



Qualification Guidance Document

BIIAB Level 3 Diploma for the Children and Young People's Workforce (England)

England – 601/7785/8

About Us

At BIIAB Qualifications Limited we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist, we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

BIIAB Qualifications Limited have an on-line registration system to help customers register learners on its qualifications, units and exams. In addition, it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: [Skills and Education Group Awards Secure Login](#)

Sources of Additional Information

The [BIIAB Qualifications Limited](#) website provides access to a wide variety of information.

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Specification Code

The specification code is D2484-03, D2489-03 and D2490-03.

Issue	Date	Details of change
2.1	June 2023	Reformatted Qualification Guide into new branding
2.2	February 2024	Progression details updated

2.3	March 2024	Review date updated
2.4	April 2025	Added units to Optional Group D
2.5	April 2026	Updated to new company branding

This guide should be read in conjunction with the Indicative Content document which is available on our secure website using the link above.

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Qualification Summary

BIIAB Level 3 Diploma for the Children and Young People's Workforce (England) – 601/7785/8	
Qualification Purpose	To confirm occupational competence.
Age Range	Pre 16 <input type="checkbox"/> 16-18 <input checked="" type="checkbox"/> 18+ <input type="checkbox"/> 19+ <input checked="" type="checkbox"/>
Regulation	The above qualification is regulated by Ofqual
Assessment	<ul style="list-style-type: none"> > Internal assessment > Internal and external moderation
Type of Funding Available	See FaLA (Find a Learning Aim)
Grading	Pass/Fail To achieve a Pass grade, learners must achieve all the Learning Outcomes and Assessment Criteria in all the units completed
Operational Start Date	01/11/2015
Review Date	30/09/2027
Operational End Date	
Certification End Date	
Guided Learning (GL)	443 hours
Total Qualification Time (TQT)	650 hours
Credit Value	65
BIIAB Qualifications Limited Sector	Care Services
Regulator Sector	1.5 Child Development and Well-being
Support from Trade Associations	

Introduction

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

Pre-requisites

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.

BIIAB Qualifications Limited expects approved centres to recruit with integrity on the basis of a trainee's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

Qualification Structure and Rules of Combination

Rules of Combination: BIIAB Level 3 Diploma for the Children and Young People's Workforce (England)

To achieve the BIIAB Level 3 Diploma for the Children and Young People's Workforce (England), learners **must** gain a total of **65** credits. This **must** consist of:

- > Mandatory Group A credit: **27**
- > A minimum of **38** credits from Optional Group B which comprises pathways as follows:
 - > Group C – Early Learning and Childcare – minimum **22** credits
 - > Group D – Social Care – minimum **13** credits
 - > Group E – Learning Development and Support Services – minimum **13** credits
 - > The remaining credits must be taken from Group F
 - > Units achieved as part of the chosen pathway can be taken only once and cannot be counted again as achieved in Group F

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

Listed below are the qualification units.

Unit Title	Unit Number	Level	Credit Value	GL
Mandatory Group A Minimum Credit Target – 27				
Promote communication in health, social care or children’s and young people’s settings	J/601/1434 CA132	3	3	10
Engage in personal development in health, social care or children’s and young people’s settings	A/601/1429 CA138	3	3	10
Promote equality and inclusion in health, social care or children’s and young people’s settings	Y/601/1437 CA1139	3	2	8
Principles for implementing duty of care in health, social care or children’s and young people’s settings	R/601/1436 CA140	3	1	5
Understand Child and Young Person Development	L/601/1693 3CYPW01	3	4	30
Promote Child and Young Person Development	R/601/1694 3CYPW02	3	3	25
Understand How to Safeguard the Wellbeing of Children and Young People	Y/601/1695 3CYPW03	3	3	25
Support Children and Young People's Health and Safety	D/601/1696 3CYPW04	3	2	15
Develop Positive Relationship with Children, Young People and Others Involved in Their Care	H/601/1697 3CYPW05	3	1	8
Working Together for the Benefit of Children and Young People	K/601/1698 3CYPW06	3	2	15
Understand How to Support Positive Outcomes for Children and Young People	M/601/1699 3CYPW07	3	3	25

Unit Title	Unit Number	Level	Credit Value	GL
Optional Group B Minimum Credit Target – 38				
Group C – Early Learning and Childcare Pathway				
Context and principles for early years provision	J/600/9781 3CYPW10	3	4	24
Promote learning and development in the early years	L/600/9782 3CYPW11	3	5	40
Promote children’s welfare and well-being in the early years	Y/600/9784 3CYPW12	3	6	45
Professional practice in early years settings	H/600/9786 3CYPW13	3	3	20
Support children’s speech, language and communication	T/600/9789 CA302	3	4	30
Group D – Social Care pathway				
Assessment and planning with children and young people	M/600/9760 3CYPW14	3	5	35
Promote the well-being and resilience of children and young people	F/600/9780 3CYPW15	3	4	30
Professional practice in children and young people’s social care	F/601/0315 3CYPW16	3	4	30
Understand the context of supporting children and young people through Foster Care	K/651/551 3CYPW52	3	5	45
Support positive attachments for children and young people	R/651/5520 3CYPW53	3	7	55
Group E – Learning Development and Support Services pathway				
Support children and young people to achieve their education potential	D/600/9785 3CYPW17	3	4	30
Support children and young people to make positive changes in their lives	M/600/9788 3CYPW18	3	4	27

Professional Practice in learning, development and support services	D/600/9799 3CYPW19	3	5	35
Group F – Optional Units				
Context and principles for early years provision	J/600/9781 3CYPW10	3	4	24
Promote learning and development in the early years	L/600/9782 3CYPW11	3	5	30
Promote children’s welfare and well-being in the early years	Y/600/9784 3CYPW12	3	6	45
Professional practice in early years settings	H/600/9786 3CYPW13	3	3	20
Support children’s speech, language and communication	T/600/9789 CA302	3	4	30
Assessment and planning with children and young people	M/600/9760 3CYPW14	3	5	35
Promote the well-being and resilience of children and young people	F/600/9780 3CYPW15	3	4	30
Professional practice in children and young people’s social care	F/601/0315 3CYPW16	3	4	30
Support children and young people to achieve their education potential	D/600/9785 3CYPW17	3	4	30
Support children and young people to make positive changes in their lives	M/600/9788 3CYPW18	3	4	27
Professional Practice in learning, development and support services	D/600/9799 3CYPW19	3	5	35
Work with babies and young children to promote their development and learning	A/601/0121 3CYPW20	3	6	45
Care for the physical and nutritional needs of babies and young children	D/601/0130 3CYPW21	3	6	45
Lead and manage a community based early years setting	H/601/0131 4CYPW01	4	6	45
Promote young children’s physical activity and movement skills	M/601/0133 3CYPW22	3	3	22

Understand how to set up a home based childcare service	Y/600/9770 3CYPW23	3	4	29
Support disabled children and young people and those with specific requirements	T/601/0134 4CYPW02	4	6	45
Promote creativity and creative learning in young children	A/601/0135 4CYPW03	4	5	35
Coordinate special educational needs provision	T/600/9775 4CYPW04	4	5	35
Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage	F/600/9777 CA303	4	5	40
Support children or young people in their own home	K/601/0132 3CYPW24	3	4	30
Support the creativity of children and young people	M/600/9807 3CYPW09	3	3	20
Work with children and young people in a residential care setting	A/600/9809 3CYPW25	3	5	35
Support young people to develop, implement and review a plan of action	M/601/1329 3CYPW26	3	3	25
Provide information and advice to children and young people	A/601/1334 3CYPW27	3	3	22
Develop interviewing skills for work with children and young people	L/601/1337 3CYPW28	3	3	21
Caseload management	D/601/1343 3CYPW29	3	3	21
Support young people to move towards independence and manage their lives	F/601/1349 3CYPW30	3	3	20
Support children and young people to achieve their learning potential	D/601/1357 3CYPW31	3	3	20
Support children and young people to have positive relationships	R/601/1369 3CYPW32	3	3	20

Improving the attendance of children and young people in statutory education	M/601/1377 3CYPW33	3	5	40
Facilitate the learning and development of children and young people through mentoring	T/601/1381 3CYPW34	3	4	30
Support positive practice with children and young people with speech, language and communication needs	L/601/2861 3CYPW35	3	4	28
Support speech, language and communication development	A/601/2872 3CYPW36	3	3	20
Work with parents, families and carers to support their children's speech, language and communication development	Y/601/2877 3CYPW37	3	3	23
Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties	M/601/2884 3CYPW08	3	3	25
Support the speech, language and communication development of children who are learning more than one language	J/601/2888 3CYPW38	3	3	26
Support children and young people's speech, language and communication skills	L/601/2889 3CYPW39	3	3	25
Support Care within fostering services for vulnerable children and young people	J/601/1806 3CYPW40	3	3	20
Support the referral process for children and young people	R/601/1386 3CYPW41	3	3	20
Support young people who are involved in anti-social and/or criminal activities	L/502/5261 3CYPW42	3	2	10
Support young people who are looked after or are leaving care	A/502/5224 3CYPW43	3	3	23

Support young people who are socially excluded or excluded from school	R/502/5231 3CYPW44	3	2	10
Support young people in relation to sexual health and risk of pregnancy	F/502/5242 3CYPW45	3	2	10
Enable parents to develop ways of handling relationships and behaviour that contribute to everyday life with children	H/502/4682 3CYPW46	3	3	20
Work with parents to meet their children's needs	Y/502/4680 3CYPW47	3	3	20
Support young people with mental health problems	T/502/5240 3CYPW48	3	3	23
Engage young parents in supporting their children's development	J/502/4660 3CYPW49	3	3	20
Engage fathers in their children's early learning	Y/502/4663 3CYPW50	3	3	20
Engage parents in their children's early learning	M/502/3812 3CYPW51	3	3	20
Promote positive behaviour	F/601/3764 CA114	3	6	44
Support use of medication in social care settings	F/601/4056 CA115	3	5	40

Barred Units

This Unit	Is barred against this Unit / these Units
4CYPW03 Promote creativity and creative learning in young children (A/601/0135)	3CYPW09 Support the creativity of children and young people (M/600/9807)
3CYPW36 Support speech, language and communication development (A/601/2872)	CA302 Support children's speech, language and communication (T/600/9789)

3CYPW17 Support children and young people to achieve their education potential (D/600/9785)	3CYPW31 Support children and young people to achieve their learning potential (D/601/1357) 3CYPW26 Support young people to develop, implement and review a plan of action (M/601/1329)
3CYPW31 Support children and young people to achieve their learning potential (D/601/1357)	3CYPW17 Support children and young people to achieve their education potential (D/600/9785)
3CYPW39 Support children and young people's speech, language and communication skills (L/601/2889)	CA302 Support children's speech, language and communication (T/600/9789)
3CYPW09 Support the creativity of children and young people (M/600/9807)	4CYPW03 Promote creativity and creative learning in young children (A/601/0135)
3CYPW26 Support young people to develop, implement and review a plan of action (M/601/1329)	3CYPW17 Support children and young people to achieve their education potential (D/600/9785)
CA302 Support children's speech, language and communication (T/600/9789)	3CYPW36 Support speech, language and communication development (A/601/2872) 3CYPW39 Support children and young people's speech, language and communication skills (L/601/2889)

Aim

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.

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.

Target Group

This qualification is appropriate for use in the following age ranges:

- > 16-18
- > 19+

Assessment

This qualification is internally assessed and requires internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the 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 Qualifications Limited has developed Assessment Knowledge Modules (AKM) for the following optional knowledge unit:

- > CA140 Principles for implementing duty of care in health, social care or children's and young people's settings

Assessments provided by BIIAB Qualifications Limited 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 workplace 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 quality assure the assessment and internal quality assurance 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 is one assessment strategies applicable to this qualification:

- > Skills for Care Assessment Principles

While BIIAB has not itself designed the strategy it agrees with the principles and its suitability for this qualification. BIIAB has agreed that this strategy 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 strategy for this qualification.

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

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

For full details of the BIIAB Qualifications Limited's appeals procedure please refer to <https://biiab.co.uk/policies-and-procedures/>

Assessments will be accessible and will produce results that are valid, reliable, transparent and fair. BIIAB Qualifications Limited will ensure that the result of each assessment taken by a learner in relation to a qualification reflects the level of attainment demonstrated by that learner in the assessment and will be based upon the achievement of all of the specified learning outcomes.

BIIAB Qualifications Limited will make every effort to ensure that it allows for assessment to:

- > be up to date and current
- > reflect the context from which the learner has been taught
- > be flexible to learner needs

Please refer to the [Instructions for the Conduct of Examinations and Other External Assessment](#) for further information.

Resources

BIIAB Qualifications Limited provides the following additional resources for this qualification:

- > Evidence matrices for the competence / NVQ units
- > Purpose Statement
- > Learner Unit Achievement Checklist

Practice Assessment Material

BIIAB Qualifications Limited confirm that there is no practice assessment material for this qualification.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Progression Opportunities

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 5 Diploma In Management and Leadership.

Alternatively, if learners wish to work with adults rather than children and young people, they could choose the BIIAB Level 4 Diploma in Adult Care.

Centres should be aware that Reasonable Adjustments, which may be permitted for assessment, may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

Tutor / Assessor Requirements

BIIAB Qualifications Limited require those involved in the teaching and assessment process to be suitably experienced and / or qualified. Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

Language

This specification and associated assessment materials are in English only.

Mandatory Unit Details

Promote communication in health, social care or children's and young people's settings	
Unit Reference	J/601/1434
Level	3
Credit Value	3
Guided Learning (GL)	10
Unit Summary	This unit provides the learner with the knowledge to communicate effectively in health, social care and children and young people settings.
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)
The learner will	The learner can
1. Understand why effective communication is important in the work setting	1.1 Identify the different reasons people communicate 1.2 Explain how communication affects relationships in the work setting
2. Be able to meet the communication and language needs, wishes and preferences of individuals	2.1 Demonstrate how to establish the communication and language needs, wishes and preferences of individuals 2.2 Describe the factors to consider when promoting effective communication 2.3 Demonstrate a range of communication methods and styles to meet individual needs 2.4 Demonstrate how to respond to an individual's reactions when communicating
3. Be able to overcome barriers to communication	3.1 Explain how people from different backgrounds may use and/or interpret communication methods in different ways

	3.2	Identify barriers to effective communication
	3.3	Demonstrate ways to overcome barriers to communication
	3.4	Demonstrate strategies that can be used to clarify misunderstandings
	3.5	Explain how to access extra support or services to enable individuals to communicate effectively
4. Be able to apply principles and practices relating to confidentiality	4.1	Explain the meaning of the term confidentiality
	4.2	Demonstrate ways to maintain confidentiality in day-to-day communication
	4.3	Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns

Assessment Requirements and Evidence Requirements

This unit must be assessed in accordance with the Skills for Care Assessment Principles.

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

Unit Reference	A/601/1429	
Level	3	
Credit Value	3	
Guided Learning (GL)	10	
Unit Summary	This unit provides the learner with the knowledge to personally develop within their role.	
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.3)	
The learner will	The learner can	
1. Understand what is required for competence in own work role	1.1	Describe the duties and responsibilities of own work role
	1.2	Explain expectations about own work role as expressed in relevant standards
2. Be able to reflect on practice	2.1	Explain the importance of reflective practice in continuously improving the quality of service provided
	2.2	Demonstrate the ability to reflect on practice
	2.3	Describe how own values, belief systems and experiences may affect working practice
3. Be able to evaluate own performance	3.1	Evaluate own knowledge, performance and understanding against relevant standards
	3.2	Demonstrate use of feedback to evaluate own performance and inform development
4. Be able to agree a personal development plan	4.1	Identify sources of support for planning and reviewing own development

	4.2	Demonstrate how to work with others to review and prioritise own learning needs, professional interests and development opportunities
	4.3	Demonstrate how to work with others to agree own personal development plan
5. Be able to use learning opportunities and reflective practice to contribute to personal development	5.1	Evaluate how learning activities have affected practice
	5.2	Demonstrate how reflective practice has led to improved ways of working
	5.3	Show how to record progress in relation to personal development

Assessment Requirements and Evidence Requirements

This unit must be assessed in accordance with the Skills for Care Assessment Principles.

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

Unit Reference	Y/601/1437	
Level	3	
Credit Value	2	
Guided Learning (GL)	8	
Unit Summary	This unit provides the learner with the knowledge of equality and inclusion within health, social care and children's and young people's settings.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.3)	
The learner will	The learner can	
1. Understand the importance of diversity, equality and inclusion	1.1	Explain what is meant by <ul style="list-style-type: none"> > Diversity > Equality > Inclusion
	1.2	Describe the potential effects of discrimination
	1.3	Explain how inclusive practice promotes equality and supports diversity
2. Be able to work in an inclusive way	2.1	Explain how legislation and codes of practice relating to equality, diversity and discrimination apply to own work role
	2.2	Show interaction with individuals that respects their beliefs, culture, values and preferences
3. Be able to promote diversity, equality and inclusion	3.1	Demonstrate actions that model inclusive practice
	3.2	Demonstrate how to support others to promote equality and rights
	3.3	Describe how to challenge discrimination in a way that promotes change

Assessment Requirements and Evidence Requirements

This unit must be assessed in accordance with the Skills for Care Assessment Principles.

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

Unit Reference	R/601/1436	
Level	3	
Credit Value	1	
Guided Learning (GL)	5	
Unit Summary	This unit provides the learner with the knowledge of implementing duty of care in health, social care and children and young people's settings.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.2)	
The learner will	The learner can	
1. Understand how duty of care contributes to safe practice	1.1	Explain what it means to have a duty of care in own work role
	1.2	Explain how duty of care contributes to the safeguarding or protection of individuals
2. Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care	2.1	Describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights
	2.2	Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care
	2.3	Explain where to get additional support and advice about conflicts and dilemmas
3. Know how to respond to complaints	3.1	Describe how to respond to complaints
	3.2	Explain the main points of agreed procedures for handling complaints

Assessment Requirements and Evidence Requirements

This unit must be assessed in accordance with the Skills for Care Assessment Principles.

Understand Child and Young Person Development

Unit Reference	L/601/1693	
Level	3	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit enables the learner to understand the main stages and potential effects of child and young people's development.	
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.2)	
The learner will	The learner can	
1. Understand the expected pattern of development for children and young people from birth – 19 years	1.1	Explain the sequence and rate of each aspect of development from birth – 19 years
	1.2	Explain the difference between sequence of development and rate of development and why the difference is important
2. Understand the factors that influence children and young people's development and how these affect practice	2.1	Explain how children and young people's development is influenced by a range of personal factors
	2.2	Explain how children and young people's development is influenced by a range of external factors
	2.3	Explain how theories of development and frameworks to support development influence current practice
3. Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern	3.1	Explain how to monitor children and young people's development using different methods
	3.2	Explain the reasons why children and young people's development may not follow the expected pattern

	3.3	Explain how disability may affect development
	3.4	Explain how different types of interventions can promote positive outcomes for children and young people where development is not following the expected pattern
4. Understand the importance of early intervention to support the speech, language and communication needs of children and young people	4.1	Analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition
	4.2	Explain how multi agency teams work together to support speech, language and communication
	4.3	Explain how play and activities are used to support the development of speech, language and communication
5. Understand the potential effects of transitions on children and young people's development	5.1	Explain how different types of transitions can affect children and young people's development
	5.2	Evaluate the effect on children and young people of having positive relationships during periods of transition

Assessment requirements and Evidence Requirements

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

Additional Information

Assessment Criterion
1.1

Aspect of development includes:

- > physical
- > communication

	<ul style="list-style-type: none"> > intellectual/cognitive > social, emotional and behavioural > moral
Assessment Criterion 2.1	<p>Personal factors include:</p> <ul style="list-style-type: none"> > health status > disability > sensory impairment learning difficulties
Assessment Criterion 2.2	<p>External factors include:</p> <ul style="list-style-type: none"> > poverty and deprivation > family environment and background > personal choices > looked after / care status > education
Assessment Criterion 2.3	<p>Theories of development including:</p> <ul style="list-style-type: none"> > cognitive (e.g. Piaget) > psychoanalytic (e.g. Freud) > humanist (e.g. Maslow) > social learning (e.g. Bandura) > operant conditioning (e.g. Skinner) > behaviourist (e.g. Watson)
Assessment Criterion 2.3	<p>Frameworks to support development including:</p> <ul style="list-style-type: none"> > social pedagogy
Assessment Criterion 3.1	<p>Methods of assessing development needs e.g.:</p> <ul style="list-style-type: none"> > assessment framework/s > observation > standard measurements > information from carers and colleagues
Assessment Criterion 3.2	<p>Reasons why development is not following expected pattern e.g.:</p> <ul style="list-style-type: none"> > disability > emotional > physical > environmental > cultural

	<ul style="list-style-type: none"> > social > learning needs > communication
<p>Assessment Criterion 3.4</p>	<p>Different types of interventions e.g.:</p> <ul style="list-style-type: none"> > social worker > speech and language therapist > psychologist > psychiatrist > youth justice > physiotherapist > nurse specialist > additional learning support > assistive technology > health visitor
<p>Assessment Criterion 5.1</p>	<p>Types of transitions including:</p> <ul style="list-style-type: none"> > 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 preschool to primary to post primary

Promote Child and Young Person Development

Unit Reference	R/601/1694	
Level	3	
Credit Value	3	
Guided Learning (GL)	25	
Unit Summary	This unit enables the learner to promote child and young people's development.	
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.2)	
The learner will	The learner can	
1. Be able to assess the development needs of children or young people and prepare a development plan	1.1	Explain the factors that need to be taken into account when assessing development
	1.2	Assess a child or young person's development in the following areas: <ul style="list-style-type: none"> > Physical > Communication > Intellectual/ cognitive > Social, emotional and behavioural > Moral
	1.3	Explain the selection of the assessment methods used
	1.4	Develop a plan to meet the development needs of a child or young person in the work setting
2. Be able to promote the development of children or young people	2.1	Implement the development plan for a child or young person according to own role and responsibilities, taking into account that development is holistic and interconnected
	2.2	Evaluate and revise the development plan in the light of implementation
	2.3	Explain the importance of a person centred and inclusive approach and give

		examples of how this is implemented in own work
	2.4	Listen to children or young people and communicate in a way that encourages them to feel valued
	2.5	Encourage children or young people to actively participate in decisions affecting their lives and the services they receive according to their age and abilities
3. Be able to support the provision of environments and services that promote 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
4. Understand how working practices can impact on the development of children and young people	4.1	Explain how own working practice can affect children and young people's development
	4.2	Explain how institutions, agencies and services can affect children and young people's development
5. Be able to support children and young people's positive behaviour	5.1	Demonstrate how they work with children and young people to encourage positive behaviour
	5.2	Evaluate different approaches to supporting positive behaviour
6. Be able to support children and young people experiencing transitions	6.1	Explain how to support children and young people experiencing different types of transitions
	6.2	Demonstrate provision of structured opportunities for children or young people to explore the effects of transitions on their lives



Assessment requirements and Evidence Requirements

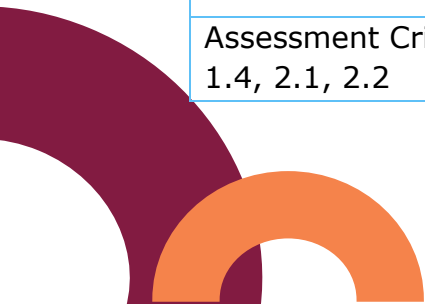
This unit should be assessed in line with the Skills for Care and Development Assessment Principles.

