Pearson
Edexcel Level 2 Certificate for the Children and Young People's Workforce

Specification

Competence-based qualification(s)

First registration September 2010

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PEARSON

Edexcel, BTEC and LCCI qualifications

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About Pearson

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This specification is Issue 3. Key changes listed in summary table on next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously entitled:

Pearson Edexcel Level 2 Certificate for the Children and Young People's Workforce (QCF)

The QN remains the same.

Summary of Pearson Edexcel Level 2 Certificate for the Children and Young People's Workforce specification Issue 3 changes

Summary of changes made between previous issue and this current issue	Page/section number
All references to QCF have been removed throughout the specification	
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	Section 2
TQT value added	Section 2
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	Section 2
Reference to credit transfer within the QCF removed	Section 8
QCF references removed from unit titles and unit levels in all units	Section 11
Guided learning definition updated	Section 11

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

Purpose of this specification

This specification sets out:

- the objectives of the qualification

- any other qualification that a learner must have completed before taking the qualification

- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification

- the combination of units that a learner must have completed before the qualification will be awarded and any pathways

- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded

- the knowledge, skills and understanding that will be assessed as part of the qualification

- the method of any assessment and any associated requirements relating to it

- the criteria against which a learner's level of attainment will be measured (such as assessment criteria)

- assessment requirements and/or evidence requirements required as specified by the relevant Sector Skills Council/Standards Setting Body

- assessment requirements/strategy as published by the relevant Sector Skills Council/Standards Setting Body

- the Apprenticeship Framework in which the qualification is included, where appropriate.

1 Introducing Pearson Edexcel Competence-based qualifications

What are Competence-based qualifications?

Competence-based qualifications are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

Competence-based qualifications are based on the National Occupational Standards (NOS) for the appropriate sector. NOS define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. At Level 2 and above, these qualifications are recognised as the competence component of Apprenticeship Frameworks. Qualifications at Level 1 can be used in Traineeships, which are stepping-stones to Apprenticeship qualifications. Competence-based qualifications can also be delivered as stand-alone for those who wish to take a work-based qualification.

Competence-based qualifications are outcomes-based with no fixed learning programme - allowing flexible delivery that meets the individual learner's needs. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement so that they are able to demonstrate the competencies that are required for work.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

Sizes of NVQ/Competence-based qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

NVQ/Competence-based qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

2   Qualification summary and key information

Qualification title	Pearson Edexcel Level 2 Certificate for the Children and Young People's Workforce
Qualification Number (QN)	500/9940/1
Regulation start date	01/08/2010
Operational start date	01/08/2010
Approved age ranges	16-18 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements/strategy.
Credit value	35
Assessment	Portfolio of Evidence (internal assessment)
Total Qualification Time (TQT)	350
Guided learning hours	261
Grading information	The qualification and units are graded pass/fail
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see *Section 7, Access and Recruitment*)
Funding	Details on funding approval will be available in the future on the Learning Aims Reference Service (LARS) database, which replaces the Learning Aim Reference Application (LARA). In the interim, the LARS Lite database is available to check funding approval. Alternatively, the Skills Funding Agency's simplified funding catalogues can be used to check funding approval. Further information and guidance is available on the website: www.gov.uk

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a unit reference number (URN).

The qualification title, unit titles and QN will appear on each learner's final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in our *UK Information Manual,* available on our website, www.qualifications.pearson.com

3   Qualification rationale

Qualification objectives

The Pearson Edexcel Level 2 Certificate for the Children and Young People's Workforce is for learners who work in, or who want to work in, the children and young people's workforce in England.

This qualification:

- is a recognised qualification for those wishing to enter the children and young people's workforce in England

- covers the age range from birth to 19 years

- requires the learner to spend time in a real work environment

- confirms competence under supervision, where appropriate.

The qualification gives learners the opportunity to:

- develop and demonstrate competence in working as part of the children and young people's workforce in roles such as assistants in children's centres, day nurseries, nursery schools and nursery classes, nursery nurses, care workers and registered childminders

- develop technical skills and knowledge and understanding related to the specified job roles

- have existing skills recognised

- achieve a nationally-recognised Level 2 qualification

- develop their own personal growth and engagement in learning

Relationship with previous qualifications

This qualification is a direct replacement for the Pearson Edexcel NVQ Level 2 in Children's Care, Learning and Development, which has expired.

Apprenticeships

The Pearson Edexcel Level 2 Certificate for the Children and Young People's Workforce has been approved as a component of the Children's Care, Learning and Development Apprenticeship framework.

Progression opportunities

Learners who achieve the Pearson Edexcel Level 2 Certificate for the Children and Young People's Workforce will be eligible to enter the workforce for children and young people in England. The qualification serves as a progression pathway to the required qualification at Level 3 or above (for all new practitioners) for registration and regulatory requirements in the sector, such as the Pearson Edexcel Level 3 Diploma for the Children and Young People's Workforce.

The qualification will provide progression to the early learning and childcare, social care and learning development and support services workforces.

Potential job roles for learners working towards this qualification include:

- assistant in children's centre, day nurseries, nursery schools and nursery classes

- assistant playgroup worker

- care worker

- nursery nurse

- registered childminder

- registered nanny

- youth and community worker

Industry support and recognition

This qualification is supported by Skills for Care, the Sector Skills Council for people providing social work, social care and children's services to the people of the UK.

Relationship with National Occupational Standards

This qualification is based on the National Occupational Standards (NOS) in Children's Care, Learning and Development, which were set and designed by Skills for Care, the Sector Skills Council for the sector.

4   Qualification structure

Pearson Edexcel Level 2 Certificate for the Children and Young People's Workforce

The learner will need to meet the requirements outlined in the table below before the qualification can be awarded.

Minimum number of credits that must be achieved	35
Number of mandatory credits that must be achieved	29
Number of optional credits that must be achieved	6

Unit	Unit reference number	Group A – Mandatory units	Level	Credit	Guided learning hours
1	Y/601/3236	Contribute to the Support of Child and Young Person Development	2	3	25
2	J/601/3491	Contribute to Children and Young People's Health and Safety	2	3	26
3	H/601/3496	Contribute to the Support of Positive Environments for Children and Young People	2	3	27
4	M/601/3498	Understand Partnership Working in Services for Children and Young People	2	2	18
5	F/601/5465	Introduction to Communication in Health, Social Care or Children's and Young People's Settings	2	3	23
6	L/601/5470	Introduction to Personal Development in Health, Social Care or Children's and Young People's Settings	2	3	23
7	R/601/5471	Introduction to Equality and Inclusion in Health, Social Care or Children's and Young People's Settings	2	2	20
8	H/601/3305	Child and Young Person Development	2	2	15
9	K/601/3323	Safeguarding the Welfare of Children and Young People	2	3	20
10	D/601/7403	Maintain and Support Relationships with Children and Young People	2	3	15
11	T/601/7407	Support Children and Young People's Positive Behaviour	2	2	15

