools Assessment Principles

1. Introduction

1.1 The Training and Development Agency for Schools (TDA) is the sector body for the school workforce in England. The TDA's vision for qualifications for school support staff was set out in its Sector Qualification Strategy for school support staff which was published in January 2009 after widespread consultation with the sector.

1.2 These Assessment Principles set out the approaches to unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework issued by Ofqual. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements.

1.3 These principles are derived from those developed by Skills for Care and Development (SfCD). A large number of units covered by the SfCD assessment principles are included in qualifications for the children's workforce in schools to support integrated ways of working and workforce mobility. Consistency of approach in assessment across units developed by different sectors will support awarding organisations to develop clear and fit for purpose assessment methodologies.

1.4 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the regulatory arrangements.

1.5 These principles apply to those units developed by the TDA. Units included in qualifications for school based staff that have been developed by other Sector Skills Councils or Sector Bodies will need to be assessed in accordance with any assessment principles and requirements set by those organisations.

2. Assessment Principles

2.1. Assessment decisions for criteria that must be assessed in the workplace, as identified in unit assessment requirements, must be made in a real work environment by an occupationally competent assessor.

2.2 Assessment decisions for criteria that must be assessed in the workplace (competence based assessment criteria) must be made by an assessor with the expertise to make assessment decisions.

2.3 Competence based assessment must include direct observation as the main source of evidence.

2.4 Simulation may only be utilised as an assessment method for competence based assessment criteria where this is specified in the assessment requirements of the unit.

2.5 Expert witnesses can be used for direct observation where:
- they have occupational expertise for specialist areas, or
- the observation is of a particularly sensitive nature.

The use of expert witnesses should be determined and agreed by the assessor.

2.6 Assessment of criteria not identified in the unit assessment requirements as requiring assessment in the workplace may take place in or outside of a real work environment.

2.7 Assessment decisions for knowledge based assessment criteria must be made by an occupationally knowledgeable assessor.

2.8 Assessment decisions for knowledge based assessment criteria must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

3. Internal Quality Assurance

3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions as determined by the Awarding Organisation.

4. Definitions

4.1 Occupationally competent:
is means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

4.2 Occupationally knowledgeable:
This means that each assessor should have relevant knowledge and understanding, and be able to assess this in units:
- designed to test specific knowledge and understanding, or
- where knowledge and understanding are components of competency.
This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

4.3 Qualified to make assessment decisions:
Awarding Organisations must ensure that those making assessment decisions have the necessary expertise to do so, which may include having, or be working towards, appropriate qualifications.

4.4 Qualified to make quality assurance decisions:
Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

4.5 Expert witness:
  An expert witness must:
   • have a working knowledge of the units for which they are providing witness testimony
   • be occupationally competent in their area of expertise
   • have EITHER any qualification that includes assessment of workplace performance AND/OR a professional work role which involves evaluating the everyday practice of staff.

Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The main reasons for an appeal are likely to be:

   • Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
   • Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence.

BIIAB expects most appeals from candidates to be resolved within the centre. BIIAB will only consider a candidate's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB's appeals procedure please refer to www.biiab.org

10. Initial Assessment and Induction

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

11. Delivery

Centres **must** refer to the units that form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

12. Resources

BIIAB provides the following additional resources for this qualification:

- Evidence matrices for the competence / NVQ units
- Learner Summative Reflection tempate
- Access to the units.

All of these resources are available for download via The Hub on centrezone.bii.org.

The Hub is a secure area within CentreZone which centres approved for the qualification can access. The Hub contains documents relevant to the qualification. Centres will find The Hub on the list of tabs in CentreZone.

Access to the units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. BIIAB includes the mandatory units within this pack, and makes all units available via centrezone.bii.org

Learner Summative Reflection

In order to claim the unit(s) for the qualification, the learner will need to complete a Learner Summative Reflection, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

13. Design and delivery

Centres must refer to the units that form the qualification and the standard that must be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning Hours (GLH).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification Time (TQT), which, as well as GLH, will include the estimated number of hours spend in preparation, study or any other supervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

Centres must refer to the Assessment Principles and Additional Requirements detailed in this handbook when planning the delivery and assessment of these qualifications.