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

Some reflection on practice should be included in the assessment.

Additional Information

<p>Assessment Criterion 1.1</p>	<p>Factors that need to be taken into account when assessing development e.g.:</p> <ul style="list-style-type: none"> > 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
<p>Assessment Criterion 1.3</p>	<p>Assessment methods e.g.:</p> <ul style="list-style-type: none"> > assessment framework/s > observation > standard measurements > information from parents, carers, children and young people, other professionals and colleagues
<p>Assessment Criteria 1.4, 2.1, 2.2</p>	<p>Plan Encouraging child or young person to take responsibility for own development should feature in plan.</p>
<p>Assessment Criteria 1.4, 2.1, 2.2</p>	<p>Development plan</p>



	A development plan can be drawn from a lead practitioner (e.g. a teacher's) overarching plan.
Assessment Criterion 3.1	<p>Features of an environment or service e.g.:</p> <ul style="list-style-type: none"> > 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
Assessment Criterion 3.2	<p>How own work environment or service is organised e.g.:</p> <ul style="list-style-type: none"> > 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
Learning Outcome 5	<p>Positive behaviour support e.g.:</p> <ul style="list-style-type: none"> > least restrictive principle > reinforcing positive behaviour > modelling/positive culture > looking for reasons for inappropriate behaviour and adapting responses > individual behaviour planning > phased stages

	<ul style="list-style-type: none"> > planning interventions to reduce inappropriate behaviour > de-escalate 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)
<p>Assessment Criterion 6.1</p>	<p>Different types of transitions e.g.:</p> <ul style="list-style-type: none"> > 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

Understand How to Safeguard the Wellbeing of Children and Young People	
Unit Reference	Y/601/1695
Level	3
Credit Value	3
Guided Learning (GL)	25
Unit Summary	This unit enables the learner to contribute to understand safeguarding children and young people.
Learning Outcomes (1 to 7)	Assessment Criteria (1.1 to 7.2)
The learner will	The learner can
1. Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people	1.1 Outline current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people 1.2 Explain child protection within the wider concept of safeguarding children and young people 1.3 Analyse how national and local guidelines, policies and procedures for safeguarding affect day-to-day work with children and young people 1.4 Explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice 1.5 Explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing
2. Understand the importance of working in partnership with other organisations to	2.1 Explain the importance of safeguarding children and young people

safeguard children and young people	2.2 2.3 2.4	<p>2.2 Explain the importance of a child or young person centred approach</p> <p>2.3 Explain what is meant by partnership working in the context of safeguarding</p> <p>2.4 Describe the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed</p>
3. Understand the importance of ensuring children and young people’s safety and protection in the work setting	3.1 3.2 3.3 3.4	<p>3.1 Explain why it is important to ensure children and young people are protected from harm within the work setting</p> <p>3.2 Explain policies and procedures that are in place to protect children and young people and adults who work with them</p> <p>3.3 Evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistle blowers and those whose practice or behaviour is being questioned are protected</p> <p>3.4 Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits</p>
4. Understand how to respond to evidence or concerns that a child or young person has been abused or harmed	4.1 4.2 4.3	<p>4.1 Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding</p> <p>4.2 Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting</p> <p>4.3 Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged</p>

<p>5. Understand how to respond to evidence or concerns that a child or young person has been bullied</p>	<p>5.1 5.2 5.3</p>	<p>Explain different types of bullying and the potential effects on children and young people</p> <p>Outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place</p> <p>Explain how to support a child or young person and/or their family when bullying is suspected or alleged</p>
<p>6. Understand how to work with children and young people to support their safety and wellbeing</p>	<p>6.1 6.2 6.3 6.4</p>	<p>Explain how to support children and young people's self-confidence and self-esteem</p> <p>Analyse the importance of supporting resilience in children and young people</p> <p>Explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety</p> <p>Explain ways of empowering children and young people to make positive and informed choices that support their wellbeing and safety</p>
<p>7. Understand the importance of e-safety for children and young people</p>	<p>7.1 7.2</p>	<p>Explain the risks and possible consequences for children and young people of being online and of using a mobile phone</p> <p>Describe ways of reducing risk to children and young people from:</p> <ul style="list-style-type: none"> > social networking > internet use > buying online > using a mobile phone



Assessment requirements and Evidence Requirements

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

Additional Information

<p>Assessment Criterion 1.3</p>	<p>Day to day work e.g.:</p> <ul style="list-style-type: none"> > childcare practice > child protection > risk assessment > ensuring the voice of the child or young person is heard (e.g. providing advocacy services) > supporting children and young people and others who may be expressing concerns
<p>Assessment Criterion 2.4</p>	<p>Different organisations e.g.:</p> <ul style="list-style-type: none"> > social services > NSPCC > health visiting > GP > probation > police > school > psychology service
<p>Assessment Criteria 4.2, 5.2</p>	<p>Policies and procedures for safe working e.g.:</p> <ul style="list-style-type: none"> > working in an open and transparent way > listening to children and young people > duty of care > whistle blowing > power and positions of trust > propriety and behaviour > physical contact > intimate personal care > off site visits > photography and video



	<ul style="list-style-type: none"> > sharing concerns and recording/ reporting incidents
<p>Assessment Criteria 5.1, 5.2, 5.3</p>	<p>Bullying e.g.:</p> <ul style="list-style-type: none"> > physical (pushing, kicking, hitting, pinching and other forms of violence or threats) > verbal (name-calling, insults, sarcasm, spreading rumours, persistent teasing) > emotional (excluding, tormenting, ridicule, humiliation) > cyber-bullying (the use of Information and Communications Technology, particularly mobile phones and the internet, deliberately to upset someone else) > specific types of bullying which can relate to all the above such as homophobic or gender based, racist, relating to special educational needs and disabilities

Support Children and Young People's Health and Safety

Unit Reference	D/601/1696	
Level	3	
Credit Value	2	
Guided Learning (GL)	15	
Unit Summary	This unit enables the learner to support children and young people 's health and safety.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.2)	
The learner will	The learner can	
1. Understand how to plan and provide environments and services that support children and young people's health and safety	1.1	Describe the factors to take into account when planning healthy and safe indoor and outdoor environments and services
	1.2	Explain how health and safety is monitored and maintained and how people in the work setting are made aware of risks and hazards and encouraged to work safely
	1.3	Identify sources of current guidance for planning healthy and safe environments and services
	1.4	Explain how current health and safety legislation, policies and procedures are implemented in own work setting or service
2. Be able to recognise and manage risks to health, safety and security in a work setting or off site visits	2.1	Demonstrate how to identify potential hazards to the health, safety and security of children or young people, families and other visitors and colleagues
	2.2	Demonstrate ability to deal with hazards in the work setting or in off site visits
	2.3	Undertake a health and safety risk assessment in own work setting or service

	2.4	illustrating how its implementation will reduce risk Explain how health and safety risk assessments are monitored and reviewed
3. Understand how to support children and young people to assess and manage risk for themselves	3.1 3.2 3.3	Explain why it is important to take a balanced approach to risk management Explain the dilemma between the rights and choices of children and young people and health and safety requirements Give example from own practice of supporting children or young people to assess and manage risk
4. Understand appropriate responses to accidents, incidents, emergencies and illness in work settings and off-site visits	4.1 4.2	Explain the policies and procedures of the setting or service in response to accidents, incidents, emergencies and illness Identify the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies

Assessment requirements and Evidence Requirements

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

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

Simulation is not permitted.

Additional Information

Assessment Criterion 1.1	Factors e.g.:
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	<ul style="list-style-type: none"> > the individual needs, age and abilities of the children and young people > specific risks to individuals such as pregnancy, sensory impairments > the needs of carers where relevant > the function and purpose of environments and services offered > the duty of care > desired outcomes for the children and young people > lines of responsibility and accountability
<p>Assessment Criterion 2.1</p>	<p>Potential hazards e.g.:</p> <ul style="list-style-type: none"> > physical > security > fire > food safety > personal safety
<p>Assessment Criterion 3.1</p>	<p>Balanced approach to risk management:</p> <ul style="list-style-type: none"> > taking into account child or young person's age, needs and abilities > avoiding excessive risk-taking > not being excessively risk averse > recognising the importance of risk and challenge to a child or young person's development
<p>Learning Outcome 4</p>	<p>Accidents, incidents, emergencies and illness e.g.:</p> <ul style="list-style-type: none"> > accidents involving children, young people or adults > incidents – all types > emergencies such as fire, missing children or young people, evacuation > recognising signs of illness such as fever, rashes or unconsciousness and taking appropriate action

Develop Positive Relationship with Children, Young People and Others Involved in Their Care

Unit Reference	H/601/1697	
Level	3	
Credit Value	1	
Guided Learning (GL)	8	
Unit Summary	This unit enables the learner to develop and build relationships with children and young people.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.2)	
The learner will	The learner can	
1. Be able to develop positive relationships with children and young people	1.1	Explain why positive relationships with children and young people are important and how these are built and maintained
	1.2	Demonstrate how to listen to and build relationships with children and young people
	1.3	Evaluate own effectiveness in building relationships with children or young people
2. Be able to build positive relationships with people involved in the care of children and young people	2.1	Explain why positive relationships with people involved in the care of children and young people are important
	2.2	Demonstrate how to build positive relationships with people involved in the care of children and young people

Assessment requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

This unit must be assessed in a real work environment.

Additional Information

Learning Outcome 1, 2	<p>Positive relationships are built and maintained e.g.:</p> <ul style="list-style-type: none"> > 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
Learning Outcome 2	<p>People involved e.g.:</p> <ul style="list-style-type: none"> > 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

Working Together for the Benefit of Children and Young People

Unit Reference	K/601/1698	
Level	3	
Credit Value	2	
Guided Learning (GL)	15	
Unit Summary	This unit enables the learner to communicate and work with others for the benefit of children and young people.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.3)	
The learner will	The learner can	
1. Understand integrated and multi-agency working	1.1	Explain the importance of multi-agency working and integrated working
	1.2	Analyse how integrated working practices and multi-agency working in partnership deliver better outcomes for children and young people
	1.3	Describe the functions of external agencies with whom your work setting or service interacts
	1.4	Explain common barriers to integrated working and multi-agency working and how these can be overcome
	1.5	Explain how and why referrals are made between agencies
	1.6	Explain the assessment frameworks that are used in own UK Home Nation
2. Be able to communicate with others for professional purposes	2.1	Select appropriate communication methods for different circumstances
	2.2	Demonstrate use of appropriate communication methods selected for different circumstances

	2.3	Prepare reports that are accurate, legible, concise and meet legal requirements
3. Be able to support organisational processes and procedures for recording, storing and sharing information	3.1	Demonstrate own contribution to the development or implementation of processes and procedures for recording, storing and sharing information
	3.2	Demonstrate how to maintain secure recording and storage systems for information: <ul style="list-style-type: none"> > paper based > electronic
	3.3	Analyse the potential tension between maintaining confidentiality with the need to disclose information: <ul style="list-style-type: none"> > where abuse of a child or young person is suspected > when it is suspected that a crime has been/may be committed

Assessment requirements and Evidence Requirements

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

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

Additional Information

Assessment Criteria
2.1, 2.2

Appropriate communication e.g.:

- > use of electronic communication aids
- > use of pictorial and design communication aids such as Mankato
- > use of an interpreter when appropriate including British/Irish Sign Language interpreters
- > effective use of the telephone
- > preparing and delivering presentations
- > written communication

	<ul style="list-style-type: none">> notes of meetings> personal records> presentations> letters> formal reports> e-mail
Assessment Criterion 2.3	<p>Prepare reports</p> <p>In some settings where this is not a practitioner's lead responsibility (e.g. a school) it is acceptable for practitioners to produce an 'example report' or to support the lead practitioner in completing reports that are accurate, legible and concise and meet legal requirements.</p>

Understand How to Support Positive Outcomes for Children and Young People	
Unit Reference	M/601/1699
Level	3
Credit Value	3
Guided Learning (GL)	25
Unit Summary	This unit enables the learner to understand how to support positive outcomes for children and young people.
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.2)
The learner will	The learner can
1. Understand how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people	1.1 Describe the social, economic and cultural factors that will impact on the lives of children and young people 1.2 Explain the importance and impact of poverty on outcomes and life chances for children and young people 1.3 Explain the role of children and young people's personal choices and experiences on their outcomes and life chances
2. Understand how practitioners can make a positive difference in outcomes for children and young people	2.1 Identify the positive outcomes for children and young people that practitioners should be striving to achieve 2.2 Explain the importance of designing services around the needs of children and young people 2.3 Explain the importance of active participation of children and young people in decisions affecting their lives 2.4 Explain how to support children and young people according to their age, needs and abilities to make personal choices and

		experiences that have a positive impact on their lives
3. Understand the possible impact of disability, special requirements (additional needs) and attitudes on positive outcomes for children and young people	3.1	Explain the potential impact of disability on the outcomes and life chances of children and young people
	3.2	Explain the importance of positive attitudes towards disability and specific requirements
	3.3	Explain the social and medical models of disability and the impact of each on practice
	3.4	Explain the different types of support that are available for disabled children and young people and those with specific requirements
4. 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

Assessment requirements and Evidence Requirements

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

Additional Information

Learning Outcome 1

Social, economic and cultural factors e.g.:

- > personal choice
- > being in care system
- > poverty

	<ul style="list-style-type: none"> > 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
<p>Assessment Criterion 2.1 Learning Outcomes 3, 4</p>	<p>Positive outcomes for children and young people e.g.:</p> <ul style="list-style-type: none"> > be healthy > stay safe > enjoy and achieve > make a positive contribution > achieve economic well-being
<p>Assessment Criterion 3.4</p>	<p>Types of support e.g.:</p> <ul style="list-style-type: none"> > speech and language therapy > support from health professionals > additional learning support > assistive technology > specialised services

Optional Group B Unit Details

Context and principles for early years provision	
Unit Reference	J/600/9781
Level	3
Credit Value	4
Guided Learning (GL)	24
Unit Summary	This unit provides the knowledge and understanding to provide principles of early years frameworks and environments that support and extend children's development in their early years.
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.4)
The learner will	The learner can
1. Understand the purposes and principles of early years frameworks	1.1 Explain the legal status and principles of the relevant early years framework/s, and how national and local guidance materials are used in settings 1.2 Explain how different approaches to work with children in the early years has influenced current provision in the UK 1.3 Explain why early years frameworks emphasise a personal and individual approach to learning and development
2. Be able to provide environments within the work setting that support and extend children's development and learning in their early years	2.1 Prepare an area/s within the work setting, explaining how the area supports and extends children's learning and development 2.2 Monitor how children use the prepared area/s and evaluate how effective it has been in: <ul style="list-style-type: none"> > extending children's learning and development

		<ul style="list-style-type: none"> > encouraging high expectations of their achievement
	2.3	Explain how the environment meets the needs of individual children
3. Understand how to work in partnership with carers	3.1	Explain the partnership model of working with carers
	3.2	Review barriers to participation for carers and explain ways in which they can be overcome
	3.3	Explain strategies to support carers who may react positively or negatively to partnership opportunities
	3.4	Explain how effective multi agency working operates within early years provision and benefits children and carers

Assessment Requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

Learning Outcome 2 must be assessed in real work environments.

Additional Information

Assessment Criterion 1.1	<p>Relevant early years framework</p> <p>This refers to the frameworks for early years provision used within the relevant UK Home Nation.</p>
Assessment Criterion 1.2	<p>Different approaches e.g.</p> <ul style="list-style-type: none"> > Reggio Emilia > High/Scope > Montessori > Steiner

- | | |
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| | <ul style="list-style-type: none">> Common core> Country specific statutory or guidance |
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Promote learning and development in the early years

Unit Reference	L/600/9782	
Level	3	
Credit Value	5	
Guided Learning (GL)	40	
Unit Summary	This unit provides the knowledge and understanding to promote learning and development in the early years.	
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.2)	
The learner will	The learner can	
1. Understand the purpose and requirements of the areas of learning and development in the relevant early years framework	1.1	Explain each of the areas of learning and development and how these are interdependent
	1.2	Describe the documented outcomes for children that form part of the relevant early years framework
	1.3	Explain how the documented outcomes are assessed and recorded
2. Be able to plan work with children and support children's participation in planning	2.1	Use different sources to plan work for an individual child or group of children
	2.2	Engage effectively with children to encourage the child's participation and involvement in planning their own learning and development activities
	2.3	Support the planning cycle for children's learning and development
3. Be able to promote children's learning and development according to the requirements of the relevant early years framework	3.1	Explain how practitioners promote children's learning within the relevant early years framework
	3.2	Prepare, set out and support activities and experiences that encourage learning and

		development in each area of the relevant early years framework
4. Be able to engage with children in activities and experiences that support their learning and development	4.1	Work alongside children engaging with them in order to support their learning and development
	4.2	Explain the importance of engaging with a child to support sustained shared thinking
	4.3	Use language that is accurate and appropriate in order to support and extend children’s learning when undertaking activities
5. Be able to review own practice in supporting the learning and development of children in their early years	5.1	Reflect on own practice in supporting learning and development of children in their early years
	5.2	Demonstrate how to use reflection to make changes in own practice

Assessment Requirements and Evidence Requirements

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

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

Additional Information

Learning Outcomes 1 and 3	Relevant early years framework This refers to the frameworks for early years provision used within the relevant UK Home Nation.
Assessment Criterion 1.1	Each of the areas of learning and development As required by the frameworks within the relevant UK Home Nation.