Unit	Unit reference number	Group B – Optional Units	Level	Credit	Guided learning hours
12	L/601/1693	Understand Child and Young Person Development	3	4	30
13	R/601/1694	Promote Child and Young Person Development	3	3	25
14	Y/601/1695	Understand How to Safeguard the Wellbeing of Children and Young People	3	3	25
15	D/601/1696	Support Children and Young People's Health and Safety	3	2	15
16	H/601/1697	Develop Positive Relationships with Children, Young People and Others Involved in their Care	3	1	8
17	K/601/1698	Working Together for the Benefit of Children and Young People	3	2	15
18	M/601/1699	Understand How to Support Positive Outcomes for Children and Young People	3	3	25
19	F/600/9777	Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage	4	5	40
20	M/601/2884	Understand the Speech, Language and Communication Needs of Children and Young People with Behavioural, Social and Emotional Difficulties	3	3	25
21	M/600/9807	Support the Creativity of Children and Young People	3	3	20
22	M/601/3310	Contribute to the Support of Children's Communication, Language and Literacy	2	2	14
23	H/601/3336	Contribute to the Support of Children's Creative Development	2	2	14
24	H/601/5474	Introduction to Duty of Care in Health, Social Care or Children's and Young People's Settings	2	1	9
25	A/601/6517	Support Children and Young People at Meal or Snack Times	2	3	18
26	D/601/6526	Support Children and Young People with Disabilities and Special Educational Needs	2	4	26

Unit	Unit reference number	Group B – Optional Units	Level	Credit	Guided learning hours
27	T/601/6564	Support Children and Young People's Play and Leisure	2	3	16
28	D/504/2193	Working as Part of a Team in Health and Social Care or Children and Young People's Settings	2	2	17

5   Programme delivery

Centres are free to offer these qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets learners' needs. Learners must be in employment or working with a training provider on a programme so that they can develop and demonstrate the occupational competence required.

Whichever mode of delivery is used, centres must make sure that learners have access to specified resources and to the sector specialists delivering and assessing the units. Centres must adhere to the Pearson policies that apply to the different modes of delivery. Our policy on *Collaborative arrangements for the delivery of vocational qualifications* can be found on our website: qualifications.pearson.com

There are various approaches to delivering a successful competence-based qualification. The section below outlines elements of good practice that centres can adopt in relation to learner recruitment, preparation and support, training and assessment delivery, and employer engagement.

Elements of good practice

Learner recruitment, preparation and support

Good practice in relation to learner recruitment, preparation and support include:

- Providing initial advice and guidance, including work tasters, to potential learners to give them an insight into the relevant industry and the learning programme.

- Using a range of appropriate and rigorous selection methods to ensure that learners are matched to the programme best suited to their needs.

- Carrying out a thorough induction for learners to ensure that they completely understand the programme and what is expected of them. The induction should include, for example, the requirements of the programme, an initial assessment of current competency levels, assessment of individual learning styles, identification of training needs, an individual learning plan, details of training delivery and the assessment process. It is good practice to involve the employer in the induction process. This helps employers to understand what will be taking place during the programme and enables them to start building a relationship with the centre to support the effective delivery of the programme.

- Keeping in regular contact with the learner to keep them engaged and motivated, and ensuring that there are open lines of communication between the learner, the assessor, the employer and teaching staff.

Training and assessment delivery

Good practice in relation to training and assessment delivery include:

- Offering flexible delivery and assessment to meet the needs of the employer and learner, through the use of a range of approaches, for example virtual learning environments (VLEs), online lectures, video, printable online resources, virtual visits, webcams for distance training, e-portfolios.

- Planning opportunities for the development and practising of skills on the job. On-the-job training presents an excellent opportunity to develop the learner's routine expertise, resourcefulness, craftspersonship and business-like attitude. It is therefore important that there is intentional structuring of practice and guidance to supplement the learning and development provided through engagement in everyday work activities. Learners need to have structured time to learn and practice their skills separate from their everyday work activities. Teaching and learning methods, such as coaching, mentoring, shadowing, reflective practice, collaboration and consultation, could be used in this structured on-the-job learning.

- Integrating the delivery and assessment of Personal, Learning and Thinking Skills (PLTS) and Employment Rights and Responsibilities (ERR) if the programme is being delivered as a part of an Apprenticeship. It is important that learners understand the relevance of these skills in the workplace and are aware of when and how they will be developing them. Please see *Annexe C* for mapping of PLTS to the units in this specification.

- Developing an holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units as appropriate, thereby reducing the assessment burden on learners and assessors. It is good practice to draw up an assessment plan that aligns the units with the learning process and the acquisition of knowledge and skills, and that indicates how and when the units will be assessed.

- Discussing and agreeing with the learner and employer suitable times, dates and work areas where assessment will take place. Learners and employers should be given regular and relevant feedback on performance and progress.

Employer engagement

Good practice in relation to employer engagement include:

● Communicating with employers at the start of the programme to understand their business context and requirements so that the programme can be tailored to meet their needs.

● Working with the employer to ensure that learners are allocated a mentor in the workplace to assist them in the day-to-day working environment and to act as a contact for the assessor/tutor.

● Helping the employer to better understand their role in the delivery of the programme. It is important that employers understand that sufficient and relevant work must be given to learners in order to provide a culture of learning and to ensure that they are given every opportunity to participate in aspects of continuous professional development (CPD).

6 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have the appropriate physical resources to support delivery and assessment of the qualification. For example, a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, as specified in the assessment requirements/strategy for the sector, equipment, IT, learning materials, teaching rooms.

- Where RWE is permitted, it must offer the same conditions as the normal, day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.

- Centres must meet any specific human and physical resource requirements outlined in the assessment requirements/strategy in *Annexe A*. Staff assessing learners must meet the occupational competence requirements within the overarching assessment requirements/strategy for the sector.

- There must be systems in place to ensure continuing professional development for staff delivering the qualification.

- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery and assessment of the qualification.

- Centres must deliver the qualification in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 7, Access and recruitment*. For full details on the Equality Act 2010, please go to www.legislation.gov.uk

7 Access and recruitment

Our policy on access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

Prior knowledge, skills and understanding

No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification.

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information regarding reasonable adjustments and special consideration in *Section 8, Assessment*.

8 Assessment

To achieve a pass for the full qualification, the learner must achieve all the units required in the stated qualification structure.

Language of assessment

Assessment of the internally assessed units may be in English, Welsh or Irish. If assessment is to be carried out in either Welsh or Irish then centres must inform Pearson at the point of learner registration.

A learner taking the qualification may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on the use of language in qualifications is available in our policy document *Use of languages in qualifications policy,* available on our website at: qualifications.pearson.com

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*. Both documents are on our website, www.qualifications.pearson.com

Internal assessment

The units in this qualification are assessed through an internally and externally quality assured Portfolio of Evidence made up of evidence gathered during the course of the learner's work.

Each unit has specified learning outcomes and assessment criteria. To pass each unit the learner must:

- achieve **all** the specified learning outcomes

- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion

- prove that the evidence is their own.