14. Format of Units

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

Unit Title

This will be shown as it appears on the Register of Regulated Qualifications (http://register.ofqual.gov.uk).

Unit Number / Unique Reference Number (URN)

The Unique Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included. BIIAB also assign their own unique unit numbers which will in most instances be the same number when the unit is used in multiple BIIAB qualifications.

Level

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

Credit

When a whole unit is completed the learner will achieve credits specified by the number of hours' learning time it will take an average learner to complete the unit including the assessment.

Guided Learning Hours (GLH)

The time required by the unit for specific guidance to be provided by a tutor, mentor or expert in the subject area, for example in a training session or a one-to-one.

Learning Outcomes and Assessment Criteria

Learning Outcomes are what is expected that the learner will know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

15. Initial Registration

Registration and certification

Learners should be registered and certificated via BIIAB's On-line Registration and Certification Service (ORCS) www.orcs.biiab.org. Please refer to BIIAB's Centre Guidance for using ORCS.

Equal Opportunities and Diversity Policy

BIIAB has in place an equal opportunities policy, a copy can be found at http://centrezone.bii.org/thehub/apprenticeships/qadocuments.

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments must inform their assessor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at http://centrezone.bii.org/thehub/apprenticeships/qadocuments.

16. Mandatory Units

The following units are mandatory for this qualification. For access to all optional units please visit centrezone.bii.org.

Unit Title	Child and young person development
BIIAB Reference	2CYPW01
Level	2
Credit Value	2
GLH	15
Unit Reference No.	H/601/3305

Learning Outcome - The learner will:		Assessment Criterion - The learner can:

1 Know the main stages of child and young person development	1.1	Describe the expected pattern of children and young people's development from birth to 19 years, to include:
		    a. physical development
		    b. communication and intellectual development
		    c. social, emotional and behavioural development

	1.2	Describe with examples how different aspects of development can affect one another

2 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:
		    a. background
		    b. health
		    c. environment

	2.2	Describe with examples the importance of recognising and responding to concerns about children and young people's development
3 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 e.g. bereavement
	3.3	Describe with examples how transitions may affect children and young people's behaviour and development

Assessment Requirements
This unit must be assessed in accordance with the Teaching Agency (formerly TDA) Assessment Principles.

Additional information	
Learning Outcome 3	**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.

Unit Title	Safeguarding the welfare of children and young people
BIIAB Reference	2CYPW02
Level	2
Credit Value	3
GLH	20
Unit Reference No.	K/601/3323

Learning Outcome - The learner will:		Assessment Criterion - The learner can:
1 Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety	1.1	Identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety
	1.2	Describe the roles of different agencies involved in safeguarding the welfare of children and young people
2 Know what to do when children or young people are ill or injured, including emergency procedures	2.1	Identify the signs and symptoms of common childhood illnesses
	2.2	Describe the actions to take when children or young people are ill or injured
	2.3	Identify circumstances when children and young people might require urgent medical attention
	2.4	Describe the actions to take in response to emergency situations including: a. fires b. security incidents c. missing children or young people
3 Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied	3.1	Identify the characteristics of different types of child abuse
	3.2	Describe the risks and possible consequences for children and young people using the internet, mobile phones and other technologies
	3.3	Describe actions to take in response to 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: a. failing to comply with safeguarding procedures b. harming, abusing or bullying a child or young person
	3.5	Describe the principles and boundaries of confidentiality and when to share information

Assessment Requirements
This unit must be assessed in accordance with the Teaching Agency (formerly TDA) Assessment Principles.