<p>Assessment Criterion 1.2-1.3</p>	<p>Documented outcomes These are the desired outcomes for children that form the basis of the early years framework. They will vary according to the early years frameworks used in the relevant UK Home Nation.</p>
<p>Assessment Criterion 2.1</p>	<p>Different sources e.g.:</p> <ul style="list-style-type: none"> > children’s interest and preferences > observations and assessments > mothers, fathers and carers > colleagues in setting > professionals such as health visitors
<p>Assessment Criterion 3.1</p>	<p>How practitioners promote children’s learning e.g.:</p> <ul style="list-style-type: none"> > effective organisation and management > sensitive intervention > following child’s interest and stage of development > supporting and facilitating > modelling > coaching > providing balance of child initiated and adult initiated play and activity
<p>Assessment Criterion 4.3</p>	<p>Language</p> <ul style="list-style-type: none"> > mathematical language that enhances learning of mathematical concepts > open questions designed to promote and extend children’s: <ul style="list-style-type: none"> > thinking and communication > curiosity > problem solving and investigation > modelling use of language that is accurate and grammatically correct > using language in ways that extend children’s vocabulary

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

Unit Reference	Y/600/9784	
Level	3	
Credit Value	6	
Guided Learning (GL)	45	
Unit Summary	This unit provides the knowledge and skills required to promote children's welfare and well-being in the early years.	
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.3)	
The learner will	The learner can	
1. Understand the welfare requirements of the relevant early years framework	1.1	Explain the welfare requirements and guidance of the relevant early years framework
	1.2	Explain the lines of reporting and responsibility within the work setting
2. Be able to keep early years children safe in the work setting	2.1	Demonstrate safe supervision of children whilst allowing the child to explore and manage risk and challenge
	2.2	Explain systems for supporting children's safety when: <ul style="list-style-type: none"> > Receiving children into the setting > Ensuring their safety on departure > During off site visits
	2.3	Demonstrate and evaluate how the environment, both inside and outside, and equipment and materials are checked and used to ensure safety
	2.4	Explain, giving examples, why minimum requirements for: <ul style="list-style-type: none"> > Space > Staff ratios are necessary for children's safety

<p>3. Understand the importance of promoting positive health and well-being for early years children</p>	<p>3.1 3.2</p>	<p>Explain how to promote children’s health and well-being in an early years work setting</p> <p>Describe the roles of key health professionals and sources of professional advice in promoting positive health and well-being for early years children and their families and carers</p>
<p>4. Be able to support hygiene and prevention of cross infection in the early years setting</p>	<p>4.1 4.2 4.3</p>	<p>Demonstrate how equipment and each area of the setting is kept clean and hygienic</p> <p>Demonstrate and evaluate measures taken in the setting to prevent cross infection</p> <p>Explain how to prepare and store food, formula and breast milk safely according to health and safety guidelines</p>
<p>5. Understand how to ensure children in their early years receive high quality, balanced nutrition to meet their growth and development needs</p>	<p>5.1 5.2 5.3 5.4</p>	<p>Identify balanced meals, snacks and drinks for children in their early years, following current government guidance on nutritional needs</p> <p>Recognise why it is important to follow carer’s instructions in respect of their child’s food allergies or intolerances</p> <p>Identify the dietary requirements of different cultural or religious groups</p> <p>Describe methods of educating children and adults in effective food management</p>
<p>6. Be able to provide physical care for children</p>	<p>6.1 6.2</p>	<p>Demonstrate how to support children’s personal care routines, showing respect to the child and using opportunities to encourage learning and development</p> <p>Explain the regulations concerning management of medicines and how these are interpreted in the work setting</p>

	6.3	Explain how to protect themselves when lifting and handling children and equipment in the work setting
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Assessment Requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

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

Additional Information

Learning Outcome 1	<p>Relevant early years framework This refers to the frameworks for early years provision used within the relevant UK Home Nation.</p>
Assessment Criterion 5.4	<p>Food management to include:</p> <ul style="list-style-type: none"> > Portion control > Tackling under and overweight children > Food phobias
Assessment Criterion 6.1	<p>Support children's personal care routines e.g.:</p> <ul style="list-style-type: none"> > Care of skin, hair, teeth allowing for differences based on the carer's choice, ethnicity and culture > Sun awareness > Care of nappy area > Dressing and undressing > Toileting > Supporting independence and self-care > Encouraging and modelling good personal hygiene with children > Engaging with the child during care routines to support learning and development within the responsibilities of your role within the setting

Professional practice in early years settings

Unit Reference	H/600/9786	
Level	3	
Credit Value	3	
Guided Learning (GL)	20	
Unit Summary	This unit provides the knowledge and understanding of professional practice in early years settings.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)	
The learner will	The learner can	
1. Understand the scope and purposes of the early years sector	1.1	Explain how the range of early years settings reflects the scope and purpose of the sector
2. Understand current policies and influences on the early years sector	2.1	Identify current policies, frameworks and influences on the early years
	2.2	Explain the impact of current policies, frameworks and influences on the early years sector
	2.3	Describe what is meant by evidence-based practice and give examples of how this has influenced work with children in their early years
3. Understand how to support diversity, inclusion and participation in early years settings	3.1	Explain what is meant by: <ul style="list-style-type: none"> > Diversity > Inclusion > Participation
	3.2	Explain the importance of anti-discriminatory/anti-bias practice, giving examples of how it is applied in practice with children and carers

	3.3	Explain how the active participation of children in decisions affecting their lives promotes the achievement of positive outcomes
4. Be able to review own practice in promoting diversity, inclusion and participation in early years settings	4.1	Explain the importance of reviewing own practice as part of being an effective practitioner
	4.2	Undertake a reflective analysis of own practice
	4.3	Develop strategies to deal with areas of difficulty and challenge encountered in professional practice in early years settings

Assessment Requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

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

Additional Information

Assessment Criterion
1.1

Current policies, frameworks and influences that are appropriate to the relevant UK Home Nation e.g.:

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

Support children's speech, language and communication

Unit Reference	T/600/9789	
Level	3	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit provides the knowledge and skills required to support children's speech, language and communication.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)	
The learner will	The learner can	
1. Understand the importance of speech, language and communication for children's overall development	1.1	Explain each of the terms: <ul style="list-style-type: none"> > speech > language > communication > speech, language and communication needs
	1.2	Explain how speech, language and communication skills support each of the following areas in children's development: <ul style="list-style-type: none"> > learning > emotional > behaviour > social
	1.3	Describe the potential impact of speech, language and communication difficulties on the overall development of a child, both currently and in the longer term
2. Understand the importance and the benefits of adults supporting the speech, language and communication development of the children in own setting	2.1	Explain the ways in which adults can effectively support and extend the speech, language and communication development of children during the early years

	2.2	Explain the relevant positive effects of adult support for the children and their carers
	2.3	Explain how levels of speech and language development vary between children entering early years provision and need to be taken into account during settling in and planning
3. Be able to provide support for the speech, language and communication development of the children in own setting	3.1	Demonstrate methods of providing support taking into account the: <ul style="list-style-type: none"> > age > specific needs > abilities > home language where this is different to that of setting > interests of the children in own setting
	3.2	Demonstrate how day-to-day activities within the setting can be used to encourage speech, language and communication development in young children
	3.3	Demonstrate in own practice how to work with children to develop speech, language and communication in: <ul style="list-style-type: none"> > 1:1 basis > groups
	3.4	Evaluate the effectiveness of speech, language and communication support for children in own setting
4. Be able to contribute to maintaining a positive environment that supports speech, language and communication	4.1	Explain the importance of the environment in supporting speech, language and communication development
	4.2	Review evidence about the key factors that provide a supportive speech, language and communication environment

	4.3	Demonstrate how settings use the environment to provide effective support for speech, language and communication for all children
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Assessment Requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

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

Additional Information

Communication is a complex, two-way process, reliant on a wide range of skills including listening, understanding and means of expression as well as interaction skills. Consideration of the complexity of this process and the many factors which can affect it underpins effective communication in practice.

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

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

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

<p>Assessment Criterion 2.1</p>	<p>Ways may include:</p> <ul style="list-style-type: none"> > the words and levels of language adults use with children (including the use of questions) > their conversations/interactions with children > information and activities used > work with parents/carers
<p>Assessment Criterion 2.2</p>	<p>Positive effects may include improvements in:</p> <ul style="list-style-type: none"> > speech, language and communication skills > social interaction > behaviour > emotional development/self confidence
<p>Assessment Criterion 3.1</p>	<p>Methods may include:</p> <ul style="list-style-type: none"> > adapting own language > scaffolding the child's language > giving children the time and opportunity to communicate > facilitating communication between children with each other > learning through play > working with carers
<p>Assessment Criterion 4.2</p>	<p>Key Factors may include:</p> <ul style="list-style-type: none"> > the physical environment > staff roles and responsibilities > training needs and opportunities > views of the child > appropriate involvement of carers

Assessment and planning with children and young people

Unit Reference	M/600/9760	
Level	3	
Credit Value	5	
Guided Learning (GL)	35	
Unit Summary	This unit provides the knowledge for assessment and planning with children and young people.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.4)	
The learner will	The learner can	
1. Understand how to place children and young people at the centre of assessment and planning	1.1	Explain the value of a child centred model of assessment and planning
	1.2	Explain how to identify the needs of children and young people
	1.3	Explain the importance of working with others to assess the needs of children and young people to inform planning
	1.4	Analyse current evidence about effective methods of ensuring participation and engagement of children and young people of all ages and levels of understanding in assessment and planning
	1.5	Explain the importance of permanency planning for children and young people
2. Be able to participate in assessment and planning for children and young people towards the achievement of positive outcomes	2.1	Demonstrate in own practice engagement with children or young people and their carers in expressing their needs and aspirations to inform planning
	2.2	Demonstrate how to encourage a child or young person to plan realistic, achievable but challenging goals

	2.3	Explain how the goals and targets identified will support the achievement of positive outcomes
	2.4	Develop a plan with a child or young person and others to meet their needs with a focus on the achievement of positive outcomes
	2.5	Explain how to support a child or young person and others to understand and agree the goals, targets and outcomes of the plan
3. Be able to work with children and young people to implement the plan for the achievement of positive outcomes	3.1	Demonstrate how a child, young person and others are provided with clear information about the roles and responsibilities of all those involved in the plan
	3.2	Agree with a child, young person and others how goals and targets will be
	3.3	Demonstrate how a positive approach is used to encourage children or young people to work towards the achievement of goals and targets
	3.4	Demonstrate how progress towards goals and targets is agreed and recorded with the child or young person
4. Be able to work with children and young people to review and update plans	4.1	Demonstrate how to record relevant information to prepare for a review
	4.2	Demonstrate how to support children and young people to contribute to reviewing achievement of goals and targets
	4.3	Demonstrate how to contribute to reviews based on measurement of progress of the child or young person
	4.4	Present information to reviews about aspects of the plan that are working well and those that need to be changed



Assessment Requirements and Evidence Requirements

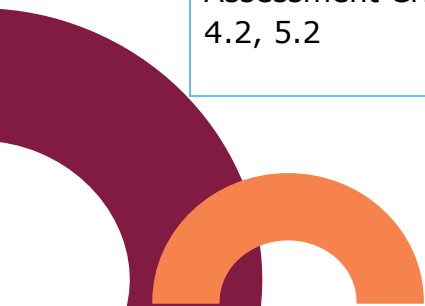
This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.

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

All of the assessment in this unit should be undertaken in relation to the stage of development and level of understanding of the child or young person concerned.

Additional Information

<p>Assessment Criterion 1.3</p>	<p>Others e.g.:</p> <ul style="list-style-type: none"> > Children and young people > Carers > Foster carers > Residential workers > Social workers > Psychologists > Doctors > Support workers > Police > Youth justice > Speech and language therapists > Other agencies
<p>Assessment Criterion 2.4</p>	<p>Effective methods / ways to engage e.g.:</p> <ul style="list-style-type: none"> > appropriate venue/location > contributions through play > contributions through pictures > children and young people setting ground rules > written contributions > video/audio contributions
<p>Assessment Criteria 4.2, 5.2</p>	<p>Permanency planning Permanency planning is necessary for looked-after children and young people who need to have plans</p>



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

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

Unit Reference	F/600/9780	
Level	3	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit provides the knowledge and skills required to promote the well-being and resilience of children and young people.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.5)	
The learner will	The learner can	
1. Understand the importance of promoting positive well-being and resilience of children and young people	1.1	Explain the factors that influence the well-being of children and young people
	1.2	Explain the importance of resilience for children and young people
	1.3	Analyse effective ways of promoting well-being and resilience in the work setting
	1.4	Describe ways of working with carers to promote well-being and resilience in children and young people
2. Understand how to support the development of children and young people's social and emotional identity and self-esteem in line with their age and level of understanding	2.1	Explain why social and emotional identity are important to the well-being and resilience of children and young people
	2.2	Explain how to support children and young people to identify with their own self-image and identity
	2.3	Demonstrate how to encourage children and young people to recognise and value their own abilities, talents and achievements
	2.4	Demonstrate how to support children and young people to be involved in decisions

		and have as much control as possible over their lives
	2.5	Explain how goals and targets identified as part of the planning process contribute towards building the self-esteem of children or young people
3. Be able to provide children and young people with a positive outlook on their lives	3.1	Demonstrate work with children or young people in a manner that is open, trustworthy, respectful and reliable
	3.2	Explain how a solution focused approach will encourage children and young people to have a positive outlook on their lives
	3.3	Support and encourage children and young people to respond positively to challenges and disappointments
	3.4	Demonstrate ways to encourage and support children and young people to express their feelings, views and hopes
	3.5	Support children and young people to reflect on the impact of their own actions and behaviour
4. Be able to respond to the health needs of children and young people	4.1	Support children and young people to recognise, value and meet their health needs as appropriate to their age and level of understanding
	4.2	Encourage children and young people to make positive choices about all of their health needs
	4.3	Assess any risks or concerns to the health and well-being of children and young people and take appropriate action
	4.4	Explain the importance of informing relevant people when there are concerns about a child or young person's health or well-being



	4.5	Record concerns about a child or young person's health or well-being following recognised procedures
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Assessment Requirements and Evidence Requirements

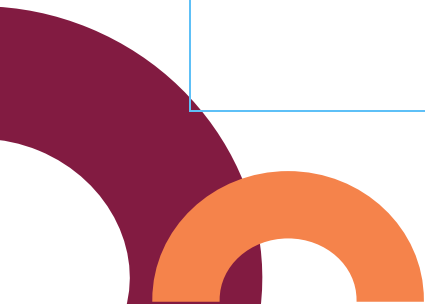
This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.

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

All of the assessment in this unit should be undertaken in relation to the stage of development and level of understanding of the child or young person concerned.

Additional Information

Assessment Criterion 1.1	Factors that influence well-being e.g.: <ul style="list-style-type: none"> > Attachment > Relationships > Emotional security > Health > Self esteem > Diet > Exercise > Rest and sleep > Prompt medical / dental attention when needed > Preventive health programmes
Assessment Criterion 3.4	Ways to encourage e.g.: <ul style="list-style-type: none"> > Positive role models > Cultural / ethnic networks > Life story work
Learning Outcome 4	Health needs e.g.: <ul style="list-style-type: none"> > Physical > Mental > Sexual



<p>Assessment Criteria 4.3-4.5</p>	<p>Concerns e.g.:</p> <ul style="list-style-type: none">> illness> injury> use of illegal substances> emotional distress> poor lifestyle choices> bullying (either as victim or perpetrator)> exploitative behaviour (either as victim or perpetrator)> harm or abuse> changes in behaviour
<p>Assessment Criterion 4.4</p>	<p>Relevant people e.g.</p> <ul style="list-style-type: none">> Carers> Social worker> Lead professional> Residential workers

Professional practice in children and young people's social care

Unit Reference	F/601/0315	
Level	3	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit provides the knowledge and skills for professional practice in children and young people's social care.	
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.3)	
The learner will	The learner can	
1. Understand the legislation and policy framework for working with children and young people in social care work settings	1.1	Explain how current and relevant legislation and policy affects work with children and young people
	1.2	Describe the impact of social care standards and codes of practice on work with children and young people
	1.3	Explain the importance of the United Nations Convention on the Rights of the Child (UNCRC)
2. Understand the professional responsibilities of working with children and young people	2.1	Explain the responsibilities of a <ul style="list-style-type: none"> > corporate parent > professional carer
	2.2	Explain what is meant by a 'duty of care'
	2.3	Analyse the impact of professional relationships on children and young people
	2.4	Give examples of poor practice and unprofessional conduct that may impact on outcomes for children and young people

	2.5	Explain the actions to take where poor practice and unprofessional conduct are having a negative impact on outcomes for children and young people
3. Be able to meet professional responsibilities by reflecting on own performance and practice	3.1	Explain the professional responsibility to maintain current and competent practice
	3.2	Engage with professional supervision in order to improve practice
	3.3	Seek, and learn from, feedback on own practice from colleagues and children and young people
	3.4	Explain the importance of understanding the limits of personal competence and when to seek advice
4. Be able to develop effective working relationships with professional colleagues	4.1	Respect and value the professional competence and contribution of colleagues
	4.2	Explain own rights and expectations as a professional and how to assert them
5. Understand the implications of equalities legislation for working with children, young people and families	5.1	Explain how current equalities legislation affects work with children, young people and families
	5.2	Identify examples of good practice in promoting equality and explain how and why they are effective
6. Understand the value of diversity and the importance of equality and anti-discriminatory practice	6.1	Explain what is meant by diversity
	6.2	Explain what is meant by anti-discriminatory practice giving examples of how it is applied in practice with children, young people and families
	6.3	Describe the effects of discrimination and explain the potential results for children and young people

Assessment Requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

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

Additional Information

Assessment Criterion 1.1	Current and relevant legislation and policies as appropriate to UK Home Nation.
Assessment Criterion 2.3	Impact of professional relationships e.g.: <ul style="list-style-type: none"> > Power relationships > Dealing with an employed professional > Feelings of powerlessness > Uncertainties about how to behave and relate
Learning Outcome 5	Equalities legislation as appropriate to UK Home Nation.

Understand the context of supporting children and young people through Foster Care

Unit Reference	K/651/551	
Level	3	
Credit Value	5	
Guided Learning (GL)	45	
Unit Summary	This unit is designed to enable the learner to understand the context of supporting children and young people through foster care.	
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.3)	
The learner will	The learner can	
1. Understand the circumstances that can lead to children and young people accessing foster care	1.1	Explain the circumstances that can lead to children and young people accessing foster care
	1.2	Explain the changes that a child or young person accessing foster care may experience
	1.3	Explain the effects that changes may have on the child or young person and others
2. Know the information that should be provided to foster carers prior to placements being arranged	2.1	Explain what information should be provided to assist in the provision of a safe and secure environment for children and young people accessing foster care
	2.2	Explain steps that should be taken if sufficient information has not been received for a child or young person accessing foster care
3. Understand how legislation, policies and procedures relate to foster care	3.1	Evaluate how current legislative frameworks in own home nation and organisational policies and procedures underpin the way that children and young people are looked after in foster care

	3.2	Explain the importance of foster carers adhering to service policies and procedures
	3.3	Explain how delegated responsibility impacts upon the role of foster carers
4. Understand how foster care can make a positive difference to the lives of children and young people in care	4.1	Explain the importance of stability in the care offered to children and young people accessing foster care
	4.2	Evaluate the role of foster carers in providing children and young people with a safe, secure and stable environment
5. Understand the importance of relationships for children and young people accessing foster care	5.1	Explain the importance for children and young people accessing foster care, of maintaining relationships with their wider family and informal networks
	5.2	Explain how the maintenance of relationships with wider family and informal networks can have a positive or negative impact on their self-image or identity
	5.3	Explain circumstances where children and young people are not able to maintain relationships with wider family members and informal networks
	5.4	Analyse the impact of separation and loss on children and young people accessing foster care
	5.5	Explain how children and young people can be supported to explore feelings in relation to contact and relationships with wider family members
	5.6	Explain why it is important for foster carers to have positive regard for children or young people's backgrounds

<p>6. Understand the roles and responsibilities of a foster carer when working with birth families, carers and professionals</p>	<p>6.1 6.2 6.3</p>	<p>Describe the roles and responsibilities of the foster carer as part of the fostering service</p> <p>Explain the importance of foster carers developing and maintaining good relationships with birth families, carers and professionals</p> <p>Summarise circumstances that may impact on foster carers developing and maintaining relationships with birth families, carers and professionals</p>
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Range

1. Understand the circumstances that can lead to children and young people accessing foster care

1.3 Changes:

Positive or negative changes could include:

- > transitions
- > family breakdown
- > one or multiple placement breakdowns
- > health and mental health
- > criminal justice
- > adoption by foster carer
- > family contact
- > education
- > different physical environments, communities and cultures

1.3 Others could include:

- > foster carers
- > family
- > friends
- > professionals

3. Understand how legislation, policies and procedures relate to foster care

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

3.3 Delegated responsibility:

Decision making about children in placement, devolved to the foster carer by the local authority/those holding parental responsibility.

5. Understand the importance of relationships for children and young people accessing foster care

5.1 Informal networks could include:

- > family
- > siblings
- > friends
- > neighbours
- > special interest groups
- > social groups

5.6 Backgrounds could include:

- > family relationships
- > informal networks
- > culture
- > history
- > preferences
- > beliefs
- > community
- > physical environment

Delivery and assessment guidance

Unit needs to be assessed in line with the Skills for Care and Development assessment principles.