The learner must have an assessment record that identifies the assessment criteria that have been met. The assessment record should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. Suitable centre documentation should be used to form an assessment record.

It is important that the evidence provided to meet the assessment criteria for the unit and learning outcomes is:

Valid   relevant to the standards for which competence is claimed

Authentic   produced by the learner

Current   sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim

Reliable   indicates that the learner can consistently perform at this level

Sufficient   fully meets the requirements of the standards.

Learners can provide evidence of occupational competence from:

● **current practice** – where evidence is generated from a current job role

● a **programme of development** – where evidence comes from assessment opportunities built into a learning programme. The evidence provided must meet the requirements of the Sector Skills Council's assessment requirements/strategy.

● the **Recognition of Prior Learning (RPL)** – where a learner can demonstrate that they can meet a unit's assessment criteria through knowledge, understanding or skills they already possess without undertaking a course of development. They must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted that is based on RPL should give the centre confidence that the same level of skill, understanding and knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification.

● Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website at: qualifications.pearson.com

● a combination of these.

Assessment requirements/strategy

The assessment requirements/strategy for this qualification is included in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing the units to ensure that the qualification remain valid and reliable. It has been developed by Skills for Care in partnership with employers, training providers, awarding organisations and the regulatory authorities.

Certain units in this qualification *(*as indicated in the Assessment requirements/evidence requirements section of the unit*)* should be assessed in line with the Training and Development Agency for Schools QCF Assessment Principles, see *Annexe B.*

Types of evidence

To achieve a unit, the learner must gather evidence that shows that they have met the required standard specified in the assessment criteria, Pearson's quality assurance arrangements (please see *Section 10, Quality assurance of centres*) and the requirements of the assessment requirements/strategy given in *Annexe A*.

In line with the assessment requirements/strategy, evidence for internally assessed units can take a variety of forms as indicated below:

● direct observation of the learner's performance by their assessor (O)

● outcomes from oral or written questioning (Q&A)

● products of the learner's work (P)

● personal statements and/or reflective accounts (RA)

● outcomes from simulation (S)

● professional discussion (PD)

● authentic statements/witness testimony (WT)

● expert witness testimony (EWT)

● evidence of Recognition of Prior Learning (RPL).

Learners can use the abbreviations in their portfolios for cross-referencing purposes.

Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant assessment criteria. However, the evidence provided for each unit must be clearly reference the unit being assessed. Evidence must be available to the assessor, the internal verifier and the Pearson standards verifier.

Any specific evidence requirements for a unit are given in the *Assessment* section of the unit.

Further guidance on the requirements for centre quality assurance and internal verification processes is available on our website at: qualifications.pearson.com. Please see *Section 12, Further information and useful publications* for details.

Age range covered by this qualification

The age range of children and young people covered in this qualification is 0-19 years. In delivering this qualification, tutors must ensure that the knowledge and understanding component encompasses the 0-19 age range. However, competence need only be demonstrated for the age range with which the learner would normally work.

Confidentiality requirements

Confidentiality must be observed throughout the assessment process. Names, video recordings, and photographs of children and young people under 18 years of age should be avoided if possible. If parental permission is obtained to use such evidence, the learner must be aware of their responsibility regarding data protection and safeguarding children. Confidential records can be seen *in situ* by the qualified occupationally competent assessor. The internal verifier and external standards verifier will need to know how the evidence contributed towards the assessment process and where it is located.

Work experience time

Learners will require sufficient time to be able to carry out and demonstrate the competence elements of this qualification, showing that they understand how knowledge components are applied in practice. Since the amount of time required to evidence achievement of all assessment criteria will vary between learners, Pearson is only able to make recommendations regarding work experience time required for learners. Pearson recommends, as a guide, that learners working towards the Pearson Edexcel Level 2 Certificate for the Children and Young People's Workforce would require approximately 200 hours working in real work environments.

Appeals

Centres must have a policy for dealing with appeals from learners. Appeals may relate to incorrect assessment decisions or unfairly conducted assessment. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in the document *Enquiries and appeals about Pearson vocational qualifications policy,* which is available on our website at: qualifications.pearson.com

Dealing with malpractice

Centres must have a policy for dealing with malpractice by learners. This policy must follow the *Pearson Assessment Malpractice Policy,* which is available on our website at: qualifications.pearson.com. Centres must report malpractice to Pearson, particularly if any units have been subject to quality assurance or certification.

Reasonable adjustments to assessment

Centres are able to make adjustments to assessments to take account of the needs of individual learners in line with the guidance given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*. In most instances, adjustments can be achieved by following the guidance; for example allowing the use of assistive technology or adjusting the format of the evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or working within the occupational area.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both documents are on our website, www.qualifications.pearson.com

Special consideration

Centres must operate special consideration in line with the guidance given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*. Special consideration may not be applicable in instances where:

● assessment requires the demonstration of practical competence

● criteria have to be met fully

● units/qualifications confer licence to practice.

Centres cannot apply their own special consideration; applications for special consideration must be made to Pearson and can be made only on a case-by-case basis. A separate application must be made for each learner and certification claims must not be made until the outcome of the application has been received.

Further information on special consideration can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both of the documents mentioned above are on our website, www.qualifications.pearson.com

9 Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson vocational qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson vocational qualifications is available at www.pearsonwbl.edexcel.com/qualifications-approval.

Approvals agreement

All centres are required to enter into an approval agreement, which is a formal commitment by the head or principal of a centre, to meet all the requirements of the specification and any associated codes, conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

10 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres are required to declare their commitment to ensuring quality and to giving learners appropriate opportunities that lead to valid and accurate assessment outcomes.

Centres must follow quality assurance requirements for standardisation of assessors and internal verifiers and the monitoring and recording of assessment processes. Pearson uses external quality assurance procedures to check that all centres are working to national standards. It gives us the opportunity to identify and provide support to safeguard certification and quality standards. It also allows us to recognise and support good practice.

Centres offering competence-based qualifications will usually receive two standards verification visits per year (a total of two days per year). The exact frequency and duration of standards verifier visits will reflect the centre's performance, taking account of the:

● number of assessment sites

● number and throughput of learners

● number and turnover of assessors

● number and turnover of internal verifiers.

For centres offering a full Pearson BTEC Apprenticeship (i.e. all elements of the Apprenticeship are delivered with Pearson through registration of learners on a BTEC Apprenticeship framework) a single standards verifier will normally be allocated to verify all elements of the BTEC Apprenticeship programme. Centres should make use of our one-click learner registration to access this facility. If a centre is also offering stand-alone NVQs/Competence-based qualifications in the same sector as a full BTEC Apprenticeship, the same standards verifier should be allocated. If a centre is also offering stand-alone BTEC qualifications in the same sector as a full BTEC Apprenticeship, a different quality assurance model applies.

In order for certification to be released, confirmation is required that the National Occupational Standards (NOS) for assessment and verification, and for the specific occupational sector are being met consistently.