Additional information	
Assessment Criterion 3.3	**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
Assessment Criterion 3.4	**Concerns that a colleague** should recognise that those making the allegations (whistle blowers) and those subject to as yet unproven allegations have rights to protection

Unit Title	Contribute to Children and Young People's Health and Safety
BIIAB Reference	2CYPW03
Level	2
Credit Value	3
GLH	26
Unit Reference No.	J/601/3491

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Know the health and safety policies and procedures of the work setting	1.1 Outline the health and safety policies and procedures of the work setting
	1.2 Identify the lines of responsibility and reporting for health and safety in the work setting
	1.3 Explain what risk assessment is and how this is managed in the work setting
2 Be able to recognise risks and hazards in the work setting and during off site visits	2.1 Explain why a safe but challenging environment is important for children and young people
	2.2 Identify the differences between risk and hazard
	2.3 Identify potential hazards to the health, safety and security of children or young people in the work setting
	2.4 Contribute to health and safety risk assessment in areas of the work setting and for off site visits
3 Know what to do in the event of a non-medical incident or emergency	3.1 Identify non-medical incidents and emergencies that may occur in the work setting
	3.2 Outline the actions to take in response to the following situations: a) fires b) security incidents c) emergency incidents
4 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
5 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

Unit Title	Contribute to Children and Young People's Health and Safety
BIIAB Reference	2CYPW03
Level	2
Credit Value	3
GLH	26
Unit Reference No.	J/601/3491
Learning Outcome - The learner will:	**Assessment Criterion - The learner can:**
6 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
7 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

Assessment Requirements
This unit should be assessed in line with the Skills for Care and Development Assessment Strategy. Learning Outcome 6 must be assessed in a real work environment.

Additional information	
Learning Outcome 5	**Accidents, incidents, emergencies and illnesses** e.g.: • accidents involving children, young people and adults • incidents of all types • emergencies such as missing children or young people, evacuation • recognising signs of illness such as fever, rashes, diarrhoea, sickness • recognising signs of injury, such as fractures and unconsciousness

Unit Title	Contribute to the Support of Positive Environments for Children and Young People
BIIAB Reference	**2CPYW04**
Level	**2**
Credit Value	**3**
GLH	**27**
Unit Reference No.	**H/601/3496**

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 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
2 Be able to support a positive environment that meets the individual needs of children and young people	2.1	Meet and greet children and young people in a way that welcomes them into the work setting
	2.2	Provide opportunities for children and young people to engage in activities of choice
	2.3	Provide activities and resources to meet the 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
3 Be able to support the personal care needs of children and young people within a positive environment	3.1	Explain how to effectively care for children and young people's skin, hair and teeth
	3.2	Demonstrate how to support 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 wellbeing of balancing periods of physical activity with rest and quiet time
4 Understand how to support the nutritional and dietary needs of children and young people	4.1	Define the basic nutritional requirements of children and young people to ensure a balanced diet and meet government guidance
	4.2	Explain how to establish the different dietary requirements of children and young people
	4.3	Describe basic food safety when providing food and drink to children and young people

Assessment Requirements
Unit should be assessed in line with the Skills for Care and Development Assessment Strategy.

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

Additional information	
Assessment Criterion 1.2	**Regulatory** Relevant to the frameworks within UK home nation.
Learning Outcomes 1, 2, 3	**Environment** • indoors • outdoors
Assessment Criteria 2.3, 3.2	**Individual needs** could include: • physical • social and emotional • intellectual • language and communication • cultural • religious • personal choice
Assessment Criterion 2.4	**Senses** could include: • smell • taste • touch • hearing • sight
Assessment Criterion 2.5	**Praise and encouragement** could include: • verbal • displaying children's work • sharing positive feedback. • non-verbal • highlighting positive aspects • sharing time
Assessment Criterion 3.2	**Personal care routines** could include: • toileting • care of skin • care of teeth • opportunity for rest, quiet, sleep
Assessment Criterion 4.2	**Dietary requirements** could include: • cultural • religious • allergies and health requirements • food preferences

Unit Title	Introduction to communication in health, social care or children's and young people's settings
BIIAB Reference	CA48
Level	2
Credit Value	3
GLH	23
Unit Reference No.	F/601/5465