Support positive attachments for children and young people

Unit Reference	R/651/5520	
Level	3	
Credit Value	7	
Guided Learning (GL)	55	
Unit Summary	This unit provides the learner with the knowledge, understanding and skills to support the development of positive attachments.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)	
The learner will	The learner can	
1. Understand the importance of positive attachment for the well-being of children and young people	1.1	Summarise theories of attachment
	1.2	Explain why positive attachment is important for children and young people
	1.3	Evaluate the potential impact on the well-being of children and young people of not forming positive attachments
	1.4	Explain the role of carers in supporting children and young people to form positive attachments
2. Understand how resilience can reduce vulnerability of children and young people to separation and loss	2.1	Describe what is meant by the term resilience
	2.2	Explain how the development of resilience can help children and young people cope with separation and loss
	2.3	Explain ways carers can help develop resilience in children and young people
3. Be able to promote positive attachments for children or young people	3.1	Engage a child or young person in routines and activities that promote positive relationships and well-being

	3.2	Use active listening with a child or young person to promote the development of positive relationships and well-being
	3.3	Seek advice and support from others when concerned about the attachment behaviour of a child or young person
	3.4	Implement agreed strategies with a child or young person to promote positive relationships and well-being
4. Be able to develop own practice in supporting positive attachments for children or young people	4.1	Describe how a child or young person has been supported by own practice to develop positive attachments
	4.2	Evaluate why approaches in supporting positive attachments have been successful or unsuccessful for a child or young person
	4.3	Reflect on how own practice can be adapted to support a child or young person in the future

Range

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

1.3 Impact should include both physiological and psychological impact.

1.4 Carers could be either paid carers or informal carers.

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

3.3. Others should include professionals and family.

3.4 Agreed strategies:

Strategies agreed with other professionals (social workers and occupational therapists, for example).

Delivery and assessment guidance

Unit needs to be assessed in line with the Skills for Care and Development assessment principles.

Support children and young people to achieve their education potential

Unit Reference	D/600/9785	
Level	3	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit provides the knowledge and skills required to support children and young people to achieve their educational potential.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.2)	
The learner will	The learner can	
1. Understand the principles, values and current legislation that supports work to help children and young people achieve their educational potential	1.1	Explain the principles and values that underpins work to support children and young people to achieve their educational potential
	1.2	Explain current legislation and guidance relating to the provision of and access to educational opportunities for children and young people
	1.3	Evaluate the factors that can contribute to low achievement by children and young people
2. Be able to support children and young people to identify and articulate their learning needs, set goals and plan actions	2.1	Support children or young people to articulate their educational needs and aspirations
	2.2	Support children or young people to develop a plan of action identifying realistic goals for their educational development
3. Be able to support children and young people to work towards their educational goals	3.1	Identify and celebrate individual children or young people's successes and achievements

	3.2	Identify barriers to achievement and support individual children or young people to work towards finding solutions
	3.3	Provide support and guidance to children or young people to help them work towards achieving their educational goals
4. Be able to review educational achievements with children and young people	4.1	Evaluate with individual children or young people, their achievements against their action plans
	4.2	Discuss and agree with individual children or young people ways of addressing and overcoming any problems and modify the action plan accordingly

Assessment Requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

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

Additional Information

Assessment Criterion 1.1	<p>Principles and values</p> <ul style="list-style-type: none"> > putting the needs and rights of the individual child at the centre of service provision > promoting integrated working practices > maintaining personal and professional integrity > promoting equality of opportunity and valuing diversity
Assessment Criterion 1.3	<p>Current legislation as appropriate to UK Home Nation.</p>

<p>Assessment Criterion 1.3</p>	<p>Factors that can contribute to low achievement:</p> <ul style="list-style-type: none"> > poor literacy or numeracy skills > poor speech and language skills > lack of parental support > peer pressure > low self-esteem and aspirations > low expectations expressed by others
<p>Assessment Criterion 2.2</p>	<p>Plan of action which:</p> <ul style="list-style-type: none"> > sets out clear short, medium and long-term goals > identifies the resources needed to achieve the goals (e.g. physical resources such as books, electronic learning aids, appropriate environment, time) > identifies any additional support needed by the child/young person (e.g. additional formal teaching support, literacy, numeracy support or speech and language therapy) > identifies support to address inappropriate and/or aggressive behaviour > includes working with carers to enable them to support the child/young person > identifies the process for reviewing achievement and revising goals
<p>Assessment Criterion 3.1</p>	<p>Successes and achievements This will vary according to the child or young person's individual progress, needs and aspirations. It may be a small step or a recognised formal educational achievement.</p>
<p>Assessment Criterion 3.2</p>	<p>Barriers</p> <ul style="list-style-type: none"> > lack of appropriate/sufficient physical resources > lack of available appropriate learning environment at a time suitable for the child/young person > lack of carer/peer support

	<p>> lack of motivation of individual child/young person</p>
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Support children and young people to make positive changes in their lives	
Unit Reference	M/600/9788
Level	3
Credit Value	4
Guided Learning (GL)	27
Unit Summary	This unit provides the knowledge and skills required to support children and young people to make positive changes in their lives.
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.3)
The learner will	The learner can
1. Understand how to support children and young people to make positive changes in their lives	1.1 Identify the factors that can impact on the lives of children and young people 1.2 Analyse the impact such factors can have on the lives of children and young people 1.3 Explain how individuals and agencies support children and young people to make positive changes in their lives
2. Be able to support children and young people to make positive changes in their lives	2.1 Explain interventions that can be provided to support children and young people to make positive changes in their lives 2.2 Demonstrate engagement with children or young people to help them to identify actions that could be taken to support positive change 2.3 Work with a child or young person to develop an action plan to support positive changes in their lives
3. Be able to review support to children and young people to make positive changes in their lives	3.1 Support children or young people to review and amend their action plan

	3.2	Give examples from own practice of supporting children or young people to access further interventions
	3.3	Reflect on own practice in supporting children or young people to make positive changes in their lives

Assessment Requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

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

Additional Information

Assessment Criteria 1.1, 1.2	<p>Factors e.g.:</p> <ul style="list-style-type: none"> > Poor socio-economic background > Poor parenting background > Poor literacy / numeracy / speech and language skills
Assessment Criteria 1.1, 1.2	<p>Impact e.g.:</p> <ul style="list-style-type: none"> > Inappropriate and/or aggressive behaviour > Low educational achievement > Low self esteem > Self-harm > Inability to establish and maintain relationships > Offending or at risk of offending behaviour > Misuse of substances (drugs, alcohol, solvents)
Assessment Criterion 1.3	<p>Roles of individuals and agencies e.g.:</p> <ul style="list-style-type: none"> > youth workers > parent support workers > education professionals

	<ul style="list-style-type: none"> > drug and alcohol support agencies > CAMHS > social services > IAG professionals > speech and language therapists > behaviour and education support teams (BEST)
<p>Assessment Criteria 2.1, 3.2</p>	<p>Interventions e.g.:</p> <ul style="list-style-type: none"> > learning and development support > anger management > behaviour support classes > restorative justice > support to address substance misuse > support to address mental health issues
<p>Assessment Criteria 2.3, 3.1</p>	<p>Action plan that:</p> <ul style="list-style-type: none"> > identifies the positive changes the child/young person needs to achieve > identifies the barriers to achievement > identifies achievable and realistic goals for the child/young person to achieve > identifies the interventions required to support achievement > agrees a review process
<p>Assessment Criterion 3.1</p>	<p>Support children or young people to review and amend their action plan e.g.:</p> <ul style="list-style-type: none"> > identify and celebrate achievements (this will vary according to the child or young person's individual progress, needs and aspirations) > identify where goals have not been met > agree reasons for non-achievement > agree any additional interventions that might support children/young people to achieve positive changes in their lives > revise the action plan in the light of the review process

Professional Practice in learning, development and support services

Unit Reference	D/600/9799	
Level	3	
Credit Value	5	
Guided Learning (GL)	35	
Unit Summary	This unit provides the knowledge and skills required for professional practice in learning, development and support services.	
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.3)	
The learner will	The learner can	
1. Understand the purposes of learning, development and support services	1.1	Explain the purposes of learning, development and support services
	1.2	Explain the roles and responsibilities of those working within learning, development and support services
2. Understand current legislation, policies and influences on LDSS	2.1	Explain the impact of current legislation, policies, and influences on LDSS
	2.2	Explain why it is important that effective practice should inform and drive the legislative framework for work with children and young people
3. Be able to implement the current principles and values that underpin and inform the work of LDSS practitioners	3.1	Explain the current principles and values that underpin and inform the work of LDSS practitioners and their impact on practice
	3.2	Implement the principles and values in own practice
	3.3	Explain the impact of the principles and values that underpin and inform the work of LDSS practitioners on children, young people and carers

<p>4. Understand how the views of children, young people and carers can be used to improve learning, development and support services</p>	<p>4.1 4.2 4.3</p>	<p>Explain the importance of obtaining the views of children, young people and carers to inform and improve the quality-of-service provision</p> <p>Explain how the views of children, young people and carers can be obtained</p> <p>Give examples from own practice of changes to service provision as a result of incorporating the views of children, young people and carers into provision</p>
<p>5. Be able to use supervision to support continuing professional development and personal effectiveness</p>	<p>5.1 5.2</p>	<p>Use organisational reporting and/or supervision processes to identify and agree organisational and own responsibility for improving practice and performance</p> <p>Agree and implement changes to practice to enhance performance and promote continuing professional development</p>
<p>6. Be able to reflect on own skills, knowledge and effectiveness to inform and improve own practice</p>	<p>6.1 6.2 6.3</p>	<p>Evaluate own skills, knowledge and practice against agreed criteria and objectives</p> <p>Develop a personal development plan and reflective practice log</p> <p>Use the reflective practice log to measure progress against personal development plan and identify where changes and developments are required</p>

Assessment Requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

Learning Outcomes 3, 5 and 6 must be assessed in a real work environment.

Additional Information	
Learning Outcome 3	<p>Principles and values</p> <p>This should relate to the current statement of principles and values for LDSS as used in the relevant UK Home Nation.</p>
Assessment Criterion 6.2	<p>Personal development plan and reflective practice log that identifies:</p> <ul style="list-style-type: none"> > personal strengths and weaknesses > SMART objectives > personal and professional development needs > proposals for meeting development needs including additional training if required > the review process > potential barriers to meeting the SMART objectives and how they can be overcome > remedial actions that can be implemented if objectives are not being achieved > a reflective practice log to be completed on an agreed timescale e.g. weekly

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

Unit Reference	M/601/2884	
Level	3	
Credit Value	3	
Guided Learning (GL)	25	
Unit Summary	This unit provides the knowledge and skills required to Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.2)	
The learner will	The learner can	
1. Understand the links between language, behaviour, emotional and social development difficulties	1.1	Explain why behaviour can be seen as a means of communication
	1.2	Explain, with examples, how speech, language and communication needs may affect behavioural, emotional and social development in children and young people
	1.3	Review and report on relevant research about the incidence of speech, language and communication needs and behavioural, social and emotional difficulties in children and young people
	1.4	Describe the range of behavioural, emotional and social difficulties that children and young people may experience and how they can affect speech, language and communication development
2. Understand how to support positive speech, language and communication development for children and young people with	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

<p>behavioural, emotional and social difficulties</p>	<p>2.2</p> <p>2.3</p> <p>2.4</p>	<p>Explain effective strategies to overcome barriers to support the speech language and development of children and young people with behavioural, emotional and social difficulties</p> <p>Explain how adapting adult language and interactions can support a child’s behaviour, emotional, social skills, as well as support their communication development</p> <p>Explain how positive changes to the communication environment can support communication development for children and young people with behavioural, emotional and social difficulties</p>
<p>3. Understand how to adapt strategies and approaches to behavioural, emotional and social development to meet speech, language and communication needs</p>	<p>3.1</p> <p>3.2</p> <p>3.3</p>	<p>Identify and explain current evidence-based approaches to understanding children and young people’s behaviour</p> <p>Explain how setting wide strategies to promote positive behaviour and emotional and social development can be adapted to support children and young people with speech, language and communication needs</p> <p>Explain, using examples, how individual strategies to promote positive behaviour and emotional and social development can be adapted to support children and young people with speech, language and communication needs</p>
<p>4. Know how to work with others in order to support the speech, language and communication development of children and young people with behavioural, emotional and social development needs</p>	<p>4.1</p> <p>4.2</p>	<p>Explain ways to work with parents and families in supporting children and young people’s speech, language and communication needs that also promotes positive behaviour</p> <p>Explain the roles of other professionals who may be involved in joint or integrated working to promote positive behaviour</p>

and emotional and social development needs of children and young people

Assessment Requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

Additional Information

Assessment Criterion
1.4

Range of behaviour may include:

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

Assessment Criterion
2.4

Positive changes may include:

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

Support the creativity of children and young people

Unit Reference	M/600/9807	
Level	3	
Credit Value	3	
Guided Learning (GL)	20	
Unit Summary	This unit provides the knowledge and skills required to support the creativity of children and young people.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)	
The learner will	The learner can	
1. Understand how creativity promotes wellbeing for children and young people	1.1	Explain evidence, approaches and theories about the benefits of creativity for the wellbeing of children and young people
	1.2	Identify the potential benefits of different types of creative activity
	1.3	Explain the difference between formal and informal creative activity
2. Be able to encourage children and young people to recognise and value their own and others' creativity	2.1	Demonstrate how to work with children and young people to promote and encourage creativity
	2.2	Explain the importance of encouraging children and young people to recognise and value creativity
	2.3	Demonstrate how to encourage children or young people to explore their opportunities for creative activity
3. Be able to support children and young people to take part in creative activities	3.1	Identify potential resources to support children and young people to take part in organised creative activities

	3.2	Demonstrate encouragement and positive feedback to children or young people taking part in organised creative activities
	3.3	Explain the importance of encouraging carers to support children and young people's creative activities
4. Be able to participate in creative, day-to-day activities with children and young people	4.1	Explain the importance of spending creative time with children and young people and the benefits that can result
	4.2	Demonstrate how to spend time with children and young people in creative activity
	4.3	Demonstrate how to support children and young people to recognise how creativity can be used in all aspects of life

Assessment Requirements and Evidence Requirements

This unit needs to be assessed in line with Skills for Care and Development Assessment Principles.

Learning Outcomes 2, 3 and 4 should be assessed in real work situations.

Additional Information

Assessment Criterion 1.2	Different types of creative activity e.g.: <ul style="list-style-type: none"> > solitary > shared > group > sedentary e.g. writing > active e.g. gardening, sport > cerebral e.g. chess, computer games
Assessment Criterion 1.3	Formal creative activity e.g.: drama groups

	<ul style="list-style-type: none">> music groups> art classes> creative writing groups> discussion/debating groups> fashion design classes> architectural design/drawing
Assessment Criterion 1.3	Informal creative activity e.g.: <ul style="list-style-type: none">> creative thinking> cooking> baking> flower arranging> decorating> computer gaming



Work with babies and young children to promote their development and learning	
Unit Reference	A/601/0121
Level	3
Credit Value	6
Guided Learning (GL)	45
Unit Summary	This unit provides the knowledge and skills required for working with babies and young children to promote their development and learning.
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.3)
The learner will	The learner can
1. Understand the development and learning of babies and young children	1.1 Explain the pattern of development in the first three years of life and the skills typically acquired at each stage 1.2 Explain: <ul style="list-style-type: none"> > how development and learning are interconnected > how and why variations occur in rate and sequence of development and learning > that learning may take place in different ways > the importance of play 1.3 Explain the potential effects on development of pre-conceptual, pre-birth and birth experiences 1.4 Explain the impact of current research into the development and learning of babies and young children
2. Be able to promote the development and learning of babies and young children	2.1 Undertake assessments of babies or young children's development and learning needs



	2.2	Demonstrate in own practice how the indoor and outdoor environment is responsive to the development and learning needs of babies and young children
	2.3	Plan play based activities and experiences based on assessments to support development and learning
	2.4	Demonstrate in own practice the provision of play based activities and experiences to promote development and learning that are tailored to babies or young children's needs
3. Understand the attachment needs of babies and young children	3.1	Explain the benefits of the key worker/person system in early years settings
	3.2	Explain how babies and young children learn and develop best from a basis of loving, secure relationships with carers and with key persons in work settings
	3.3	Analyse the possible effects of poor quality attachments on the development of babies and children
4. Be able to engage with babies and young children and be sensitive to their needs	4.1	Engage sensitively with babies and young children giving them time to respond
	4.2	Engage in playful activity with babies and young children
	4.3	Explain how babies express their emotions, preferences and needs and demonstrate responsive care in own practice
	4.4	Explain why it is important to manage transitions for babies and young children
	4.5	Explain when and why babies and young children require periods of quiet to rest and sleep

5. Be able to work in partnership with carers in order to promote the learning and development of babies and young children	5.1	Explain the primary importance of carers in the lives of babies and young children
	5.2	Demonstrate in own practice how to exchange information with carers
	5.3	Evaluate ways of working in partnership with carers

Assessment Requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

Learning Outcomes 2, 4 and 5 must be assessed in a real work environment.

Reflection on practice should form part of the assessment for this unit.

Additional Information

Assessment Criterion 1.3	<p>Pre-conceptual, pre-birth and birth experiences on development e.g.:</p> <ul style="list-style-type: none"> > smoking > alcohol > maternal ill health > poor maternal diet > substance abuse > assisted birth > birth trauma
Assessment Criterion 2.2	<p>Environment e.g.:</p> <ul style="list-style-type: none"> > well equipped, clean and safe with age-appropriate equipment and materials > provides appropriate challenge > offer appropriate levels of sensory stimulation > provide quiet calming spaces for babies and young children

	<ul style="list-style-type: none"> > planned and organised around individual needs of babies and young children
<p>Assessment Criterion 3.3</p>	<p>Possible effects of poor-quality attachments:</p> <ul style="list-style-type: none"> > effects on social and emotional development and emotional security > effects on ability to settle, take risks and make the most of learning opportunities > possible effects on short and long-term mental health > effects on relationships with parents and professional carers
<p>Assessment Criterion 4.3</p>	<p>Responsive care:</p> <ul style="list-style-type: none"> > where carer responding sensitively, consistently and promptly > responses sensitive to individual needs and preferences > consistency of response > responding promptly and managing situations to avoid delay

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

Unit Reference	D/601/0130	
Level	3	
Credit Value	6	
Guided Learning (GL)	45	
Unit Summary	This unit provides the knowledge and skills required to care for the physical and nutritional needs of babies and young children.	
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.2)	
The learner will	The learner can	
1. Be able to provide respectful physical care for babies and young children	1.1	Demonstrate culturally and ethnically appropriate care for babies and young children for: <ul style="list-style-type: none"> > Skin > Hair > Teeth > Nappy area
	1.2	Demonstrate in own practice how to take into account the preferences of carers in the provision of physical care and explain why this is important
	1.3	Demonstrate in own practice how you engage with babies or young children in a respectful manner and provide personalised physical care tailored to their needs
	1.4	Explain organisational or regulatory procedures that protect babies, young children and practitioners when providing personal care and why these are necessary
2. Be able to provide routines for babies and young	2.1	Plan daily and weekly routines for babies and young children suitably personalised to meet individual needs

children that support their health and development	2.2	Demonstrate in own practice how to treat babies or young children with respect and sensitivity during everyday care routines
	2.3	Explain the principles of effective toilet training and how this is incorporated into routines
3. Be able to provide opportunities for exercise and physical activity	3.1	Explain the importance of exercise and physical activity for babies and young children
	3.2	Demonstrate in own practice how to support babies or young children's exercise and physical activity
4. Be able to provide safe and protective environments for babies and young children	4.1	Explain policies and procedures in own setting that cover health, safety and protection of babies and young children
	4.2	Demonstrate and evaluate the safety features within the environment for babies and young children
	4.3	Supervise babies or young children and demonstrate a balanced approach to risk management
	4.4	Explain current advice on minimising sudden infant death syndrome in everyday routines for babies
5. Be able to provide for the nutritional needs of babies under 18 months	5.1	Identify, using current government guidance, the nutritional needs of babies until they are fully weaned and using information from carers plan a programme of weaning
	5.2	Prepare formula feeds hygienically following current guidance
	5.3	Evaluate the benefits of different types of formula that are commonly available

6. Understand how to provide for the nutritional needs of young children from 18-36 months	6.1	Plan meals for young children that meet their nutritional needs based on current government guidance and information from carers
	6.2	Explain food allergies and intolerances that a young child may experience and the importance of following carers instructions on the needs of their child

Assessment Requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

All Learning Outcomes must be assessed in a real work environment.

Simulation is not permitted except for AC5.2.