For further details, please go to the *NVQ Quality Assurance Centre Handbook,* the *BTEC Apprenticeships Quality Assurance Handbook* and the *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website, www.qualifications.pearson.com

11 Unit format

Each unit has the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

All units have a credit value. When a learner achieves a unit, they gain the specified number of credits. The minimum credit value is 1 and credits can be awarded in whole numbers only.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit summary

This summarises the purpose of the unit and the learning the unit offers.

Unit assessment requirements/evidence requirements

The SSC/B set the assessment/evidence requirements. Learners must provide evidence according to each of the requirements stated in this section.

Learning outcomes

The learning outcomes set out what a learner will know, understand or be able to do as the result of a process of learning.

Assessment criteria

Descriptions of the requirements a learner is expected to meet to demonstrate that a learning outcome has been achieved.

Unit 1: Contribute to the Support of Child and Young Person Development

Unit reference number: Y/601/3236

Level: 2

Credit value: 3

Guided learning hours: 25

Unit summary

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

Unit assessment requirements/evidence requirements

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

Learning outcomes 1, 2 and 4 must be assessed in a real work environment.

For assessment of practice, the terms 'children' or 'young people' may be interpreted as one child or young person or more than one.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

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

Observing and recording development: areas of development (physical, intellectual, emotional, social)

Methods of observation: importance of selecting appropriate method; methods e.g. running records, diary, anecdotal, time sampling, event recording, narrative

Supporting assessments: procedures and frameworks within own setting; confidentiality; need for objectivity, recognising bias; concept of children at the centre of assessment; procedures for sharing information including parents, children, professionals

Meeting development needs: needs in relation to special educational needs; disability; interests; preferred learning styles; interests and self-concept; family background e.g. culture and religion, language; meeting needs through play and learning opportunities; flexibility in planning; targeted support; inter-agency working

2 **Be able to support the development of children and young people**

Activities to support holistic development: activities to support development of gross motor skills and fine motor skills; activities to support development of cognitive skills and communication; activities to support social development and emotional development; play and learning activities; leisure activities; activities which promote self-esteem

Recording participation of children and young people level of interest and motivation; interaction with materials and resources; level of communication and interaction with others

Own contribution to the evaluation of activities: formal and informal records; evaluation in relation to expected outcomes of activity; evaluation in relation to children's individual targets; ensuring objectivity; following procedures for sharing information

3 **Know how to support children and young people experiencing transitions**

Transitions: common transitions e.g. transferring to a new class, transfer from foundation stage to primary school, transfer to secondary education, changes in routine; transitions relating to natural growth; personal or particular transitions e.g. death of parent or close relative, change in health or ability, moving house, family break-up, birth of sibling, entering or leaving residential care, change of carer

Supporting transitions: preparing children for transition; providing support during transition; developing effective relationships; listening to concerns; recognising signs; providing information; ways to refer

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

The role of the setting in encouraging positive behaviour: developing effective relationships; valuing children; inclusive practice; clear boundaries; behaviour policies; high expectations; understanding antecedents to poor behaviour

Encouraging children to engage in positive behaviour: teaching strategies to resolve conflicts; giving children choice; involving children in policy development; use of positive feedback and rewards; agreeing targets for learning and behaviour; giving responsibility; use of concept of restorative justice e.g. explanation of impact of negative behaviour on self and others, offering chance to apologise and make amends for unacceptable behaviour, rebuilding of self-esteem

Own role to support positive behaviour: reflecting on own skills to implement policy and procedures; drawing on examples of promoting positive behaviour; developing own skills to resolve conflict

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

Own effectiveness in contributing to assessment: working in teams; application of appropriate assessment method; skills in report writing; record and report observations; support outcomes of observations and assessments e.g. by providing feedback to child or young person and other appropriate persons about progress made and challenges encountered, understanding own roles and responsibilities for contributing to and or/maintaining record keeping systems

Own effectiveness to support child or young person's development: drawing on own knowledge of stages of development when planning; examples of ways children or young people are supported to meet outcomes; own ability to build effective relationships with children and young people

Changes to own practice: examples of changes in response to reflective practice and or feedback from others e.g. interpersonal skills, interactions with children and young people, methods of communication, body language

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to contribute to assessments of the development needs of children and young people	1.1	Observe and record aspects of the development of a child or young person			
		1.2	Identify different observation methods and know why they are used			
		1.3	Support assessments of the development needs of a child or young person			
		1.4	Suggest ways the identified development needs of a child or young person can be met in the work setting			
2	Be able to support the development of children and young people	2.1	Carry out activities with a child or young person to support their holistic development			
		2.2	Record observations of the child or young person's participation in the activities			
		2.3	Contribute to the evaluation of the activities meeting the child or young person's identified development needs			
3	Know how to support children and young people experiencing transitions	3.1	Describe the different transitions children and young people may experience.			
		3.2	Explain how to give adult support for each of these transitions			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to support children and young people's positive behaviour	4.1	Explain how a work setting can encourage children and young people's positive behaviour			
		4.2	Demonstrate how children and young people are encouraged to engage in positive behaviour			
		4.3	Reflect on own role in promoting positive behaviour in children or young people			
5	Be able to use reflective practice to improve own contribution to child and young person development	5.1	Review effectiveness of own contribution to the assessment of the developmental needs of a child or young person			
		5.2	Review effectiveness of own role in supporting the child or young person's development			
		5.3	Identify changes that can be made to own practice in supporting child and young person development			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature:_____   Date: _____
(*if sampled*)

Unit 2: Contribute to Children and Young People's Health and Safety

Unit reference number: J/601/3491

Level: 2

Credit value: 3

Guided learning hours: 26

Unit summary

To provide learners with the knowledge and skills to contribute to supporting children and young people's health and safety.

Unit assessment requirements/evidence requirements

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

Learning outcome 6 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Know the health and safety policies and procedures of the work setting**

Policies and procedures: importance of following policy and procedures of setting e.g. adhering to correct adult to child ratios, use of safety equipment, identifying and reporting specific risks to individual children or young people e.g. those with sensory impairment, training for staff and other adults in the setting, delivering safety education to children and young people as appropriate, routine health and safety assessment and/or checklist for both indoors and outdoors, visits/outings, recording accidents and incidents, requirement to review policies and procedures

Lines of responsibility: staff structure; own supervisor or manager; head of setting

Risk assessment: the importance and role of risk assessment in policy and procedures; principles of risk assessment including identification of hazards, evaluating risks, identifying who might be harmed, taking steps to minimise risks, reviewing procedures

2 **Be able to recognise risks and hazards in the work setting and during off-site visits**

Balancing a safe and challenging environment: importance of challenge; age-appropriate activities; concept of minimising risk and that it may not always be possible to eliminate all risk; importance of supporting children to recognise hazards