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand why communication is important in the work setting	1.1	Identify different reasons why people communicate
	1.2	Explain how effective communication affects all aspects of own work
	1.3	Explain why it is important to observe an individual's reactions when communicating with them
2 Be able to meet the communication and language needs, wishes and preferences of individuals	2.1	Find out an individual's communication and language needs, wishes and 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
3 Be able to reduce barriers to communication	3.1	Identify barriers to communication
	3.2	Demonstrate how to reduce barriers to communication in different ways
	3.3	Demonstrate ways to check that communication has been understood
	3.4	Identify sources of information and support or services to enable more effective communication
4 Be able to apply principles and practices relating to confidentiality at work	4.1	Explain the term 'confidentiality'
	4.2	Demonstrate confidentiality in day to day communication, in line with 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

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Unit Title	Introduction to equality and inclusion in health, social care or children's and young people's settings
BIIAB Reference	CA400
Level	2
Credit Value	2
GLH	20
Unit Reference No.	R/601/5471
Learning Outcome - The learner will:	**Assessment Criterion - The learner can:**
1 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
2 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
3 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

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.   Learning outcome 2 must be assessed in a real work environment.

Unit Title	**Introduction to personal development in health, social care or children's and young people's settings**
BIIAB Reference	CA46
Level	2
Credit Value	3
GLH	23
Unit Reference No.	L/601/5470

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 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
2 Be able to reflect on own work activities	2.1	Explain why reflecting on work activities is an important way to develop knowledge, skills and practice
	2.2	Assess how well own knowledge, skills and understanding meet standards
	2.3	Demonstrate the ability to reflect on work activities
3 Be able to agree a 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
4 Be able to develop own knowledge, skills and understanding	4.1	Show how a learning activity has improved own knowledge, skills and understanding
	4.2	Show how reflecting on a situation has improved own knowledge, skills and understanding
	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

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Unit Title	Contribute to the support of child and young person development
BIIAB Reference	**2CYPW05**
Level	**2**
Credit Value	**3**
GLH	**25**
Unit Reference No.	**Y/601/3236**

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Be able to contribute to assessments of the development needs of children and young people	1.1	Observe and record aspects of the development of a child or young person
	1.2	Identify different observation methods and know why they are used
	1.3	Support assessments of the development needs of a child or young person
	1.4	Suggest ways the identified development needs of a child or young person can be met in the work setting
2 Be able to support the development of children and young people	2.1	Carry out activities with a child or young person to support their holistic development
	2.2	Record observations of the child or young 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
3 Know how to support children and young people experiencing transitions	3.1	Describe the different transitions children and young people may experience
	3.2	Explain how to give adult support for each of these transitions
4 Be able to support children and young people's positive behaviour	4.1	Explain how a work setting can encourage children and young people's positive behaviour
	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
5 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

Assessment Requirements
This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles. Please note that for assessment of practice, the term 'children' or 'young people' can be interpreted as one child or young person or more than one.

Additional information	
Assessment Criterion 1.1	**Observe and record aspects of the development** e.g.: • physical • communication • intellectual/cognitive • social, emotional and behavioural
Assessment Criterion 1.2	**Different observation methods** e.g.: • running records • diary • anecdotal • time sampling • event recording • checklist • narrative • group, solo and 1-2-1 interaction • observation with or without adults
Assessment Criterion 1.3	**Support assessments** e.g.: • take into account the work setting's assessment framework/s • confidentiality • avoiding bias • children's wishes, views and feelings • information from parents, carers, children and young people, other professionals and colleagues
Assessment Criteria 1.4, 2.3	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
Learning Outcome 3	Different types of **transitions** e.g. • emotional, affected by personal experience e.g. bereavement, entering/leaving care • physical e.g. moving to a new educational establishment, a new home/locality, from one activity to another • physiological e.g. puberty, long term medical conditions • intellectual e.g. moving from pre-school to primary to post-primary • smaller daily transitions • between carers

Additional information	
Assessment Criterion 4.1	How a work setting **can encourage children and young people's positive behaviour** e.g.: • developing positive relationships • listening to children and valuing their opinions • providing a stimulating and challenging environment • well planned experiences • giving children choices • meeting 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