Additional Information

Assessment Criterion 2.3	<p>Toilet training e.g.:</p> <ul style="list-style-type: none"> > encouraging and praising > treating child with respect and avoiding guilt > working in partnership with carers > flexible personalised approach > starting training when the child is ready and not rushing process > being positive and supportive to the child's efforts > structuring physical environment to facilitate training > avoiding confrontation > providing plenty of fluids and fibre to prevent hard stools
Assessment Criterion 4.2	<p>Safety equipment e.g.:</p> <ul style="list-style-type: none"> > socket covers

- > safety gates
- > corner protectors
- > cupboard locks

Promote young children's physical activity and movement skills

Unit Reference	M/601/0133	
Level	3	
Credit Value	3	
Guided Learning (GL)	22	
Unit Summary	This unit provides the knowledge and skills required to promote young children's physical activity and movement skills.	
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.3)	
The learner will	The learner can	
1. Understand the importance of physical activity and the development of movement skills for young children's development, health and well being	1.1	Explain why physical activity is important to the short and long-term health and well-being of children
	1.2	Explain the development of movement skills in young children and how these skills affect other aspects of development
2. Be able to prepare and support a safe and challenging environment for young children that encourages physical activity and the development of movement skills	2.1	Prepare the environment and explain how it allows all children to develop, practice and extend their movement skills according to their age, needs and abilities
	2.2	Demonstrate in own practice how young children are kept safe when undertaking challenging physical activities
	2.3	Explain the importance of natural outdoor environments for young children's physical activity and movement skills
3. Be able to plan and implement physical activities for young children	3.1	Plan opportunities for physical activity for young children
	3.2	Explain how the plan: <ul style="list-style-type: none"> > meets the individual movement skills needs of children

	3.3	<ul style="list-style-type: none"> > includes activities that promote competence in movement skills > encourages physical play Demonstrate in own practice how planned physical activities are implemented
4. Be able to build opportunities for physical activity into everyday routines for young children	4.1	Explain the importance of building physical activity into everyday routines
	4.2	Demonstrate in own practice how young children are provided with opportunities for physical activity within everyday routines
5. Be able to evaluate the effectiveness of provision in supporting young children's physical activity and movement skills	5.1	Assess effectiveness of planned provision in: <ul style="list-style-type: none"> > supporting physical activity > supporting confidence and progression in movement skills
	5.2	Identify and record areas for improvement
	5.3	Reflect on own practice in supporting young children's physical development and movement skills

Assessment Requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

Learning Outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

Additional Information

Learning Outcomes 1, 2 and 5
Assessment Criterion 3.2

Movement skills:

- > travel (travelling movements where the child moves from one point to another such as running, jumping, skipping)

	<ul style="list-style-type: none"> > object control (movements such as throwing, catching, dribbling which involve objects being sent, received, travelled with) > balance and co-ordination
Assessment Criterion 2.1	<p>All children:</p> <ul style="list-style-type: none"> > girls and boys > disabled children > children with specific/additional needs > children of different ages including babies
Assessment Criterion 5.1	<p>Assess e.g.:</p> <ul style="list-style-type: none"> > observing and assessing children's participation and developmental progress > direct feedback from children on their participation in and enjoyment of activities > feedback from parents, colleagues and others

Understand how to set up a home-based childcare service

Unit Reference	Y/600/9770	
Level	3	
Credit Value	4	
Guided Learning (GL)	29	
Unit Summary	This unit provides the knowledge and skills required to understand how to set up a home-based childcare service.	
Learning Outcomes (1 to 7)	Assessment Criteria (1.1 to 7.2)	
The learner will	The learner can	
1. Understand how to set up a home-based childcare service	1.1	Outline the current legislation covering home-based childcare and the role of regulatory bodies
	1.2	Develop policies and procedures for: <ul style="list-style-type: none"> > Accidents, illness and emergencies > Behaviour > Safeguarding > Equal opportunities and explain how these will be implemented
	1.3	Explain the importance of confidentiality and data protection
	1.4	Develop a marketing plan for own home-based childcare service
	1.5	Demonstrate financial planning for own home-based service
	1.6	Identify sources of support and information for the setting up and running of your home-based childcare business
2. Understand how to establish a safe and healthy	2.1	Explain the key components of a healthy and safe home-based environment

<p>home-based environment for children</p>	<p>2.2 2.3 2.4 2.5</p>	<p>Explain the principles of safe supervision of children in the home-based setting and off site</p> <p>Identify ways of ensuring that equipment is suitable for children and meet safety requirements</p> <p>Know where to obtain current guidance on health and safety risk assessment of the home-based work setting</p> <p>Explain how to store and administer medicines</p>
<p>3. Understand the importance of partnerships with parents for all aspects of the home-based childcare service</p>	<p>3.1 3.2</p>	<p>Explain the importance of partnership with parents for all aspects of the childcare service</p> <p>Describe how partnership with parents are set up and maintained</p>
<p>4. Understand the principles of development of routines for home-based childcare</p>	<p>4.1 4.2 4.3</p>	<p>Explain how routines are based on:</p> <ul style="list-style-type: none"> > Meeting a child’s needs > Agreements with parents > Participation of children <p>Explain how they would adapt routines to meet the needs of children at different ages and stages of development</p> <p>Explain how they ensure that each child is welcomed and valued in the home-based work setting</p>
<p>5. Understand how to provide play and other activities for children in home-based settings that will support equality and inclusion</p>	<p>5.1 5.2 5.3</p>	<p>Explain the importance of play to children’s learning and development and the need for an inclusive approach</p> <p>Plan a challenging and enjoyable learning environment in the home that includes using everyday domestic routines and household items</p> <p>Explain what can be learned about children by observing them at play</p>

	5.4	Identify how and why it is important that children receive equal treatment and access based on their individual needs and acknowledging their rights
	5.5	Compare how other resources available for children support their play
6. Understand how home-based child carers can support the safeguarding of children in their care	6.1	Explain the concept of safeguarding and the duty of care that applies to all practitioners
	6.2	Outline the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding
	6.3	Outline regulatory requirements for safeguarding children that affect home-based childcare
	6.4	Explain the procedures that need to be followed by lone workers in home-based settings when harm or abuse are suspected or alleged either against them or third parties
7. Understand the principles of supporting positive behaviour in home-based childcare settings	7.1	Describe typical behaviours exhibited by children linked to their stage of development and key events in their lives
	7.2	Explain how ground rules for behaviour and expectations are developed and implemented

Assessment Requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

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

Additional Information	
Assessment Criterion 2.1	<p>Key components:</p> <ul style="list-style-type: none"> > hygiene and waste disposal > storage and preparation of food > care of animals > using equipment according to manufacturer's guidance > appropriate responses to illnesses, allergies, incidents and accidents
Assessment Criterion 2.3	<p>Safety requirements: According to the requirements of the registering body in the relevant UK Home Nation.</p>
Learning Outcome 4 Assessment Criterion 5.2	<p>Routines:</p> <ul style="list-style-type: none"> > arrivals and departures > taking children to and from school /playgroup/pre-school > meal and snack times > sleep and rest > play and activities > off site visits > outdoor activities > homework and evening activities for school age children
Assessment Criterion 2.1	<p>Inclusive approach:</p> <ul style="list-style-type: none"> > treating children as individuals who are respected, valued and accepted regardless of social or ethnic background or abilities or health status > being a positive role model > challenging stereotypes and offensive remarks and attitudes appropriately > acknowledging children have rights and responsibilities
Assessment Criterion 5.1	<p>Other resources e.g.:</p> <ul style="list-style-type: none"> > libraries

	<ul style="list-style-type: none">> drop ins> toy libraries> equipment loan schemes
Assessment Criterion 7.1	Typical behaviours e.g.: <ul style="list-style-type: none">> toddler tantrums> separation anxiety

Support children or young people in their own home

Unit Reference	K/601/0132	
Level	3	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit provides the knowledge and skills required to support children or young people in their own home.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.3)	
The learner will	The learner can	
1. Understand roles and responsibilities in relation to supporting children or young people in their own home	1.1	Outline the policies and procedures and codes of practice that set out responsibilities in supporting children or young people in their home
	1.2	Explain why it is important to be reliable and dependable when working with children or young people in their own home
	1.3	Explain how both formal and informal risk assessments are carried out when working with children or young people in their own home
	1.4	Explain what needs to be recorded when working with children or young people in their own home
	1.5	Give examples of any areas that may give cause for concern when working with children or young people in their own home and the actions that should be taken in each case
2. Be able to build positive relationships with children or young people and their	2.1	Explain the importance of gathering information about the needs and preferences of children or young people

<p>carers when working in their home</p>	<p>2.2 2.3 2.4 2.5</p>	<p>Demonstrate methods of gathering information about the needs and preferences of children or young people</p> <p>Evaluate the complexities of developing relationships with children or young people in their own home as a professional worker</p> <p>Explain why a sensitive approach is needed when working with children or young people in their own home</p> <p>Explain steps that can be taken to resolve conflicts or difficulties with children, young people or carers</p>
<p>3. Be able to provide support for children or young people to engage in activities that meet their needs and preferences</p>	<p>3.1 3.2 3.3</p>	<p>Demonstrate how activities with children or young people are planned to include:</p> <ul style="list-style-type: none"> > preparation of the environment > preparation of resources > consideration of the level of support required <p>Demonstrate how children or young people are supported to engage in activities that meet their needs and preferences</p> <p>Reflect on the success of activities carried out with children or young people and how planning and implementation of these are reviewed as a result</p>

Assessment Requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

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

Work with children and young people in a residential care setting

Unit Reference	A/600/9809	
Level	3	
Credit Value	5	
Guided Learning (GL)	35	
Unit Summary	This unit provides the knowledge and skills required to work with children and young people in a residential care setting.	
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.3)	
The learner will	The learner can	
1. Understand the legal, policy, rights and theoretical framework for residential care for children and young people	1.1	Outline current theoretical approaches to residential provision for children and young people
	1.2	Explain the relevant legal and rights framework that underpins work with children and young people in residential care
	1.3	Explain the influence of current policies and legislation on residential care provision
	1.4	Describe how the life chances and outcomes of children and young people in residential care compare with those who are not
2. Understand own role and professional responsibilities in a residential care setting	2.1	Explain the requirements of professional codes of conduct and how they apply to day-to-day work activities
	2.2	Explain how to ensure that own practice is inclusive and anti-discriminatory and how to challenge practice that is not

	<p>2.3</p> <p>2.4</p> <p>2.5</p> <p>2.6</p>	<p>Analyse how power, prejudice and discrimination can affect children and young people</p> <p>Explain how to fulfil own responsibilities to colleagues through responsible, constructive and co-operative team working</p> <p>Explain the professional requirement to maintain current, competent practice</p> <p>Explain the importance of maintaining positive relationships with people in the local community</p>
<p>3. Be able to work with children and young people through the day-to-day activities involved in sharing a living space</p>	<p>3.1</p> <p>3.2</p> <p>3.3</p> <p>3.4</p> <p>3.5</p>	<p>Demonstrate how to develop relationships with children or young people through jointly undertaking practical activities</p> <p>Demonstrate ways to work with children or young people to plan, review and evaluate activities and agreements for group living</p> <p>Demonstrate in own practice how to encourage children or young people to take responsibility for their own plans</p> <p>Demonstrate how planning day-to-day activities in a residential setting links to the overall care plan for a child or young person</p> <p>Demonstrate how to encourage positive behaviour through modelling and reinforcement in all aspects of group living</p>
<p>4. Be able to work with children and young people in a residential setting</p>	<p>4.1</p> <p>4.2</p>	<p>Demonstrate how to facilitate agreement of arrangements for living together regardless of group size</p> <p>Demonstrate how to address and resolve conflict and disagreements with and between children or young people in a residential setting</p>

	4.3	Use an understanding of group dynamics to promote and encourage children or young people to achieve positive outcomes in all aspects of their lives
5. Be able to safeguard children and young people in a residential care setting	5.1	Demonstrate how to equip children or young people to feel safe and to manage risks
	5.2	Explain the practical application of legislation, policies and procedures and key messages from research and child protection enquiries for residential care settings
	5.3	Describe how to take action to protect children and young people in residential care from risks of harm or abuse from outside or inside the residential setting

Assessment Requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

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

Additional Information

Assessment Criterion
1.1

Current theoretical approaches e.g.:

- > Therapeutic communities childcare
- > Social pedagogy
- > All systems
- > Outcome based
- > Life space
- > Solution focused



Assessment Criteria
1.1, 1.2, 1.3

Current policies, frameworks and legislation as relevant to UK Home Nation.

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

Unit Reference	M/601/1329	
Level	3	
Credit Value	3	
Guided Learning (GL)	25	
Unit Summary	This unit provides the knowledge and skills required to support young people to develop, implement and review a plan of action.	
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.2)	
The learner will	The learner can	
1. Understand the importance for young people of developing a personal action plan for their future development needs	1.1	Explain why young people should be encouraged to develop a personal action plan to support their future development
	1.2	Evaluate the role of the support worker in encouraging young people to develop the action plan
2. Be able to support young people to develop an action plan	2.1	Explain the preliminary and preparatory actions to take when supporting young people to develop an action plan
	2.2	Demonstrate how young people are encouraged to identify their needs and aspirations
	2.3	Demonstrate in own practice work with young people to identify and evaluate the range of options available to them
	2.4	Demonstrate in own practice work with young people to develop an action plan
3. Be able to support young people to work towards implementation of their action plan	3.1	Give examples from own practice of support required by young people implementing actions within their plan

	3.2	Demonstrate how to give practical support for young people working towards implementation of actions within their plan
4. Be able to support young people to review and revise their action plan	4.1	Explain why it is important for young people to review their progress against their action plan
	4.2	Demonstrate in own practice how to review the action plan with young people
5. Be able to review own role in supporting the development and implementation of the young person's action plan	5.1	Explain why it is important to review own contribution to the development and implementation of the young person's action plan
	5.2	Evaluate own contribution to the process

Assessment Requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

Learning Outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

Additional Information

Assessment Criterion 1.1	<p>Reasons why young people should be encouraged to develop an action plan:</p> <ul style="list-style-type: none"> > to identify personal and/or educational development needs > to agree achievable goals > to agree how to achieve those goals > to identify additional support needs
Assessment Criterion 2.1	<p>Preliminary and preparatory actions:</p> <ul style="list-style-type: none"> > explaining to young people why the action plan is important

	<ul style="list-style-type: none"> > checking their understanding > establishing constructive and supporting relationships with the young people
Assessment Criterion 2.3	<p>Range of options e.g.:</p> <ul style="list-style-type: none"> > working to continue in full time education > working towards an apprenticeship > working towards employment
Learning Outcome 2	<p>Develop an action plan that:</p> <ul style="list-style-type: none"> > identifies clear goals and outcomes > identifies achievable timescales for reaching the goals > specifies the ways in which the young person will achieve their goals > specifies review dates > identifies any support needed to achieve those goals such as: <ul style="list-style-type: none"> > additional formal tuition e.g. literacy/language skills > support from a learning mentor > support in writing a CV > support to develop interview/employability skills
Learning Outcome 4	<p>Review action plan:</p> <ul style="list-style-type: none"> > identify achievements > identify where goals have not been met > agree reasons for non-achievement > revise the action plan to set new goals and milestones

Provide information and advice to children and young people

Unit Reference	A/601/1334	
Level	3	
Credit Value	3	
Guided Learning (GL)	22	
Unit Summary	This unit provides the knowledge and skills required to provide information and advice to children and young people.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.4)	
The learner will	The learner can	
1. Understand the role of practitioners in providing information and advice to children and young people	1.1	Explain the importance of providing accurate and up to date information and advice to children and young people
	1.2	Explain the role of practitioners in providing impartial information and advice to children and young people
2. Be able to establish and address the information and advice needs of children and young people	2.1	Encourage the participation of and engagement with children and young people to establish their information and advice needs
	2.2	Select information from appropriate sources that will best meet the needs of the young person
	2.3	Verify the accuracy and currency of information before presenting it to the young person
	2.4	Explain approaches to managing situations when the child and young person's choices are different to those of their carers

<p>3. Be able to provide children and young people with appropriate information and advice to enable them to make informed choices</p>	<p>3.1 Explain why it is important to provide opportunities for children and young people to make informed choices</p> <p>3.2 Evaluate with the young person the choices available to them</p> <p>3.3 Demonstrate in own practice how to check that the young person has understood the range of options available to them</p> <p>3.4 Record the interaction with the young person following all organisational procedures and legal requirements</p>
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Assessment Requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

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

Additional Information

<p>All Learning Outcomes</p>	<p>The kind of information needed by practitioners:</p> <ul style="list-style-type: none"> > interests and aspirations of the young person > evidence of achievements e.g. academic qualifications, other certificates e.g. first aid, lifeguard, employer testimonials, school report > young person's motivation > any other relevant evidence e.g. physical fitness if that is relevant to the aspirations of the young person
<p>Assessment Criterion 2.1</p>	<p>Ways of encouraging the participation of and engagement with children and young people:</p> <ul style="list-style-type: none"> > active listening > open questioning

	<ul style="list-style-type: none"> > checking understanding > summarising > presenting information > inviting feedback > using appropriate settings
Assessment Criterion 2.2	<p>Appropriate sources:</p> <ul style="list-style-type: none"> > paper based sources e.g. career development leaflets, college / HEI prospectuses > web based sources e.g. UCAS
Assessment Criterion 3.2	<p>Available choices:</p> <ul style="list-style-type: none"> > remaining in full time education > applying for an apprenticeship / advanced apprenticeship > progressing to higher education > employment
Assessment Criterion 3.4	<p>Legal requirements:</p> <ul style="list-style-type: none"> > data protection > confidentiality

Develop interviewing skills for work with children and young people

Unit Reference	L/601/1337	
Level	3	
Credit Value	3	
Guided Learning (GL)	21	
Unit Summary	This unit provides the knowledge and skills required to develop interviewing skills for working with children and young people.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.2)	
The learner will	The learner can	
1. Understand the process of preparing for and planning the interviews	1.1	Identify why it is important to plan for the interview
	1.2	Explain the components of the interview planning process
2. Be able to conduct the interview with individual children or young people	2.1	Use appropriate communication skills to encourage the participation of and engagement with the child or young person
	2.2	Provide any relevant information about the interview to the child or young person
	2.3	Conduct the interview to achieve the desired outcomes
	2.4	Record the details of the interview according to confidentiality and information sharing protocols
3. Be able to implement interview follow up procedures	3.1	Identify the interview follow up procedures
	3.2	Implement interview follow up procedures



Assessment Requirements and Evidence Requirements

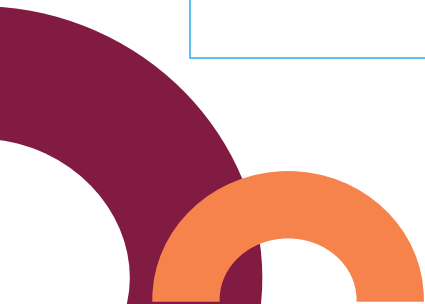
This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

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

Working with more than one person is normally required to demonstrate competence.