Hazard: definition; something with the potential to cause harm

Risk: definition; the likelihood that someone will be harmed by the hazard

Potential hazards to health, safety and security: poor hygiene standards; poor food hygiene; environmental e.g. ventilation, temperature, noise; poorly maintained equipment and toys; cluttered floors; poorly maintained surfaces; doors and windows; heights e.g. stairs, climbing frames; hazardous substances, electrical equipment; inadequate supervision; poorly maintained outdoor spaces; water e.g. ponds, trays; access points of the setting

Contributing to health and safety risk assessment in the setting and off-site: preparing and maintaining the environment; risk assessment as part of planning process; using observation; seeking advice; identifying hazards; identifying equipment and toys or equipment which have met safety standards e.g. BSI kite mark, lion mark; checking and maintaining indoor and outdoor environment; importance of reporting concerns; risk assessment for off-site visits e.g. prior knowledge of the venue, awareness of potential safety issues when taking children or young people out of their usual setting, identifying potential hazards and who might be affected by them, safety measures required to reduce risk to an acceptable level

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

Non-medical incidents and emergencies: fire; gas leaks; chemical spills; bomb threats; intruders; missing children

Actions in response to fire: how to raise alarm; procedures for evacuation; assembly point; head count or register

Actions in response to security incidents: reporting non-authorised persons immediately; securing area; recording incident; not putting self or others at risk; keeping record of incident; keeping calm

Actions in response to emergency incidents: summoning help; giving clear instructions; evacuation procedures; reporting; recording; action to take in regard to missing children including immediate action, checking register, checking area, informing parents, informing police

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

Signs and symptoms that a child may be injured or unwell: signs of injury e.g. fractures, bleeding, bruising; signs of illness e.g. rash, fever, diarrhoea, sickness; signs of common illnesses e.g. chicken pox, rubella, mumps

Circumstances when urgent medical care is needed: loss of consciousness; anaphylactic shock; breathing difficulties; severe bleeding; burns or scalds; suspected fractures; suspected poisoning; head injuries; choking; high temperature; asthma attack which does not respond to treatments; sickle cell crisis; convulsions

Own role and responsibilities: follow procedures for the setting; undertaking training; recording and reporting; how to summon help; reassuring children; knowing children who may be of particular risk and what to do e.g. those who are diabetic or asthmatic

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

Reporting procedures: roles and responsibilities; procedures for reporting to line manager or supervisor; reporting to parents

Documentation: legal requirements; recording accidents and near misses; recording ill-health; reporting concerns; documentation for reporting to parents

6 **Be able to follow infection control procedures**

Procedures for infection control: procedures required in own setting e.g. demonstration of personal hygiene, food hygiene including storage and handling, requirement to cover cuts or lesions, importance of regular cleaning of toilets, sinks, bins, cleaning of table tops, toys and equipment

Protective clothing to prevent the spread of infection: using gloves and disposable aprons when dealing with wounds or bodily fluids, using gloves, hair covering and aprons when preparing foods

Hand washing: procedures for effective hand washing and drying; when to wash hands

Safe disposal of waste: importance of following policy and procedures; disposal of waste foods; bodily fluids; keeping containers covered; using gloves; handling of soiled clothing or linen

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

Procedures for the administration of medicines: prescription and non-prescription medicines; roles and responsibilities; when children may carry own medicines; requirement for written parental consent; correct procedures for returning medicines

Administering of medicines: checking name, dosage, instructions and expiry date; keeping a record of when medicine is administered

Procedures which protect: children receive correct dosage; minimises the risk of incorrect medication being given; minimises absences from school; children are able to manage own long-term illnesses; reduces risk of litigation against adults

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know the health and safety policies and procedures of the work setting	1.1	Outline the health and safety policies and procedures of the work setting			
		1.2	Identify the lines of responsibility and reporting for health and safety in the work setting			
		1.3	Explain what risk assessment is and how this is managed in the work setting			
2	Be able to recognise risks and hazards in the work setting and during off site visits	2.1	Explain why a safe but challenging environment is important for children and young people			
		2.2	Identify the differences between risk and hazard			
		2.3	Identify potential hazards to the health, safety and security of children or young people in the work setting			
		2.4	Contribute to health and safety risk assessment in areas of the work setting and for off site visits			
3	Know what to do in the event of a non medical incident or emergency	3.1	Identify non medical incidents and emergencies that may occur in the work setting			
		3.2	Outline the actions to take in response to the following situations: ● Fires ● Security incidents ● Emergency incidents			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know what to do in the event of a child or young person becoming ill or injured	4.1	Identify the signs and symptoms which may indicate that a child or young person is injured or unwell			
		4.2	Identify circumstances when children or young people may need urgent medical attention			
		4.3	Outline own role and responsibilities in the event of a child or young person requiring urgent medical attention			
5	Be able to follow the work setting procedures for reporting and recording accidents, incidents, emergencies and illnesses	5.1	Describe the reporting procedures for accidents, incidents, emergencies and illnesses			
		5.2	Complete workplace documentation for recording accidents, incidents, emergencies and illnesses			
6	Be able to follow infection control procedures	6.1	Outline procedures for infection control in own work setting			
		6.2	Describe personal protective clothing that is used to prevent spread of infection			
		6.3	Demonstrate use of personal protective clothing to avoid spread of infection			
		6.4	Demonstrate how to wash and dry hands to avoid the spread of infection			
		6.5	Demonstrate safe disposal of waste to avoid the spread of infection			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Know the work setting's procedures for receiving, storing and administering medicines	7.1 Identify the procedures of the work setting governing the receipt, storage and administration of medicines			
	7.2 Explain how the procedures of the work setting protect both children and young people and practitioners			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature:_____ Date: _____
(*if sampled*)

Unit 3: Contribute to the Support of Positive Environments for Children and Young People

Unit reference number: H/601/3496

Level: 2

Credit value: 3

Guided learning hours: 27

Unit summary

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

Unit assessment requirements/evidence requirements

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

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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

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

A positive environment: different environments e.g. home, classroom, indoor environment and outdoor environment, play areas and educational visits; effect of physical environments on how children feel; use of physical space; accessibility; visual displays; sensory-rich environments; valuing language and cultural diversity and respecting difference; anti-discriminatory and anti-bias practice; inclusion; provision of materials and equipment to promote play, learning and development; adaptation of the environment to meet the individual needs of children and young people; promoting a sense of self-worth in children and young people; recognising and valuing the role of parents and carers

Regulatory requirements that underpin a positive environment for children and young people: legislation current and appropriate to home country; relevant sections from legislation e.g. relating to health and safety, anti-discriminatory and anti-bias practice, disability; relevant codes of practice, policies and procedures in the workplace for learner's home country, e.g. Every Child Matters (England)

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

Meeting and greeting children and young people in a way that welcomes them into the work setting: communication skills e.g. smiling, making eye contact, showing interest; valuing and recognising each individual; showing sensitivity; acknowledging role of parents and carers; building relationships; reflecting cultural diversity in visual displays

Providing opportunities for children and young people to engage in activities of choice: providing a variety of activities to meet individual needs; appropriate observation and planning; accessibility to materials and equipment; communication skills e.g. listening, questioning; providing children and young people with opportunities to make choices, select equipment and resources, initiate play; time; free play