Unit Title	Understand Partnership Working in Services for Children and Young People
BIIAB Reference	2CYPW06
Level	2
Credit Value	2
GLH	18
Unit Reference No.	M/601/3498

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand partnership working within the context of services for children and young people	1.1	Explain why working in partnership with others is important for children and young people
	1.2	Identify who relevant partners would be in own work setting
	1.3	Define the characteristics of effective partnership working
	1.4	Identify barriers to partnership working
2 Understand the importance of effective communication and information sharing in services for children and young people	2.1	Describe why clear and effective communication between partners is required
	2.2	Identify policies and procedures in the work setting for information sharing
	2.3	Explain where there may be conflicts or dilemmas in relation to sharing information with partners and maintaining confidentiality
	2.4	Describe why it is important to record information clearly, accurately, legibly and concisely meeting legal requirements
	2.5	Identify how communications and records are recorded and securely stored meeting data protection requirements
	2.6	Explain why and how referrals are made to different agencies
3 Understand the importance of partnerships with carers	3.1	Identify the reasons for partnerships with carers
	3.2	Describe how partnerships with carers are developed and sustained in own work setting
	3.3	Describe circumstances where partnerships with carers may be difficult to develop and sustain

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

Additional information	
Assessment Criterion 1.1	**Others** could include: • Parents, carers, guardians • professionals • multi-disciplinary teams • colleagues

Unit Title	Maintain and support relationships with children and young people
BIIAB Reference	2CYPW07
Level	2
Credit Value	3
GLH	15
Unit Reference No.	D/601/7403

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to 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
2 Be able to 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
3 Be able to 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

Assessment Requirements

This unit must be assessed in accordance with the Teaching Agency (formerly TDA) Assessment Principles.

All of the assessment criteria must be assessed in the workplace.

Additional information	
Assessment Criteria 1.1, 3.1	**Communicate**: • Verbally • Non-verbally • Informally • Formally

Unit Title	Support children and young people's positive behaviour
BIIAB Reference	2CYPW08
Level	2
Credit Value	2
GLH	15
Unit Reference No.	T/601/7407

Learning Outcome - The learner will:		Assessment Criterion - The learner can:
1 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
2 Be able to support positive behaviour	2.1	Describe the benefits of encouraging and rewarding positive behaviour
	2.2	Apply skills and techniques for supporting and encouraging children and young people's positive behaviour
	2.3	Demonstrate realistic, consistent and supportive responses to children and young people's behaviour
	2.4	Provide an effective role model for the standards of behaviour expected of children, young people and adults within the setting
3 Be able to respond to inappropriate behaviour	3.1	Select and apply agreed strategies for dealing with inappropriate behaviour
	3.2	Describe the sorts of behaviour problems that should be referred to others and to whom these should be referred

Assessment Requirements
This unit must be assessed in accordance with the Teaching Agency (formerly TDA) Assessment Principles. Assessment criteria 2.2, 2.3, 2.4 and 3.1 must be assessed in the workplace.

Additional information	
Learning Outcome 1	**Policies and procedures** of the setting relevant to promoting positive behaviour eg: • behaviour policy • code of conduct • rewards and sanctions • dealing with conflict and inappropriate behaviour • anti-bullying • attendance

Additional information	
Assessment Criterion 3.1	**Inappropriate behaviour** is behaviour which conflicts with the accepted values and beliefs of the setting and society. Inappropriate behaviour may be demonstrated through speech, writing, non-verbal behaviour or physical abuse.

BIIAB

The purpose of this summative reflection is to enable you, the learner, to reflect on your qualification, what you have learnt and how you have been able to apply this within your work role.

You will need to complete your statement in the space provided below and sign and date the document. Alternatively you and your assessor may wish to record your reflection on a voice recorder.

Learner Name: _____

Qualification Unit Summary

Unit No.	Completion Date	Assessor Signature	Unit No.	Completion Date	Assessor Signature

Learner Reflection

Learner Signature: _____   Date: _____

Assessor Signature: _____   Date: _____

Notices

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