Additional Information

<p>Assessment Criterion 1.2</p>	<p>Components of the interview planning process:</p> <ul style="list-style-type: none"> > define interview objectives > gather and assess all relevant information > confirm the interview with the child/young person > prepare the interview environment to facilitate a constructive interview and to ensure the safety of self and interviewee
<p>Assessment Criterion 2.1</p>	<p>Communication skills:</p> <ul style="list-style-type: none"> > active listening skills > open questioning techniques > use of appropriate body language > how to give constructive feedback > ways of empathising with children and young people whilst maintaining professional boundaries > how to encourage children and young people to participate and communicate without showing bias or judgement > using an appropriate environment
<p>Assessment Criterion 2.2</p>	<p>Relevant information:</p> <ul style="list-style-type: none"> > interview objectives > rights and responsibilities of interviewee > rights and responsibilities of interviewer



	<ul style="list-style-type: none">> potential outcomes and interview follow up procedures
Learning Outcome 3	<p>Interview follow up procedures:</p> <ul style="list-style-type: none">> recording and storing protocols of interview outcomes and documentation including dates of future interviews and following confidentiality protocols> referral details (if appropriate)> action plans and reviews

Caseload management	
Unit Reference	D/601/1343
Level	3
Credit Value	3
Guided Learning (GL)	21
Unit Summary	This unit provides the knowledge and skills required to manage your caseload.
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.2)
The learner will	The learner can
1. Understand the importance of managing personal case load	1.1 Explain the importance of managing personal case load 1.2 Give examples from own practice of pressures on the management of caseloads
2. Be able to prioritise cases in personal case load	2.1 Explain the criteria for prioritising personal case load 2.2 Review and prioritise existing and new cases against specified criteria 2.3 Process cases according to priority 2.4 Explain how to use supervision and other support systems to recognise when additional personal support is required
3. Understand how to review and evaluate the effectiveness of the case management process	3.1 Explain the importance of reviewing and evaluating the effectiveness of the case management process 3.2 Identify and implement improvements in the case management process based on the evaluation

Assessment Requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

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

Additional Information

Assessment Criterion
2.1

Criteria for prioritising personal case load:

- > Urgency of addressing the individual case
- > Potential consequences of postponing the case
- > Own and others' workload
- > Organisation's protocols and timescales
- > Availability of organisation's resources

Support young people to move towards independence and manage their lives	
Unit Reference	F/601/1349
Level	3
Credit Value	3
Guided Learning (GL)	20
Unit Summary	This unit provides the knowledge and skills required to support young people to move towards independence and manage their lives.
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)
The learner will	The learner can
1. Understand the way that young people move from dependence to independence	1.1 Explain the reasons why some young people may find it difficult to move to independence 1.2 Explain the concept that independence is relative to each individual young person's stage of development and level of understanding and ability 1.3 Explain the reasons why independence is not always permanent and that some young people may go through transitions and move between dependence and independence at various times
2. Be able to prepare young people for the practical challenges of independence	2.1 Demonstrate how to work with young people to ensure that they can shop, store and prepare food that will provide a healthy, balanced diet 2.2 Prepare plans with young people that will assist them in maintaining their own health and well-being 2.3 Provide young people with information to prepare them to manage and maintain accommodation and to find advice if necessary

	2.4	Provide young people with information about how to manage personal finances
	2.5	Explain why practical support and advice for independence is a long-term project
3. Be able to prepare young people for the emotional challenges of independence	3.1	Demonstrate how to encourage young people to recognise the importance of society norms of acceptable behaviour and interaction
	3.2	Provide young people with information about where to find support if they feel isolated or lonely
	3.3	Explain how to support young people who may feel worried and ambivalent about becoming independent
	3.4	Demonstrate how to support young people to develop resilience in order to face challenges and disappointments
	3.5	Explain the importance of having somewhere that is 'home'
4. Be able to prepare young people to assess personal risks and protect themselves	4.1	Explain to young people how to assess risks in day-to-day situations
	4.2	Demonstrate how to prepare young people to minimise risks
	4.3	Provide young people with information and skills to protect themselves and know when to seek help

Assessment Requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

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

Additional Information	
Assessment Criterion 1.1	<p>Reasons why it is difficult to move to independence e.g.:</p> <ul style="list-style-type: none"> > incomplete attachment > abuse/exploitation > disrupted living > disrupted or multiple placements > repeated damaging or unsatisfactory relationships > unresolved emotional issues > physical disability > learning difficulties > mental health problems > risks or threats
Assessment Criterion 2.2	<p>Maintaining health and wellbeing e.g.:</p> <ul style="list-style-type: none"> > registering with GP > seeking medical advice > attending medical screening as necessary > registering with dentist > regular dental check ups > healthy balanced diet > regular exercise > rest and sleep
Assessment Criterion 2.3	<p>Manage and maintain accommodation e.g.:</p> <ul style="list-style-type: none"> > where to find rented accommodation > process of renting accommodation > legal position of tenants/lodgers > basic maintenance- changing light bulbs etc. > simple DIY > what repairs are essential > landlord/tenant responsibilities
Assessment Criterion 2.4	<p>Manage personal finances e.g.:</p> <ul style="list-style-type: none"> > how to budget > how bank accounts work > avoiding/managing debt > money safety

	<ul style="list-style-type: none">> avoiding financial abuse> shoppers' rights> financial rights> where to get financial advice
Assessment Criterion 4.1	<p>Day to day risk situations e.g.:</p> <ul style="list-style-type: none">> pubs, clubs> shopping in crowds> obtaining cash> shopping online> meeting people through the internet> opening door to strangers> purchasing on the doorstep

Support children and young people to achieve their learning potential

Unit Reference	D/601/1357	
Level	3	
Credit Value	3	
Guided Learning (GL)	20	
Unit Summary	This unit provides the knowledge and skills required to support children and young people to achieve their learning potential.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)	
The learner will	The learner can	
1. Understand the legislation and policies that underpin education and learning for children and young people	1.1	Describe the legislation that affects children and young people's access to education and learning opportunities
	1.2	Explain how policies have influenced access to learning opportunities for children and young people
2. Be able to support children and young people to work out what they want to learn and achieve	2.1	Demonstrate how to encourage children or young people to recognise how their interests, talents and abilities can help to achieve their aspirations
	2.2	Work with a child or young person to help them to see how they can build on their interests, talents and abilities
3. Be able to work with children and young people to make the most of learning opportunities	3.1	Demonstrate how to work with children or young people to set and monitor progress towards goals and targets
	3.2	Support children or young people's learning activities
	3.3	Demonstrate how to support children or young people to recognise and deal with attitudes or behaviour that may undermine learning opportunities

	3.4	Provide encouragement to children or young people to see how their learning experiences can be applied in other areas of life
	3.5	Provide children or young people with enthusiastic feedback to celebrate achievement
4. Know how to work with others to support children and young people to achieve the best possible outcomes from learning opportunities	4.1	Explain the importance of engaging carers in children and young people’s learning
	4.2	Identify key professionals and their roles in supporting and developing children and young people’s learning
	4.3	Explain the importance of effective communication between all those involved in a child or young person’s learning

Assessment Requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

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

Additional Information

Learning Outcome 1

Legislation:

As appropriate to relevant UK Home Nation

Support children and young people to have positive relationships

Unit Reference	R/601/1369	
Level	3	
Credit Value	3	
Guided Learning (GL)	20	
Unit Summary	This unit provides the knowledge and skills required to support children and young people to have positive relationships.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.5)	
The learner will	The learner can	
1. Understand the importance of positive relationships for the development and well-being of children and young people	1.1	Identify the different relationships children and young people may have
	1.2	Explain the importance of positive relationships for development and wellbeing
	1.3	Explain the possible effects of children having restricted or supervised contact in order to maintain relationships
2. Be able to support children and young people to make and maintain positive relationships	2.1	Demonstrate how to support children or young people to maintain relationships with carers or professionals who are important to them
	2.2	Explain how to support children or young people to make new relationships
	2.3	Provide practical and emotional support to encourage children or young people to commit to and enjoy positive relationships
3. Understand how to support children and young people when there are relationship difficulties	3.1	Explain why it is important to encourage children or young people to resolve conflict for themselves if possible

	3.2	Explain how to support a child or young person who is distressed by relationship difficulties
	3.3	Explain how to support a child or young person to end relationships that are making them unhappy
	3.4	Describe the circumstances that would result in a relationship causing concern and the actions that should follow
	3.5	Explain how to support children or young people to recognise and take action when they are involved in abusive or exploitative relationships

Assessment Requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

Learning Outcomes 2 must be assessed in real work situations.

Additional Information

Assessment Criterion 1.1	Different types of relationship e.g.: <ul style="list-style-type: none"> > Parental > Carer > Sibling > Family > Friendship > Emotional / sexual > Acquaintance > Professional
Learning Outcome 3	Relationship difficulties e.g.: <ul style="list-style-type: none"> > Parents or carers > Families

- > Peers
- > Close friends
- > Colleagues or other professionals

Improving the attendance of children and young people in statutory education

Unit Reference	M/601/1377	
Level	3	
Credit Value	5	
Guided Learning (GL)	40	
Unit Summary	This unit provides the knowledge and skills required to improve the attendance of children and young people in statutory education.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)	
The learner will	The learner can	
1. Understand the factors that impact on the attendance of children and young people in statutory education	1.1	Explain the factors that can affect the attendance of children and young people in statutory education
	1.2	Explain how the factors that affect attendance of children and young people in statutory education can be minimized
2. Understand the role of individuals and agencies in improving attendance of children and young people in statutory education	2.1	Evaluate the role of different agencies in improving the attendance of children and young people in statutory education
	2.2	Explain the role of key individuals in improving whole school attendance
	2.3	Explain strategies that can be used to improve the attendance of individual children and young people and whole school attendance
3. Be able to use attendance data to inform strategies and plans to improve attendance of children and young people in statutory education	3.1	Obtain data on attendance of children and young people in statutory education
	3.2	Analyse data to identify patterns of attendance of children and young people in statutory education

	3.3	Store data records in compliance with all organisational and legislative requirements
	3.4	Use data to contribute to the development of strategies and plans to improve attendance and reduce persistent absence
4. Be able to support work with children, young people and families to improve attendance according to role and responsibilities	4.1	Support engagement with children, young people and their families to address attendance issues
	4.2	Demonstrate in own practice ability to support planning and monitoring activities to improve attendance
	4.3	Liaise effectively with other agencies to improve attendance of children and young people in statutory education

Assessment Requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

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

Additional Information

Assessment Criterion 2.1	Different agencies e.g.: <ul style="list-style-type: none"> > Education welfare > Social services > Police
Learning Outcome 2	Individuals: <ul style="list-style-type: none"> > School staff including Behaviour and Education Support teams (BEST) > Education welfare staff > Children's social workers

	<ul style="list-style-type: none">> Families and carers
Assessment Criterion 2.3 Learning Outcome 3	<p>Strategies e.g.:</p> <ul style="list-style-type: none">> Linking improved attendance to whole school performance> Engaging the support of families and carers> Identifying 'at risk' pupils and providing appropriate support> Providing appropriate parenting support if required

Facilitate the learning and development of children and young people through mentoring

Unit Reference	T/601/1381	
Level	3	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit provides the knowledge and skills required to facilitate the learning and development of children and young people through mentoring.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.2)	
The learner will	The learner can	
1. Understand how to facilitate the learning and development needs of children and young people through mentoring	1.1	Explain the interpersonal and communication skills required to facilitate the learning and development needs of children and young people
	1.2	Explain how different learning styles and methods impact on the learning and development of children and young people
2. Be able to support children and young people to address their individual learning and development needs	2.1	Support children or young people to express their goals and aspirations
	2.2	Support children or young people to identify ways of removing barriers to achievement
	2.3	Develop an action plan to address individual learning and development needs of children or young people
3. Be able to promote the wellbeing, resilience and achievement of individual children and young people through mentoring	3.1	Explain the importance of promoting the wellbeing, resilience and achievement of children and young people through mentoring
	3.2	Demonstrate mentoring strategies and activities with children or young people

		that support their well-being and resilience
4. Be able to review the effectiveness of the mentoring process	4.1	Assess the progress of individual children or young people against their action plans, suggesting improvements
	4.2	Evaluate the effectiveness of the mentoring process in facilitating the learning and development of the individual children or young people

Assessment Requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

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

Additional Information

Assessment Criterion 1.1	<p>Interpersonal and communication skills:</p> <ul style="list-style-type: none"> > effective listening skills > open questioning techniques > use of appropriate body language > how to give constructive feedback > ways of empathising with children and young people whilst maintaining professional boundaries > how to encourage children and young people to participate and communicate effectively in the mentoring process
Assessment Criterion 1.2	<p>Different learning styles and methods:</p> <ul style="list-style-type: none"> > 1:1 learning > working in pairs > group working > using electronic learning aids

	<ul style="list-style-type: none"> > visual, auditory and tactile learning styles
<p>Assessment Criterion 2.2</p>	<p>Barriers to achievement:</p> <ul style="list-style-type: none"> > low levels of literacy/communication skills > low levels of numeracy skills > bias and stereotyping in the learning process > low learner motivation > parental and/or peer influence
<p>Assessment Criteria 2.3, 4.1</p>	<p>Action plan for learning e.g.:</p> <ul style="list-style-type: none"> > sets clear targets and outcomes appropriate for the individual learner > sets clear timescales for achievement > agrees the support that will be provided to help achievement of targets > agrees clear review and revision processes and procedures

Support positive practice with children and young people with speech, language and communication needs

Unit Reference	L/601/2861	
Level	3	
Credit Value	4	
Guided Learning (GL)	28	
Unit Summary	This unit provides the knowledge and skills required to support positive practice with children and young people with speech, language and communication needs.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)	
The learner will	The learner can	
1. Understand the concept of positive practice when working with children and young people with speech, language and communication needs	1.1	Explain how to recognise and build on the strengths of a child or young person by giving different examples of positive strategies
	1.2	Compare the differences between strategies based on children and young people's strengths and abilities and those based around children's difficulties
	1.3	Provide examples of how current research evidence supports positive practice
2. Know how to work alongside speech, language and communication specialists to use appropriate strategies and targets to support children and young people	2.1	Identify and describe the different strategies and targets that can support children and young people's speech, language and communication needs
	2.2	Explain the process of how supportive strategies are selected and implemented to support children and young people's speech, language and communication needs
	2.3	Explain own role in the process of how targets are set, monitored and evaluated along with specialist

	2.4	Compare different examples of how strategies and targets have been used to support children and young people with speech, language and communication needs
3. Be able to place children and young people at the centre of professional practice when working with children and young people with speech, language and communication needs	3.1	Review and identify the particular issues and implications of own work setting for children and young people's speech, language and communication
	3.2	Demonstrate ways to adapt and modify own communication, resources and tasks to support children and young people's speech, language and communication
	3.3	Demonstrate effective ways to find out the views of children and young people and take them into account in planning and delivering practice
4. Understand how to work with others to support the social, emotional and cognitive needs of children and young people	4.1	Explain how speech, language and communication needs can affect social, emotional and cognitive development in children and young people
	4.2	Explain how social, emotional and cognitive needs can affect children and young people's speech, language and communication
	4.3	Review and report on the roles of other professionals in supporting children and young people and explain how to access additional support

Assessment Requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

Learning Outcome 3 must be assessed in a real work situation.



Additional Information	
<p>Assessment Criterion 1.1</p>	<p>Positive strategies may include:</p> <ul style="list-style-type: none"> > adapting adult language > adapting the environment to support communication > modelling and expanding the child or young person's language > demonstrating specific communication behaviours > facilitating communication between children and young people > providing time and supported opportunities to communicate > supporting and developing confidence and self-esteem
<p>Assessment Criterion 3.2</p>	<p>Resources and tasks may include:</p> <ul style="list-style-type: none"> > everyday activities within the work setting > specific resources or activities within, for example a curriculum > daily routines within the setting > published resources; written information



Support speech, language and communication development

Unit Reference	A/601/2872	
Level	3	
Credit Value	3	
Guided Learning (GL)	20	
Unit Summary	This unit provides the knowledge and skills required to support speech, language and communication development.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.3)	
The learner will	The learner can	
1. Understand the importance of speech, language and communication for children's overall development	1.1	Explain each of the terms: <ul style="list-style-type: none"> > Speech > Language > Communication > Speech, language and communication needs
	1.2	Explain how speech, language and communication skills support the following areas in children and young people's development: <ul style="list-style-type: none"> > Learning > Emotional > Behaviour > Social
	1.3	Describe the potential impact of speech, language and communication difficulties on the overall development of a child or young person both currently and long term
	1.4	Explain the factors that increase the risk of children and young people having speech language and communication needs

<p>2. Understand typical speech, language and communication</p>	<p>2.1</p> <p>2.2</p> <p>2.3</p> <p>2.4</p>	<p>Summarise the typical stages of speech, language and communication development of children in the following age groups, including both understanding and use of language:</p> <ul style="list-style-type: none"> > 0-5 years old > 5-11 > 11-16 <p>Explain how children and young people develop their speech, language and communication and identify how this applies to children who are learning more than one language</p> <p>Explain how speech, language and communication work together to enable effective interaction</p> <p>Explain the different ways in which a child or young person may not follow typical speech, language and communication development</p>
<p>3. Be able to identify typical speech, language and communication development of children and young people</p>	<p>3.1</p> <p>3.2</p> <p>3.3</p>	<p>Observe and report examples of a child or young person using their communication skills in different contexts</p> <p>Plan and carry out an observation of a child or young person using their communication skills in different contexts</p> <p>Report on planned observations highlighting normal variations in the typical speech, language and communication development of children or young people</p>

Assessment Requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

Assessment of Learning Outcome 3 should relate to real work activities.

Additional Information

Assessment Criterion
1.4

Factors may include:

- > limited or poor-quality support for speech, language and communication development
- > hearing difficulties
- > social disadvantage
- > physical difficulties such as cerebral palsy
- > other syndromes, conditions or areas of need such as autism, attention deficit disorder
- > trauma/abuse
- > family history of SLCN
- > learning difficulties

Work with parents, families and carers to support their children's speech, language and communication development

Unit Reference	Y/601/2877	
Level	3	
Credit Value	3	
Guided Learning (GL)	23	
Unit Summary	This unit provides the knowledge and skills required to work with parents, families and carers to support their children's speech, language and communication development.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)	
The learner will	The learner can	
1. Understand the importance of parental support for the development of speech, language and communication	1.1	Outline the nature of the parent/child relationship at key stages of a child's life in relation to speech, language and communication
	1.2	Explain the influences of different parenting styles on speech, language and communication development
	1.3	Explain how supporting effective speech, language and communication between parents and children could influence their relationship and overall development at home
2. Be able to work in partnership with parents to support their child's speech, language and communication development	2.1	Explain issues and challenges for parents which may influence how they support their child's speech, language and communication development
	2.2	Support parents to understand their valuable role in supporting their child's speech, language and communication development
	2.3	Explain a range of ways to work with parents to support their child's speech,

	2.4	language and communication development Demonstrate ways on how to develop and maintain a parent's confidence in supporting their child's speech, language and communication development
3. Be able to support parents to use activities and approaches to support their child's speech, language and communication development	3.1	Provide parents with appropriate advice and sources of information to support their child's speech, language and communication development
	3.2	Explain ways to support parents in how to use activities and approaches to support their child's speech, language and communication development
	3.3	Evaluate the ways in which own role can be effective in supporting parents to support their children's speech, language and communication development
4. Understand the importance of working in partnership with parents of children with speech, language and communication needs and relevant professional agencies	4.1	Explain why it is important to be able to work in partnership with parents of children with SLCN
	4.2	Identify useful sources of information and relevant organisations and services to support parents of children who have SLCN
	4.3	Explain the importance of partnership working across professionals, agencies and parents when supporting children with SLCN

Assessment Requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

Learning Outcome 2 and part pf Learning outcome 3 must be assessed in real work situations.

Support the speech, language and communication development of children who are learning more than one language

Unit Reference	J/601/2888	
Level	3	
Credit Value	3	
Guided Learning (GL)	26	
Unit Summary	This unit provides the knowledge and skills required to support the speech, language and communication development of children who are learning more than one language.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)	
The learner will	The learner can	
1. Understand the speech, language and communication assessment process for children and young people who are learning more than one language	1.1	Explain how to identify which languages are used by children and young people in the work setting
	1.2	Explain how to collect information on a child or young person's use of their languages at home and in the work setting
	1.3	Explain the difficulties of using formal, standardised tests/screens with children and young people whose home language is not English
	1.4	Explain how to recognise when a child or young person learning more than one language may have additional or specific speech, language and communication needs
2. Understand the cultural issues of assessing and supporting the speech, language and communication development of children and young people who are	2.1	Explain what is meant by bilingualism
	2.2	Explain the advantages of bilingualism
	2.3	Define culture and identify how to integrate different cultures within own work setting

learning more than one language	2.4	Explain the importance of using culturally appropriate and relevant materials and approaches with children and young people learning more than one language
	2.5	Explain how resources can be adapted to meet the support needs of children and young people whose home language is not English
3. Be able to work with parents of children and young people whose home language is not English	3.1	Provide appropriate advice to parents on supporting their child's speech, language and communication development
	3.2	Demonstrate approaches to support parents in promoting their child's speech, language and communication development
	3.3	Explain how language and resources can be adapted to enable close work with parents whose home language is not English
4. Know how to work with others in order to support the speech, language and communication development of children and young people whose home language is not English	4.1	Explain the different ways in which professionals can work together in the interests of children and young people
	4.2	Explain the roles and importance of other professionals who may be involved in joint or integrated working to support children and young people with speech, language and communication needs who are learning more than one language
	4.3	Identify and describe when and how to contact and work with relevant agencies and services

Assessment Requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

Learning Outcome 3 should be assessed in relation to real work activities.

Support children and young people’s speech, language and communication skills	
Unit Reference	L/601/2889
Level	3
Credit Value	3
Guided Learning (GL)	25
Unit Summary	This unit provides the knowledge and skills required to support children and young people’s speech, language and communication skills.
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)
The learner will	The learner can
1. Understand the importance and the benefits of adults supporting the speech, language and communication development of children and young people	1.1 Explain the ways in which adults can effectively support and extend the speech, language and communication development for each of the following age groups <ul style="list-style-type: none"> > 0-5 > 5-11 > 11-16 > 16-25 1.2 Evaluate relevant positive effects of adult support for children, young people and their families
2. Be able to provide support for the speech, language and communication development of children and young people	2.1 Demonstrate methods of providing support taking into account the <ul style="list-style-type: none"> > specific needs > abilities > home language > interests of children and young people in their setting 2.2 Initiate and implement planning for speech, language and communication support to children and young people in work setting

	2.3	Gather information and feedback to evaluate the effectiveness of speech, language and communication support in work setting
3. Understand how environments support speech, language and communication	3.1	Explain the importance of the environment in supporting speech, language and communication development
	3.2	Review relevant evidence about the key factors that provide a supportive speech, language and communication environment
	3.3	Apply research evidence to planning an environment that supports speech, language and communication
4. Be able to recognise, and obtain additional support for, children and young people who may have speech, language and communication needs	4.1	Identify the range of speech language and communication needs that children and young people may have
	4.2	Identify the indicators which may suggest that a child or young person has speech, language and communication needs
	4.3	Explain the processes and procedures to follow in order to raise any concerns and access additional, specialist support

Assessment Requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

Learning Outcome 4 should be assessed in relation to real work activities.