Activities and resources that meet the individual needs of children and young people: observation and planning; awareness of children and young people's ages and stages of development; areas of development e.g. physical, social and emotional, intellectual, language and communication, cultural, religious, personal choice; working with parents; assessing needs; building relationships; adaptation of activities and resources; providing support

Supporting the engagement of children or young people in activities that promote use of their senses: use of e.g. smell, taste, touch, hearing, sight; resources and materials; appropriate activities for age and stage of development of children or young people; sensory development e.g. use of natural materials, treasure baskets; role of the adult in the setting

Giving praise and encouragement to children or young people for individual achievements; verbal; non-verbal; sharing time; positive feedback; display; showing interest; new skills; realistic expectations; highlighting positive aspects

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

Effective care for children and young people's skin, hair and teeth: personal hygiene needs and routines; cultural diversity; parental wishes; choice of products; washing skin; bathing and showering; skincare in the sun; allergies or skin conditions; health and safety; care of hair; head lice; oral hygiene and teeth brushing; prevention of tooth decay through healthy eating; prevention of spread of infection

Personal care routines that meet the individual needs of children or young people and promote their independence: basic care needs e.g. toileting, care of skin, care of teeth; opportunity for rest, quiet and sleep; relevant care routines for ages and stages of development; identifying individual care needs; ways of promoting independence and self-care; rights to privacy

A positive environment and routine meets the emotional needs of children and their families: promotion of self-confidence, self-image and a sense of self-worth; links to happiness, security and success; impact on behaviour and achievement; development of independence; importance of meeting basic care needs; relationships and friendships; valuing individuals

Balancing periods of physical activity with rest and quiet time in order to promote physical and mental wellbeing: benefits of physical activity and benefits of rest and quiet time e.g. enjoyment, opportunity for body to recover and recuperate, relaxation, improved concentration, mood and memory; requirements of Every Child Matters outcomes (England); physical capability of child or young person e.g. development of lung and heart capacity

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

Fulfilling the basic nutritional requirements of children and young people to ensure a balanced diet and meet government guidance: principles of nutrition; food groups, nutrients provided and usage in the body; current government guidance and initiatives for home country e.g. NHS 5 A Day campaign, Change 4 Life campaign

Different dietary requirements of children and young people: changing dietary needs through life; dietary requirements at different ages and stages of development; daily portion intake; religious and cultural requirements; vegetarian and vegan diets

Basic food safety when providing food and drink to children and young people: food hygiene; causes of food poisoning; legal requirements; safe storage, preparation and cooking of food; prevention of accidents; policies and procedures of the setting relating to food and drink

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know the regulatory requirements for a positive environment for children and young people	1.1	Describe what is meant by a positive environment			
		1.2	Identify regulatory requirements that underpin a positive environment for children and young people			
2	Be able to support a positive environment that meets the individual needs of children and young people	2.1	Meet and greet children and young people in a way that welcomes them into the work setting			
		2.2	Provide opportunities for children and young people to engage in activities of choice			
		2.3	Provide activities and resources to meet the individual needs of children and young people			
		2.4	Support the engagement of children or young people in activities that promote use of their senses			
		2.5	Demonstrate how to give praise and encouragement to children or young people for individual achievements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to support the personal care needs of children and young people within a positive environment	3.1	Explain how to effectively care for children and young people's skin, hair and teeth			
		3.2	Demonstrate how to support personal care routines that meet the individual needs of children or young people and promote their independence			
		3.3	Explain how a positive environment and routine meet the emotional needs of children and their families			
		3.4	Describe the importance for physical and mental well being of balancing periods of physical activity with rest and quiet time			
4	Understand how to support the nutritional and dietary needs of children and young people	4.1	Define the basic nutritional requirements of children and young people to ensure a balanced diet and meet government guidance			
		4.2	Explain how to establish the different dietary requirements of children and young people			
		4.3	Describe basic food safety when providing food and drink to children and young people			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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(*if sampled*)

Unit 4: Understand Partnership Working in Services for Children and Young People

Unit reference number: M/601/3498

Level: 2

Credit value: 2

Guided learning hours: 18

Unit summary

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

Unit assessment requirements/evidence requirements

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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

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

Benefits for children and young people when adults work in partnership with others: working in partnerships e.g. with parents, carers, guardians, professionals, multi-disciplinary teams, colleagues; promoting inclusive practice; sharing common goals; identifying and meeting individual needs of children and young people; providing support for children and families; improving outcomes e.g. for the Early Years Foundation Stage (EYFS); Every Child Matters (ECM)

Relevant partners in own work setting: reflect on own work setting and identify partners; internal partners e.g. parents, carers, colleagues; external partners e.g. professionals from health, education and social care, advisers, voluntary organisations, educational psychologists, Children's Centres

Characteristics of effective partnership working: developing positive working relationships with colleagues and other adults; understanding how own role and responsibilities relate to other colleagues and partners; recognising different organisational roles; identifying key features of effective communication and the lines and methods of communication; using appropriate interpersonal and collaborative skills; keeping colleagues informed; identifying organisation's expectations and procedures for good working relationships; promoting effective teamwork; respecting confidentiality in the exchange of information; promptly addressing any problems or communication difficulties; showing respect for colleagues e.g. respecting the skills and expertise of other practitioners; valuing diversity and recognising the rights of others to have differing opinions or ideas; sharing professional knowledge and expertise; developing common goals; role of the lead professional in taking responsibility for integrated working

Barriers to partnership working: characteristics of ineffective communication between partners; causes of breakdown in relationships e.g. individual personalities, financial and time constraints, different terms and conditions of employment, different roles and priorities, different organisational policies and procedures, challenges of teamwork, different professional language and ways of working; role of effective leadership

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

Requirement for clear and effective communication between partners: effective communication e.g. verbal and non-verbal, questioning and listening skills, body language, facial expression, gestures; effective sharing of information e.g. clarifying meaning and avoiding misunderstanding, sharing of good practice, professional knowledge and expertise, encouraging contributions from others; early intervention; early identification and assessment of needs; quick referral to appropriate service; coordination of services; meeting the individual needs of children and young people; promoting efficiency and continuity of services; monitoring progress; building relationships with colleagues and other adults

Policies and procedures in the work setting for information sharing: organisation's policies and procedures for information sharing e.g. confidentiality policy; own role and responsibility in information sharing; confidentiality; legal duties as required by relevant legislation eg Safeguarding Children and Young People, Every Child Matters (England), Data Protection Act 1998, EYFS Statutory Framework

Potential conflicts in relation to sharing information with partners and maintaining confidentiality: typical situations that may cause conflict e.g. difference of opinions, parental wishes, isolation of worker, difficult relationships with partners, balancing the duty of care and individual rights and responsibilities, inaccurate information sharing, impact of different professional working practices; protection of confidential information; safeguarding procedures