Additional Information	
Assessment Criterion 1.1	<p>Ways in which adults can support may include:</p> <ul style="list-style-type: none"> > the words and levels of language and questions > adults use with children and young people > conversations / interactions with children and young people > information and activities used > work with parents / carers
Assessment Criterion 1.2	<p>Positive effects may include improved:</p> <ul style="list-style-type: none"> > speech, language and communication skills > social interaction > behaviour > emotional development / self confidence
Assessment Criterion 2.1	<p>Methods may include:</p> <ul style="list-style-type: none"> > adapting own language > scaffolding the child's language > giving CYP the time and opportunity to communicate > facilitating communication between CYP with each other > learning through play > working with parents, carers and families
Assessment Criteria 2.2, 3.3	<p>Planning may include:</p> <ul style="list-style-type: none"> > the physical environment > staff roles and responsibilities > training needs and opportunities > views of the children and young people > involvement of parents and families
Assessment Criterion 4.1	<p>Range may include:</p> <ul style="list-style-type: none"> > whether speech, language and communication are the primary need or part of another disability or need > whether SLCN are short term or persistent > the level of need a child may have

	<ul style="list-style-type: none"> > whether a child has needs in one, more or all areas of speech, language and communication > whether the needs relate to delayed or disordered speech, language and > communication development
<p>Assessment Criterion 4.2</p>	<p>Indicators may include:</p> <ul style="list-style-type: none"> > limited speech, language and communication skills > poor behaviour > poor literacy skills > limited social / play / interaction skills > isolation from peer group > low confidence / self esteem
<p>Assessment Criterion 4.3</p>	<p>Processes and procedures may include:</p> <ul style="list-style-type: none"> > raising initial concern within the setting > discussion with parents/carers/young person > period of observation / monitoring / support > consent for referral > onward referral to specialists, e.g. Speech and Language Therapist > procedures for collaborative working with specialists

Support Care within fostering services for vulnerable children and young people	
Unit Reference	J/601/1806
Level	3
Credit Value	3
Guided Learning (GL)	20
Unit Summary	This unit provides the knowledge and skills required for support care within fostering services for vulnerable children and young people.
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.3)
The learner will	The learner can
1. Understand the role of support care in fostering services for vulnerable children, young people and carers	1.1 Explain the principles, aims and legal status of support care in fostering services 1.2 Explain own role and responsibilities and that of others involved in support care in fostering services 1.3 Identify sources of information and support for the support carer role within fostering services
2. Be able to offer support care within fostering services to a vulnerable child or young people	2.1 Demonstrate and explain how to build positive relationships with the vulnerable child or young person taking into account their age, needs, abilities, culture, religious and ethnic background 2.2 Explain, giving examples from own practice, > how placement agreements are reached and typical content > the types of tasks and activities to be undertaken with the child or young person and the reason for the selection 2.3 Evaluate how the support care they offer meets the needs of a child or young

		person and could be adapted for both planned and emergency situations
3. Be able to support carers of vulnerable children or young people	3.1	Demonstrate and explain how to build positive relationships with carers
	3.2	Explain the barriers that may exist in positive relationships with carers and how these may be overcome
	3.3	Demonstrate own role in supporting and modelling effective parenting and acting as mentor where this is appropriate

Assessment Requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

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

Support the referral process for children and young people

Unit Reference	R/601/1386	
Level	3	
Credit Value	3	
Guided Learning (GL)	20	
Unit Summary	This unit provides the knowledge and skills required to be able to support the referral process for children and young people.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.2)	
The learner will	The learner can	
1. Understand the referral options that are available for children and young people	1.1	Explain the services provided by individuals and agencies that children and young people can be referred to
	1.2	Explain how to identify the most appropriate referral opportunity for children and young people
2. Be able to work with children and young people in order to encourage their participation in the referral process	2.1	Demonstrate in own practice how to encourage participation of children or young people during the referral process
	2.2	Demonstrate in own practice how to support children or young people to make realistic and appropriate choices in terms of their referral options
3. Be able to support children and young people through the referral process	3.1	Explain how children and young people are supported through difficult decisions and conflict situations
	3.2	Facilitate the referral process between the child or young person and the referral opportunity
4. Be able to evaluate the effectiveness of the referral	4.1	Evaluate the referral process

process suggesting improvements	4.2	Suggest improvements to the referral process in the light of the evaluation
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Assessment Requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

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

Simulation is not permitted.

Additional Information

Assessment Criterion
1.1

Individuals and agencies:

- > colleagues in own organisation
- > colleagues in other organisations including:
 - > education welfare
 - > education psychologist
 - > CAMHS
 - > Drug and alcohol teams
 - > SENCO
 - > Youth offending team
 - > behaviour and educational support teams (BEST)
 - > support for gifted and talented students

Support young people who are involved in anti-social and/or criminal activities	
Unit Reference	L/502/5261
Level	3
Credit Value	2
Guided Learning (GL)	10
Unit Summary	This unit provides the knowledge and skills required to be able to support young people who are involved in anti-social and/or criminal activities.
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.3)
The learner will	The learner can
1. Understand the underlying issues contributing to the anti-social and/or criminal activity of young people	1.1 Explain the causes and circumstances that may contribute to the anti-social and/or criminal activity of young people including personal, physical, psychological and social factors
	1.2 Explain the factors and tensions that may affect the ability of young people and significant others involved with them to address their anti-social and/or criminal behaviour
2. Understand how to support young people who are involved in anti-social and/or criminal activities	2.1 Explain how to enable young people to express their views and understanding of their own behaviour and the effects of their behaviour on significant others
	2.2 Explain how to draw up and record a support plan which will benefit the young person, and which secures a commitment from those who will be working with the young person
	2.3 Describe the types of support and support agencies that may be available for these young people and explain the nature of

	the relationship between own and other agencies
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Assessment Requirements and Evidence Requirements

Assessment of learners' performance must take place in a work-based situation. It is accepted that the assessment of some knowledge and understanding may take place in a different environment, for example in a training and development centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence.

Support young people who are looked after or are leaving care

Unit Reference	A/502/5224	
Level	3	
Credit Value	3	
Guided Learning (GL)	23	
Unit Summary	This unit provides the knowledge and skills required to support young people who are looked after or are leaving care.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.2)	
The learner will	The learner can	
1. Understand the issues affecting young people who are looked after or leaving care	1.1	Explain the social, emotional and personal issues that might arise for young people who are looked after or are leaving care
	1.2	Explain the key factors that may be relevant to the needs of these young people, for example, employment and/or education status, their health and well-being, existing care plans, potential risks for themselves or others
2. Understand how to support young people who are looked after or leaving care	2.1	Describe the sources of information and support services which are available to support young people who are looked after or leaving care
	2.2	Enable young people to explore their views, choices and perceptions of their care situation or change of situation and to understand the potential consequences of their choices
	2.3	Encourage young people to maintain positive relationships and contact with family, carers and/or significant others

3. Know about the statutory and legal frameworks in relation to young people who are looked after or leaving care	3.1	Describe the statutory and legal frameworks for protecting young people who are looked after or leaving care
	3.2	Explain how to give support in a way that balances the interests of the young person, inherent risks and legal duties of care

Assessment Requirements and Evidence Requirements

Assessment of learners' performance must take place in a work-based situation. It is accepted that the assessment of some knowledge and understanding may take place in a different environment, for example in a training and development centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence.

Support young people who are socially excluded or excluded from school

Unit Reference	R/502/5231	
Level	3	
Credit Value	2	
Guided Learning (GL)	10	
Unit Summary	This unit provides the knowledge and skills required to support young people who are socially excluded or excluded from school.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.3)	
The learner will	The learner can	
1. Understand the issues affecting young people who are socially excluded or excluded from school	1.1	Explain the issues that may affect young people who are excluded, including access to services or amenities, crime or anti-social behaviour, isolation or stigmatisation
	1.2	Explain the potential effects of exclusion on the health, safety and well-being of these young people
2. Understand how to support young people who are socially excluded or excluded from school	2.1	Enable these young people to reflect on their own beliefs, concerns and priorities to maintain their health, safety and well-being
	2.2	Describe the information, support and community services which are available to support excluded young people
	2.3	Encourage excluded young people to explore options which are achievable and to discuss the implications or consequences of those options for self, family and significant others

Assessment Requirements and Evidence Requirements

Assessment of learners' performance must take place in a work-based situation. It is accepted that the assessment of some knowledge and understanding may take place in a different environment, for example in a training and development centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence.

Support young people in relation to sexual health and risk of pregnancy

Unit Reference	F/502/5242	
Level	3	
Credit Value	2	
Guided Learning (GL)	10	
Unit Summary	This unit provides the knowledge and skills required to support young people in relation to sexual health and risk of pregnancy.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.4)	
The learner will	The learner can	
1. Understand the issues affecting young people in relation to sexual health and risk of pregnancy	1.1	Explain the issues affecting young people in relation to sexual health and risk of pregnancy, including peer pressure, consensual relationships, readiness for sexual activity, contraception, sexually transmitted infections and pregnancy options
	1.2	Explain how age, maturity, ethnicity, culture, gender and beliefs can affect attitudes and behaviour in relation to sexual activity, sexual health and pregnancy
	1.3	Explain the social, health and educational risk factors associated with early sexual activity or teenage pregnancy
2. Understand how to support young people in relation to sexual health and risk of pregnancy	2.1	Describe relevant sources of information, guidance and support and the range of health services available for these young people
	2.2	Explain how to support young people to identify their needs and priorities in relation to their sexual health and risk of pregnancy, in a way that is confidential,

		non-judgemental and sensitive to their individual situation
	2.3	Enable young people to make informed choices in relation to their identified needs and priorities
	2.4	Describe the codes of practice, relevant professional guidance and/or organisational policies within which they are working and explain their implications for professional conduct, confidentiality and gaining consent

Assessment Requirements and Evidence Requirements

Assessment of learners' performance must take place in a work-based situation. It is accepted that the assessment of some knowledge and understanding may take place in a different environment, for example in a training and development centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence.

Enable parents to develop ways of handling relationships and behaviour that contribute to everyday life with children

Unit Reference	H/502/4682	
Level	3	
Credit Value	3	
Guided Learning (GL)	20	
Unit Summary	This unit provides the knowledge and skills required to enable parents to develop ways of handling relationships and behaviour that contribute to everyday life with children.	
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.1)	
The learner will	The learner can	
1. Know how to enable parents to understand and respond to children's feelings and behaviours	1.1	Explain the importance of modelling behaviour for children and parents
	1.2	Explain the effects of harsh parenting on children
	1.3	Explain the importance of boundaries
	1.4	Explain parental strategies for holding boundaries
	1.5	Explain ways of promoting children's progression towards self-discipline
	1.6	Explain and demonstrate how to enable parents to understand their children's feelings and behaviour
	1.7	Explain and demonstrate how to enable parents to assist children to recognise their feelings
	1.8	Explain how to enable parents to identify strategies for them and their children to manage conflict

	1.9	Explain when particular/specialist help is needed, and how to refer parents to appropriate services
2. Understand how to support parents to interact with their children in positive ways	2.1	Explain why parents must balance parental authority and the developing autonomy of their children, and how they can be supported in this
	2.2	Explain and demonstrate how to support parents to develop clear and developmentally appropriate ways of communication with their children
	2.3	Explain and demonstrate how parents can be supported to help their children understand the effect of their actions on others
3. Understand how to develop parents' knowledge of how to support children's play, learning and creativity	3.1	Explain the role of play in children's development
	3.2	Explain ways in which parents can support children's play in developmentally appropriate ways
	3.3	Explain how children can be encouraged to take the lead and develop their own ideas
	3.4	Describe sources of information and advice for parents on meeting children's play and learning needs
4. Understand how to work with parents to find positive ways to meet children's physical needs	4.1	Explain how to raise parents' awareness of common hazards and risks to children's safety inside and outside the home
	4.2	Explain how to enable parents to find strategies for addressing eating and sleeping issues
	4.3	Describe sources of information and advice on meeting children's physical needs

5. Understand how to reflect on own practice in enabling parents to develop ways of handling relationships and behaviour that contribute to everyday life with children	5.1	Reflect on own practice in enabling parents to develop ways of handling relationships and behaviour that contribute to everyday life with children, identifying strengths and areas for development
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Assessment Requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

Work with parents to meet their children's needs

Unit Reference	Y/502/4680	
Level	3	
Credit Value	3	
Guided Learning (GL)	20	
Unit Summary	This unit provides the knowledge and skills required to be able to work with parents to meet their children's needs.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.1)	
The learner will	The learner can	
1. Understand the nature of the parent and child relationship	1.1	Explain the evolving and interdependent nature of the relationship between parents and their children
	1.2	Explain key factors which affect the relationship between parents and children through all developmental stages
	1.3	Explain key types of transitions that a child or young person may experience
	1.4	Explain changes which parenthood makes to the lives of parents
	1.5	Explain key factors in the process and function of bonding and attachment
	1.6	Explain key factors in the process of children's development of a sense of self
2. Know how to work with parents to understand the nature of the parent and child relationship	2.1	Explain and demonstrate strategies to support parents in understanding that both parents and children develop and change over time and have unique temperaments
	2.2	Explain and demonstrate strategies to support parents in understanding the role

		of reciprocal responses and interaction in parenting
	2.3	Explain and demonstrate strategies to support parents in understanding that the process of parenting is one of progressive separation of child and parent
	2.4	Explain ways of challenging parents assertively and when it is appropriate to do so
3. Understand how to work with parents to provide age appropriate support for a specified age group of children	3.1	Identify key features of expected patterns of child development
	3.2	Explain the development and maturational tasks of a specified age group of children
	3.3	Explain and demonstrate strategies for supporting parents to meet the needs of a specified age group of children
	3.4	Explain and demonstrate strategies for meeting the support needs of parents of a specified age group of children
4. Understand how to reflect on own practice in working with parents to meet their children's needs	4.1	Reflect on own practice in working with parents to meet their children's needs, identifying strengths and areas for development

Assessment Requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

Support young people with mental health problems

Unit Reference	T/502/5240	
Level	3	
Credit Value	3	
Guided Learning (GL)	23	
Unit Summary	This unit provides the knowledge and skills required to be able to support young people with mental health problems.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.2)	
The learner will	The learner can	
1. Understand the issues affecting young people with mental health problems	1.1	Explain the social, emotional and psychological issues that may affect the well-being of young people with mental health problems
	1.2	Explain the factors that may affect the needs of these young people, such as physical, medical and mental health care, social and sexual well-being or harmful behaviours
2. Understand how to support young people with mental health problems	2.1	Describe the sources of information, agencies and support services which are available to help young people with mental health problems
	2.2	Explain how to help build self-confidence, independence and self-esteem in young people with mental health problems
	2.3	Enable young people with mental health problems to express their views, anxieties and feelings about their support needs, without fear of pressure or judgement
3. Know about the statutory and legal frameworks in relation to young people	3.1	Describe the statutory and legal frameworks for protecting young people with mental health problems

with mental health problems	3.2	Explain how to work in partnership with families, parents, carers or significant others in a way that balances the rights and interests of these young people against any limitations required for their protection
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Assessment Requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

Assessment of learners' performance must take place in a work-based situation. It is accepted that the assessment of some knowledge and understanding may take place in a different environment, for example in a training and development centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence.

Engage young parents in supporting their children's development

Unit Reference	J/502/4660	
Level	3	
Credit Value	3	
Guided Learning (GL)	20	
Unit Summary	This unit provides the knowledge and skills required to engage young parents in supporting their children's development.	
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.3)	
The learner will	The learner can	
1. Understand the context of pregnancy and parenthood for young people	1.1	Explain the implications of the current strategy and guidance relating to pregnancy and parenthood for young people
	1.2	Explain the impact on own practice of the current strategy and guidance relating to pregnancy and parenthood for young people
	1.3	Demonstrate how the strategy and guidance applies to own work with young parents
2. Understand transition issues for young people and their potential impact on parenthood	2.1	Reflect on own transitional experiences as a young person
	2.2	Describe issues facing young parents in their transition from child to young adult
3. Understand the impact of stress on a young parent's relationship with their child/children	3.1	Explain how stress experienced by young parents may affect their relationships with their children
	3.2	Explain how a practitioner can support young parents to overcome the negative impact of stress on their parenting

<p>4. Understand how to engage young parents with services</p>	<p>4.1 4.2 4.3</p>	<p>Explain factors which impact on a young parent's engagement with services</p> <p>Reflect on the potential effectiveness of the range of services that can be offered to young parents</p> <p>Demonstrate how young parents engage with services/settings in own practice</p>
<p>5. Understand the specific needs of young fathers in engaging with their child's needs and development</p>	<p>5.1 5.2 5.3</p>	<p>Explain the specific needs of young fathers</p> <p>Explain factors that may lead to young fathers engaging with the needs of their children</p> <p>Explain how services/settings can support young fathers to engage with their child's needs and development</p>

Assessment Requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

Engage fathers in their children's early learning

Unit Reference	Y/502/4663	
Level	3	
Credit Value	3	
Guided Learning (GL)	20	
Unit Summary	This unit provides the knowledge and skills required to engage fathers in their children's early learning.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)	
The learner will	The learner can	
1. Understand the policy context and research that underpins the involvement of fathers in their children's early learning	1.1	Explain key research studies that show the importance of fathers' involvement in their children's early learning
	1.2	Summarise the role of a father in family life, structure and functioning in diverse communities
	1.3	Explain the concept of positive home learning environments and ways of promoting and supporting them
	1.4	Explain why it is important to work in partnership with fathers
	1.5	Explain the importance of clear principles and policies to support the engagement of fathers in their child's early learning
2. Understand how to work in partnership with fathers to support their children's early learning	2.1	Explain and demonstrate a range of strategies that can be used to build confidence in fathers from diverse communities to contribute to their child's early learning
	2.2	Explain and demonstrate the use of key relationship building strategies and/or

	2.3	skills involved in working in partnership with fathers from diverse communities Explain and demonstrate the use of key communication strategies and/or skills involved in working in partnership with fathers from diverse communities
3. Understand the barriers to fathers being involved in their children's early learning	3.1	Explain personal, social and cultural barriers to fathers being involved in their children's early learning
	3.2	Explain and demonstrate a range of strategies to help overcome barriers to fathers' involvement in their child's early learning
	3.3	Explain how attitudes can be barriers to engaging fathers in their children's early learning
4. Understand how to use reflection to challenge and develop existing practice in working with fathers to support their children's early learning	4.1	Reflect on ways of working with resident and non-resident fathers to help them provide support for their children's early learning
	4.2	Identify and explain support and changes needed to improve own skills and knowledge and build on their own practice
	4.3	Explain culturally sensitive ways of working with fathers to help them provide support for their children's early learning

Assessment Requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

Engage parents in their children's early learning

Unit Reference	M/502/3812	
Level	3	
Credit Value	3	
Guided Learning (GL)	20	
Unit Summary	This unit provides the knowledge and skills required to engage parents in their children's early learning.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)	
The learner will	The learner can	
1. Understand the policy context and research that underpins parental involvement in their children's early learning	1.1	Explain key research findings which show the importance of parental involvement in their children's learning in their early years
	1.2	Explain the concept of positive home learning environments and identify ways of promoting and supporting them
	1.3	Explain why it is important to work in partnership with parents, including fathers
	1.4	Explain the importance of clear principles and policies to support the engagement of parents in their child's early learning
2. Understand how to work in partnership with parents to support their children's early learning	2.1	Explain and demonstrate how parents are engaged as partners in their children's early learning
	2.2	Explain and demonstrate key relationship building strategies and/or skills involved in working with parents in partnership
	2.3	Explain and demonstrate key communication strategies and/or skills involved in working with parents in partnership

	2.4	Explain and demonstrate a range of strategies that can be used to build confidence in parents as their child's first educator
3. Understand barriers to parents being involved in their children's early learning	3.1	Explain personal, social and cultural barriers to parents being involved in their children's early learning
	3.2	Explain and demonstrate a range of strategies to help overcome barriers to parental involvement in their child's early learning
	3.3	Explain how attitudes can be barriers to engaging parents in their children's early learning
4. Understand how to use reflection to challenge and develop existing practice in working with parents to support their children's early learning	4.1	Explain culturally sensitive ways of working with parents to help them provide appropriate support for their children's early learning
	4.2	Reflect on ways of working with parents to help them provide appropriate support for their children's early learning
	4.3	Identify and explain support and changes needed to improve own skills and knowledge and build on their own practice

Assessment Requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

Assessment will be by portfolio and none of the Learning Outcomes will be assessed by observation.

Lead and manage a community based early years setting

Unit Reference	H/601/0131	
Level	4	
Credit Value	6	
Guided Learning (GL)	45	
Unit Summary	This unit provides the knowledge and skills required to lead and manage a community based early years setting.	
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.4)	
The learner will	The learner can	
1. Understand the purposes, benefits and key features of community based early years provision	1.1	Explain the purpose and features of community-based setting
	1.2	Explain how a community based early years setting can be an agent of community development
	1.3	Describe the benefits arising from community based early years provision for: <ul style="list-style-type: none"> > children > parents/carers > the early years setting > the local community
2. Be able to lead the team in a community based early years setting	2.1	Demonstrate leadership skills in own practice
	2.2	Implement activities with the setting's staff team to share and promote their understanding of good practice
	2.3	Implement strategies to create and maintain a team culture among all of the staff and parents in a community based early years setting

	2.4	Examine the effectiveness of own practice in implementing the principles of community based early years provision
3. Be able to engage parents as partners in the community based early years setting	3.1	Establish and maintain a relationship of partners with the parents of an early years setting
	3.2	Exchange information with parents about the progress of their child's learning and development
	3.3	Involve parents in decisions about plans and activities to progress their child's learning and development
	3.4	Involve parents in the activities of the early years setting
4. Be able to engage parents in the management/ decision making processes of an early years setting	4.1	Explain the role of the parent management committee/support group in a community based early years setting
	4.2	Demonstrate support to parents' involvement in the parent management committee/support group of a community based early years setting
5. Be able to provide learning opportunities to support parents' participation in a community based early years setting	5.1	Utilise the informal learning opportunities arising from parents' participation in activities to promote the learning and development of their own child and the setting's children
	5.2	Give a detailed account of a learning activity provided by the setting for its parents to develop their understanding of its early years curriculum, to include: a) why the activity was appropriate for the setting's parents b) how the setting encouraged parents to participate in the activity
	5.3	Provide parents with information about resources to enable them to develop the knowledge and skills to participate

		effectively in the parent management committee/support group of the setting
6. Be able to manage the resource, regulatory and financial requirements for a community based early years setting	6.1	Explain the regulatory requirements of the work setting and the lines of responsibility and reporting
	6.2	Explain how human resources are managed within the setting
	6.3	Demonstrate how systems of resource management operate in the work setting
	6.4	Demonstrate how financial systems in the setting are operated and accountability maintained according to appropriate standards

Assessment Requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

Learning Outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.