Recording information in accordance with legal requirements: importance of recording information clearly, accurately, legibly and concisely; reasons for keeping records e.g. accident and incident reports; need to record facts; sharing information with colleagues, parents and carers; accessibility; legal requirements e.g. Children Act 2004 (England and Wales), Working Together to Safeguard Children 2006, EYFS Statutory Framework, Ofsted inspections (England)

Recording and secure storage of communications and records in accordance with data protection requirements: data protection requirements e.g. Data Protection Act 1998, Privacy and Electronic Communications Regulations; organisational systems and procedures; roles and responsibilities for contributing to and maintaining record keeping systems; policy for storing records; security and confidentiality, protection of identity, if appropriate; accessibility to information e.g. limited access to computer storage systems

Referrals to different agencies: reasons for referral to different agencies e.g. safeguarding children and young people; early intervention and the role of Early Intervention Teams; need for support; policies and procedures for referrals between organisations; role of the lead professional in coordinating services; the use of the Common Assessment Framework (CAF) to provide support

3 **Understand the importance of partnerships with carers**

Reasons for partnerships with carers: benefits of working together e.g. provide best outcomes for children, building relationships, sharing information, ideas, thoughts, building knowledge of child or young person's development, learning opportunity for practitioners and carers, inclusion, effectively managing medical condition or disability

Developing and sustaining partnership with carers in own work setting: practice of own organisation; carers working alongside practitioners; open-door policy; welcoming carers; communication between carer and setting; facilitating involvement of carers e.g. open mornings, drop-in sessions, meetings, shared activities; sharing planning and empowering carers to contribute e.g. sharing of observations and assessments, ongoing discussions and shared decision-making

Difficulties in developing and sustaining partnerships with carers: e.g. time and accessibility issues, language and literacy needs, cultural differences, low self-confidence or self-esteem, carers' previous experiences with education, communication skills of professionals, disability

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand partnership working within the context of services for children and young people	1.1	Explain why working in partnership with others is important for children and young people			
		1.2	Identify who relevant partners would be in own work setting			
		1.3	Define the characteristics of effective partnership working			
		1.4	Identify barriers to partnership working			
2	Understand the importance of effective communication and information sharing in services for children and young people	2.1	Describe why clear and effective communication between partners is required			
		2.2	Identify policies and procedures in the work setting for information sharing			
		2.3	Explain where there may be conflicts or dilemmas in relation to sharing information with partners and maintaining confidentiality			
		2.4	Describe why it is important to record information clearly, accurately, legibly and concisely meeting legal requirements			
		2.5	Identify how communications and records are recorded and securely stored meeting data protection requirements			
		2.6	Explain why and how referrals are made to different agencies			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the importance of partnerships with carers	3.1	Identify the reasons for partnerships with carers			
		3.2	Describe how partnerships with carers are developed and sustained in own work setting			
		3.3	Describe circumstances where partnerships with carers may be difficult to develop and sustain			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 5: Introduction to Communication in Health, Social Care or Children's and Young People's Settings

Unit reference number: F/601/5465

Level: 2

Credit value: 3

Guided learning hours: 23

Unit summary

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

Unit assessment requirements/evidence requirements

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

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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 Understand why communication is important in the work setting

Reasons why people communicate: express needs; share ideas and information; to reassure; express feelings; build relationships; socialise; ask questions, share experiences

The impact of communication on own work: communication with others e.g. colleagues, people who use services, children; supports the development of effective relationships, helps to build trust; aids understanding of individuals' needs; prevents misunderstandings; supports the development of own knowledge and skills

The importance of observing others' reactions: verbal communication e.g. tone, pitch, silence; non-verbal communication e.g. body language, facial expressions, eye contact, gestures, touch; to understand emotional state; know if information has been understood; when and how to adjust communication method; recognising barriers to communication

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

Communication and language needs of individuals: home language; preferred method; sensory difficulties; preferences based on e.g. beliefs, values, cultural variations, age, gender; additional learning needs; physical disabilities

Communication methods: verbal: non-verbal; written; British Sign Language; Makaton; Braille; finger spelling; pictures and symbols; technological aids e.g. minicom, telephone relay systems; human aids e.g. interpreters, translators

Knowing when and how to seek advice: awareness of barriers; understanding own strengths and weaknesses relating to communication skills; support from colleagues; manager or supervisor; SENCO; specialists e.g. speech and language therapists, sign language specialists, occupational therapists

3 Be able to reduce barriers to communication

Barriers to communication: background and culture of individual; sensory impairment; dialect; use of jargon or language not appropriate to age/stage of development; environmental factors e.g. noise, poor lighting; attitudes; effects of alcohol or drugs; aggression; mental health problems; learning disabilities; health conditions; lack of confidence

Ways to reduce barriers: use of technological aids; human aids e.g. interpreters, signers, translators; using clear speech and appropriate vocabulary; staff training; improving environment; reducing distractions

Checking understanding: e.g. ask questions to check understanding and clarify, repeat and rephrase when necessary, allow adequate time for response, awareness of body language and non-verbal communications of respondent, visual clues and other signs that information has been understood

Sources of information and support: interpreting service; speech and language services; advocacy services; third sector organisations e.g. Stroke Association, Royal National Institute for Deaf People (RNID)

4 **Be able to apply principles and practices relating to confidentiality at work**

Confidentiality: where one person receives personal or sensitive information from another person, this information should not be passed on to anyone else without the consent of the person from whom the personal or sensitive information was received; meaning of confidentiality as contained in principles of current legislation e.g. the Data Protection Act 1998

Confidentiality in day-to-day communication: confidentiality in different inter-personal situations e.g. adult receives personal or sensitive information about child or young person, adult receives personal or sensitive information about another adult or colleague, child or young person receives personal or sensitive information about other child or young person, child or young person receives personal or sensitive information about an adult; following policies and procedures in own workplace setting e.g. policies for sharing information, situations where unconditional confidentiality cannot be maintained, support and guidance regarding confidential information, role of manager or supervisor, referral, training; types of information e.g. paper-based, electronic, verbal, hearsay; confidentiality relating to the collection, recording and storage of different types of information

When confidential information might need to be passed on: need to share information when individuals are at risk of harm or when abuse is suspected; whistle-blowing; concept of 'need to know'

How and when to seek advice regarding confidentiality: referring to line manager or supervisor; seeking consent; importance of following procedures

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand why communication is important in the work setting	1.1	Identify different reasons why people communicate			
		1.2	Explain how effective communication affects all aspects of own work			
		1.3	Explain why it is important to observe an individual's reactions when communicating with them			
2	Be able to meet the communication and language needs, wishes and preferences of individuals	2.1	Find out an individual's communication and language needs, wishes and preferences			
		2.2	Demonstrate communication methods that meet an individual's communication needs, wishes and preferences			
		2.3	Show how and when to seek advice about communication			
3	Be able to reduce barriers to communication	3.1	Identify barriers to communication			
		3.2	Demonstrate how to reduce barriers to communication in different ways			
		3.3	Demonstrate ways to check that communication has been understood			
		3.4	Identify sources of information and support or services to enable more effective communication			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to apply principles and practices relating to confidentiality at work	4.1	Explain the term 'confidentiality'			
		4.2	Demonstrate confidentiality in day-to-day communication, in line with agreed ways of working			
		4.3	Describe situations where information normally considered to be confidential might need to be passed on			
		4.4	Explain how and when to seek advice about confidentiality			