Additional Information

Assessment Criterion 2.1	Leadership skills e.g.: <ul style="list-style-type: none"> > effective communication > negotiation and empathy > consistency and fairness > leading change and modelling good practice > effective conflict management > coaching and facilitation skills
Assessment Criterion 3.4	Involve parents in activities e.g.: <ul style="list-style-type: none"> > providing the parent with an overview of the planning for activities

- > giving guidance to the parent on which activity/activities in which to participate
- > explaining the purposes of the activity/activities in which the parent participates
- > working with a parent to enable her/him to share a specific interest/skill with the early years setting's children
- > creating opportunities for parents to contribute to the play materials provided for the children by the early years setting
- > supporting parents to participate in the early years setting's curriculum provision for its children

Support disabled children and young people and those with specific requirements	
Unit Reference	T/601/0134
Level	4
Credit Value	6
Guided Learning (GL)	45
Unit Summary	This unit provides the knowledge and skills required to support disabled children and young people and those with specific requirements.
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.2)
The learner will	The learner can
1. Understand the principles of working inclusively with disabled children and young people and those with specific requirements	1.1 Outline the legal entitlements of disabled children and young people for equality of treatment and the principles of working inclusively placing the child/young person in the centre 1.2 Compare service led and child and young person led models of provision for disabled children and young people 1.3 Critically analyse the difference between the social model and medical model of disability and how each model affects provision 1.4 Explain the importance of <ul style="list-style-type: none"> > advocacy > facilitated advocacy for children and young people who require it > the personal assistant role 1.5 Explain the importance of encouraging the participation of disabled children and young people
2. Be able to work in partnership with families with disabled children or	2.1 Explain the concepts and principles of partnerships with carers of disabled

<p>young people and those with specific requirements</p>	<p>2.2 2.3</p>	<p>children and young people and those with specific requirements</p> <p>Explain the types of support and information carers may require</p> <p>Demonstrate in own practice partnership working with families</p>
<p>3. Be able to support age and developmentally appropriate learning, play or leisure opportunities for disabled children or young people and those with specific requirements</p>	<p>3.1 3.2 3.3 3.4 3.5</p>	<p>Demonstrate in own practice engagement with disabled children or young people</p> <p>Encourage children or young people to express their preferences and aspirations in their chosen way of communication</p> <p>Demonstrate in own practice how to work with children or young people and their families to assess a child or young person’s learning, play or leisure needs, identifying solutions to any barriers according to the principles of inclusion</p> <p>Develop a plan with an individual child or young person to support learning, play or leisure needs</p> <p>Implement the learning, play or leisure plan according to own role and responsibility explaining and evaluating its effectiveness and suggesting changes for the future</p>
<p>4. Be able to evaluate, support and develop existing practice with disabled children and young people and those with specific requirements</p>	<p>4.1 4.2 4.3</p>	<p>Demonstrate in own practice how barriers which restrict children and young people’s access are overcome</p> <p>Explain the importance of evaluating and challenging existing practice and becoming an agent of change</p> <p>Explain how and when to use policies and procedures to challenge discriminatory, abusive or oppressive behaviour</p>

	4.4	Describe the impact of disability within different cultures and the importance of culturally sensitive practice
	4.5	Explain the importance of systems of monitoring, reviewing and evaluating services for disabled children and young people
5. Understand how to work in partnership with other agencies and professionals to support provision for disabled children and young people and those with specific requirements	5.1	Explain the roles and responsibilities of partners that are typically involved with disabled children and young people and those with specific requirements
	5.2	Analyse examples of multi-agency and partnership working from own practice

Assessment Requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

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

Additional Information

Assessment Criterion 2.2	<p>Types of support and information e.g.:</p> <ul style="list-style-type: none"> > learning to use sign language, Makaton > speech board > social and emotional such as coming to terms with impact of disability on own family > financial > information about services and availability > information about children's and family's rights
Assessment Criterion 3.3	<ul style="list-style-type: none"> > Assess a child or young person's learning, play or leisure needs: > observations

- > information from others
- > preferences of the child or young person
- > findings solutions to obstacles
- > looking at how to overcome barriers

Promote creativity and creative learning in young children

Unit Reference	A/601/0135	
Level	4	
Credit Value	5	
Guided Learning (GL)	35	
Unit Summary	This unit provides the knowledge and skills required to promote creativity and creative learning in young children.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)	
The learner will	The learner can	
1. Understand the concepts of creativity and creative learning and how these affect all aspects of young children’s learning and development	1.1	Analyse the differences between creative learning and creativity
	1.2	Explain current theoretical approaches to creativity and creative learning in early childhood
	1.3	Critically analyse how creativity and creative learning can support young children’s emotional, social, intellectual, communication and physical development
2. Be able to provide opportunities for young children to develop their creativity and creative learning	2.1	Demonstrate in own practice how to promote creativity and creative learning
	2.2	Explain why young children require extended and unhurried periods of time to develop their creativity
3. Be able to develop the environment to support young children’s creativity and creative learning	3.1	Explain the features of an environment that supports creativity and creative learning
	3.2	Monitor and evaluate the effectiveness of aspects of the environment in supporting young children’s creativity and creative learning

4. Be able to support the development of practice in promoting young children's creativity and creative learning within the setting	4.1	Evaluate and reflect on own practice in promoting creativity and creative thinking
	4.2	Support others to develop their practice in promoting creativity and creative learning
	4.3	Develop a programme of change to the environment to enhance creativity and creative learning, giving a justification and expected outcomes for each area of change

Assessment Requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

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

Additional Information

Assessment Criterion
2.2

Promoting creativity and creative learning e.g.:

- > developing imagination and imaginative play
- > traditional creative arts
- > music, dance and movement
- > areas of learning such as mathematics, problem solving and exploration
- > ICT

Coordinate special educational needs provision

Unit Reference	T/600/9775	
Level	4	
Credit Value	5	
Guided Learning (GL)	35	
Unit Summary	This unit provides the knowledge and skills required to be able to coordinate special educational needs provision.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.4)	
The learner will	The learner can	
1. Understand the role of the special educational needs coordinator	1.1	Outline the legislative context for the role of the special educational needs coordinator, with reference to codes of practice as relevant to the UK Home Nation
	1.2	Explain the responsibilities of the special educational needs coordinator
	1.3	Explain the importance of early recognition and intervention
	1.4	Explain the policies and/or procedures of the setting in respect of special educational needs
	1.5	Explain the importance of liaison and partnerships with carers, other agencies and professionals
2. Be able to coordinate the observation, recording, assessment and planning to meet the individual requirements of children with special educational needs	2.1	Coordinate and lead the observation, assessment and recording progress of children with special educational needs
	2.2	Coordinate and plan the next steps for children with special educational needs in collaboration with:

		<ul style="list-style-type: none"> > colleagues including those in other agencies > children and their carers
	2.3	Demonstrate how the children’s individual play/education plans are developed, monitored and regularly updated
	2.4	Explain the importance of statements of special educational needs, and how these impact on provision for individual children within the setting
3. Be able to engage with children with special educational needs and their carers	3.1	Assess barriers to communication and engagement, and explain how these can be overcome
	3.2	Demonstrate engagement with children who have special educational needs in own work setting or service
	3.3	Demonstrate engagement with families of children who have special educational needs in own work setting or service
4. Be able to coordinate, support and advise colleagues working with children who have special educational needs	4.1	Demonstrate in own practice how to coordinate provision for special educational needs
	4.2	Identify sources of support and professional development for special educational needs practitioners and coordinators
	4.3	Demonstrate in own practice how to share new information and act as an agent of change and improvement
	4.4	Demonstrate in own practice how to work directly with colleagues to mentor and support practice

Assessment Requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

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

Promote positive behaviour	
Unit Reference	F/601/3764
Level	3
Credit Value	6
Guided Learning (GL)	44
Unit Summary	This unit provides the knowledge and skills required to promote positive behaviour.
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.3)
The learner will	The learner can
1. Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support	1.1 Explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied to own working practice 1.2 Define what is meant by restrictive interventions 1.3 Explain when restrictive interventions may and may not be used 1.4 Explain who needs to be informed of any incidents where restrictive interventions have been used 1.5 Explain why the least restrictive interventions should always be used when dealing with incidents of challenging behaviour 1.6 Describe safeguards that must be in place if restrictive physical interventions are used
2. Understand the context and use of proactive and reactive strategies	2.1 Explain the difference between proactive and reactive strategies

	<p>2.2</p> <p>2.3</p> <p>2.4</p> <p>2.5</p> <p>2.6</p>	<p>Identify the proactive and reactive strategies that are used within own work role</p> <p>Explain the importance of identifying patterns of behaviour or triggers to challenging behaviour when establishing proactive or reactive strategies to be used</p> <p>Explain the importance of maintaining a person or child centred approach when establishing proactive strategies</p> <p>Explain the importance of reinforcing positive behaviour with individuals</p> <p>Evaluate the impact on an individual's well-being of using reactive rather than proactive strategies</p>
<p>3. Be able to promote positive behaviour</p>	<p>3.1</p> <p>3.2</p> <p>3.3</p> <p>3.4</p>	<p>Explain how a range of factors may be associated with challenging behaviours</p> <p>Evaluate the effectiveness of proactive strategies on mitigating challenging behaviours</p> <p>Highlight, praise and support positive aspects of an individual's behaviour in order to reinforce positive behaviour</p> <p>Demonstrate how to model to others best practice in promoting positive behaviour</p>
<p>4. Be able to respond appropriately to incidents of challenging behaviour</p>	<p>4.1</p> <p>4.2</p> <p>4.3</p>	<p>Identify types of challenging behaviours</p> <p>Demonstrate how to respond to incidents of challenging behaviour following behaviour support plans, agreed ways of working or organisational guidelines</p> <p>Explain the steps that are taken to maintain the dignity of and respect for an individual when responding to an incident of challenging behaviour</p>

	4.4	Demonstrate how to complete records accurately and objectively in line with work setting requirements following an incident of challenging behaviour
5. Be able to support individuals and others following an incident of challenging behaviour	5.1	Demonstrate methods to support an individual to return to a calm state following an incident of challenging behaviour
	5.2	Describe how an individual can be supported to reflect on an incident including: <ul style="list-style-type: none"> > how they were feeling at the time prior to and directly before the incident > their behaviour > the consequence of their behaviour > how they were feeling after the incident
	5.3	Describe the complex feelings that may be experienced by others involved or witnessing an incident of challenging behaviour
	5.4	Demonstrate how to debrief others involved in an incident of challenging behaviour
	5.5	Describe the steps that should be taken to check for injuries following an incident of challenging behaviour
6. Be able to review and revise approaches to promoting positive behaviour	6.1	Work with others to analyse the antecedent, behaviour and consequences of an incident of challenging behaviour
	6.2	Work with others to review the approaches to promoting positive behaviour using information from records, de-briefing and support activities
	6.3	Demonstrate how reflection on own role in an incident of challenging behaviour can improve the promotion of positive behaviour



Assessment Requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

Learning Outcomes 3, 4, 5 and 6 must be assessed in a real work environment.

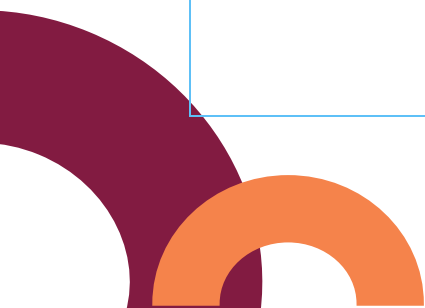
Additional Information

Assessment Criteria 2.5-2.6, 3.3, 4.3, 5.1-5.2	Individual – child, young person or adult accessing a service
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Assessment Criteria 1.5, 2.3, 3.1-3.2, 4.1-4.4, 5.1, 5.3-5.5, 6.1, 6.3	<p>Challenging behaviour may include behaviours that are</p> <ul style="list-style-type: none"> > repetitive/obsessive > withdrawn > aggressive > self-injurious > disruptive > anti-social or illegal > verbally abusive
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Assessment Criterion 2.6	<p>Wellbeing, e.g.</p> <ul style="list-style-type: none"> > emotional > psychological > physical
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Assessment Criterion 3.1	<p>Factors</p> <ul style="list-style-type: none"> > communication > environment > power imbalance > excessive demands > boredom > inconsistent approaches > lack of boundaries or goals > emotional expression > sensory needs > physical health
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	<ul style="list-style-type: none"> > mental health > an individual's past experiences > age and gender
<p>Assessment Criteria 3.4, 5.3-5.4, 6.1-6.2</p>	<p>Others may include</p> <ul style="list-style-type: none"> > the individual > colleagues > families or carers > other professionals > members of the public > advocates
<p>Assessment Criterion 6.1</p>	<p>Antecedent, behaviour and consequences Antecedent is what happens before the behaviour Behaviour is the actions that are perceived as challenging behaviour or unwanted Consequences are what happened as a result of the behaviour</p>

Support use of medication in social care settings

Unit Reference	F/601/4056	
Level	3	
Credit Value	5	
Guided Learning (GL)	40	
Unit Summary	This unit provides the knowledge and skills required to support the use of medication in social care settings.	
Learning Outcomes (1 to 8)	Assessment Criteria (1.1 to 8.2)	
The learner will	The learner can	
1. Understand the legislative framework for the use of medication in social care settings	1.1	Identify legislation that governs the use of medication in social care settings
	1.2	Outline the legal classification system for medication
	1.3	Explain how and why policies and procedures or agreed ways of working must reflect and incorporate legislative requirements
2. Know about common types of medication and their use	2.1	Identify common types of medication
	2.2	List conditions for which each type of medication may be prescribed
	2.3	Describe changes to an individual's physical or mental well-being that may indicate an adverse reaction to a medication
3. Understand roles and responsibilities in the use of medication in social care settings	3.1	Describe the roles and responsibilities of those involved in prescribing, dispensing and supporting use of medication
	3.2	Explain where responsibilities lie in relation to use of 'over the counter' remedies and supplements

<p>4. Understand techniques for administering medication</p>	<p>4.1 4.2 4.3</p>	<p>Describe the routes by which medication can be administered</p> <p>Describe different forms in which medication may be presented</p> <p>Describe materials and equipment that can assist in administering medication</p>
<p>5. Be able to receive, store and dispose of medication supplies safely</p>	<p>5.1 5.2 5.3</p>	<p>Demonstrate how to receive supplies of medication in line with agreed ways of working</p> <p>Demonstrate how to store medication safely</p> <p>Demonstrate how to dispose of un-used or unwanted medication safely</p>
<p>6. Know how to promote the rights of the individual when managing medication</p>	<p>6.1 6.2 6.3</p>	<p>Explain the importance of the following principles in the use of medication</p> <ul style="list-style-type: none"> > consent > self-medication or active participation > dignity and privacy > confidentiality <p>Explain how risk assessment can be used to promote an individual's independence in managing medication</p> <p>Describe how ethical issues that may arise over the use of medication can be addressed</p>
<p>7. Be able to support use of medication</p>	<p>7.1 7.2 7.3</p>	<p>Demonstrate how to access information about an individual's medication</p> <p>Demonstrate how to support an individual to use medication in ways that promote hygiene, safety, dignity and active participation</p> <p>Demonstrate strategies to ensure that medication is used or administered correctly</p>

	7.4	Demonstrate how to address any practical difficulties that may arise when medication is used
	7.5	Demonstrate how and when to access further information or support about the use of medication
8. Be able to record and report on use of medication	8.1	Demonstrate how to record use of medication and any changes in an individual associated with it
	8.2	Demonstrate how to report on use of medication and problems associated with medication, in line with agreed ways of working

Assessment Requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

Learning Outcomes 5, 7 and 8 must be assessed in a real work environment.

Additional Information

Assessment Criteria 2.3, 6.2, 7.1-7.2, 8.1	An individual is someone requiring care or support.
Assessment Criteria 1.3, 5.1, 8.2	Agreed ways of working will include policies and procedures where these exist.
Assessment Criteria 6.1, 7.2	Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Assessment Criterion 7.3	Using medication correctly must ensure that the individual receives <ul style="list-style-type: none">> the correct medication> in the correct dose> by the correct route> at the correct time> with agreed support> with respect for dignity and privacy
Assessment Criterion 7.4	Practical difficulties may include <ul style="list-style-type: none">> lost medication> missed medication> spilt medication> an individual's decision not to take medication> difficulty in taking medication in its prescribed form> wrong medication used> vomiting after taking medication> adverse reaction> discrepancies in records or directions for use

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

Unit Reference	F/600/9777	
Level	4	
Credit Value	5	
Guided Learning (GL)	40	
Unit Summary	This unit provides the knowledge and skills required to understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage.	
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.3)	
The learner will	The learner can	
1. Understand the factors that may impact on the outcomes and life chances of children and young people	1.1	Identify the factors that impact on outcomes and life chances for children and young people
	1.2	Explain the critical importance of poverty in affecting outcomes and life chances
	1.3	Analyse a strategic national or local policy that has positive impact on outcomes and life chances for children and young people
	1.4	Explain why strategic direction from national and local policy is required to address factors impacting on outcomes and life chances for children and young people
2. Understand how poverty and disadvantages affect children and young people's development	2.1	Analyse how poverty and disadvantages may affect children and young people's: <ul style="list-style-type: none"> > physical development > social and emotional development > communication development > intellectual development > learning
3. Understand the importance of early intervention for	3.1	Explain what is meant by both disadvantage and vulnerability

children and young people who are disadvantaged and vulnerable	3.2	Explain the importance of early intervention for disadvantaged and/or vulnerable children and young people
	3.3	Evaluate the impact of early intervention
4. Understand the importance of support and partnership in improving outcomes for children and young people who are experiencing poverty and disadvantage	4.1	Research the policy and guidance impacting on support services at national level and evaluate how this operates at local level.
	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
5. 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

Assessment Requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

Additional Information	
<p>Assessment Criteria 1.1, 1.4</p>	<p>Factors: there are many factors impacting on children and young people's life chances the following are examples e.g.</p> <ul style="list-style-type: none"> > poverty > social and community pressures > health status > abuse and neglect > violent and/or offending family or personal backgrounds > race, gender, sexual orientation > asylum seeking or victims of trafficking
<p>Assessment Criterion 3.2</p>	<p>'Vulnerable child' (young person) A child (young person) (and their family) who needs some additional support in order to reach the best outcomes, because of their social, economic, physical, emotional or family circumstances.</p>

Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

BIIAB Qualifications Limited policy enables learners to avoid duplication of learning and assessment in a number of ways:

- > **Recognition of Prior Learning (RPL)** – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- > **Exemption** – Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within BIIAB Qualifications Limited qualification, but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the BIIAB Qualifications Limited qualification to be achieved in order to determine its equivalence.
 - > Any queries about the relevance of any certificated evidence should be referred in the first instance to your centre's internal moderator and then to BIIAB Qualifications Limited.
 - > It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.
 - > Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.
- > **Credit Transfer** – BIIAB Qualifications Limited may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
 - > Original certificates OR
 - > Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- > **Equivalencies** – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.



BIIAB Qualifications Limited encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Qualifications' which can be downloaded from bijab.co.uk/for-centres/

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

BIIAB Qualifications Limited policies and procedures are available on the website.

Exemptions

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

Glossary of Terms

GL (Guided Learning)

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- > Face-to-face meeting with a tutor
- > Telephone conversation with a tutor
- > Instant messaging with a tutor
- > Taking part in a live webinar
- > Classroom-based instruction
- > Supervised work
- > Taking part in a supervised or invigilated formative assessment
- > The learner is being observed as part of a formative assessment.

TQT (Total Qualification Time)

The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- > Researching a topic and writing a report
- > Watching an instructional online video at home/e-learning
- > Watching a recorded webinar
- > Compiling a portfolio in preparation for assessment
- > Completing an unsupervised practical activity or work
- > Rehearsing a presentation away from the classroom
- > Practising skills unsupervised
- > Requesting guidance via email – will not guarantee an immediate response.