Learner name: _____ Date: _____

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Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 6: Introduction to Personal Development in Health, Social Care or Children's and Young People's Settings

Unit reference number: L/601/5470

Level: 2

Credit value: 3

Guided learning hours: 23

Unit summary

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

Unit assessment requirements/evidence requirements

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

Assessment criteria 2.2, 2.3, 3.3, 4.1, 4.2, 4.3, 4.4 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

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

Duties and responsibilities: job description for own role; organisational goals and practices; inter-agency working

Standards which influence role: codes of practice; regulations; minimum standards; national occupational standards

Ways to prevent personal attitudes and beliefs obstructing quality of work: reflecting on own background and experiences; understanding effects of own beliefs and attitudes on practice; seeking ways to gain feedback on own practice; seeking professional development opportunities; developing knowledge and understanding of needs, culture and background of individuals using services

2 **Be able to reflect on own work activities**

The importance of reflecting on work activities: helps to make sense of and learn from experiences; identifying new opportunities; developing skills and techniques; understanding what has been achieved; thinking about aspects that worked well or not so well; considering what could have been done differently

Assessing own knowledge and skills: knowledge to carry out role effectively; ability to follow codes of practice and procedures; ways to seek feedback from individuals using services; ways to seek feedback from colleagues, managers or supervisors, tutors and other professionals

Reflecting on work activities: keeping a record of development through log or diary; identifying positive and negative aspects of activity e.g. organisation, own role, resources used; reflecting on outcomes for individuals using services; understanding own role and contribution to team and/or interagency working

3 **Be able to agree a personal development plan**

Sources of support for own learning and development: informal; formal; internal e.g. line manager, supervisor; mentoring schemes; tutor; accessing specialist information through partner and external organisations; online professional discussion groups

Planning process: cyclical nature of planning and review; understanding own role; identifying own strengths and weaknesses; identifying gaps in knowledge; using feedback from others; appraisal process; understanding development goals of own sector; identifying opportunities to develop knowledge and skills; reviewing progress

People involved: e.g. the individual, people using services, supervisor or line manager, other professionals, tutors or mentors, carers, advocates

Personal development plan: agreeing objectives for development; proposing activities to meet objectives; timescales for review; understanding needs for specific, measurable, achievable, realistic and timed targets (SMART); need for regular review of development plans; need to identify training opportunities and support

4 **Be able to develop own knowledge, skills and understanding**

Developing knowledge, skills and understanding through a learning activity: developing new concepts and ideas through e.g. discussion, working with colleagues, asking questions, training; evidence of applying learning to own practice; activities to develop knowledge and understanding about individuals' needs and preferences

Role of reflection in improving own knowledge, skills and understanding: situations in a work context e.g. supporting an individual using health or care services, support for children, working with colleagues; effectiveness of own practice; recognition of own contribution to team work; evidence of applying learning and skills to new situations; changes in own practice; ability to advise and support colleagues

Feedback from others: feedback from colleagues e.g. line manager, supervisor, tutor; feedback from people using services e.g. adults, children and young people, families; ways that feedback has been used to make changes in own practice

Ways to record evidence of personal progress: importance of regular review; use of diary or journal; personal development plans and reviews; witness testimonies

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand what is required for competence in own work role	1.1	Describe the duties and responsibilities of own role			
		1.2	Identify standards that influence the way the role is carried out			
		1.3	Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work			
2	Be able to reflect on own work activities	2.1	Explain why reflecting on practice is an important way to develop knowledge, skills and practice			
		2.2	Assess how well own knowledge, skills and understanding meet standards			
		2.3	Demonstrate the ability to reflect on work activities			
3	Be able to agree a personal development plan	3.1	Identify sources of support for own learning and development			
		3.2	Describe the process for agreeing a personal development plan and who should be involved			
		3.3	Contribute to drawing up own personal development plan			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to develop own knowledge, skills and understanding	4.1	Show how a learning activity has improved own knowledge, skills and understanding			
		4.2	Show how reflecting on a situation has improved own knowledge, skills and understanding			
		4.3	Show how feedback from others has developed own knowledge, skills and understanding			
		4.4	Show how to record progress in relation to personal development			

Learner name: _____   Date: _____

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(*if sampled*)

Unit 7: Introduction to Equality and Inclusion in Health, Social Care or Children's and Young People's Settings

Unit reference number: R/601/5471

Level: 2

Credit value: 2

Guided learning hours: 20

Unit summary

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

Unit assessment requirements/evidence requirements

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

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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Understand the importance of equality and inclusion**

Diversity: differences between individuals and groups e.g. culture, nationality, ability, ethnic origin, gender, age, religion, beliefs, sexual orientation, social class

Equality: individual rights; giving choices; respect; services in response to individual need

Inclusion: placing individuals at the centre of planning and support; valuing diversity

Discrimination: direct discrimination; indirect discrimination; treating some individuals less favourably than others; effects of discrimination

Deliberate and inadvertent discrimination: institutional discrimination; discrimination by individuals; the effects of lack of knowledge and understanding; prejudice; labelling; lack of opportunity; stereotyping; harassment; bullying; use of inappropriate language

Work settings: health settings; care settings; childcare setting

Support for equality and inclusion: policies and procedures in workplace setting; challenging discrimination; promoting rights; empowering; removing barriers e.g. physical access, communication; improving participation; promoting dignity; placing individuals at the centre of planning and delivery of services

2 **Be able to work in an inclusive way**

Legislation and codes of practice: codes of practice of sector; policies of workplace setting; Human Rights Act 1998; Disability Discrimination Act 1995; Disability Discrimination Act 2005; Special Educational Needs and Disability Act 2001; Race Relations (Amendment) Act 2000; The Equality Act 2010; Equality and Human Rights Commission

Interactions: interactions with individuals including colleagues, adults using services, children and young people in childcare settings; active listening; knowledge of individuals e.g. beliefs, cultures, values, preferences; maintaining confidentiality; appropriate use of language

Challenging discrimination: challenging discriminatory behaviour; reflecting on and challenging own beliefs and attitudes; disciplinary procedures; complaints procedures; staff training; reviewing and developing policy and procedures

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

Sources of information and advice: Sector Skills Councils e.g. Skills for Health, Skills for Care, Children's Workforce and Development Council, Professional organisations e.g. Nursing and Midwifery Council, Teacher Development Agency; third sector organisations; government websites for current legislation and guidelines; books and journals

Accessing information and advice: colleagues; feedback on own practice; inter-agency working; liaison with community leaders or organisations; professional development opportunities

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the importance of equality and inclusion	1.1	Explain what is meant by: • Diversity • Equality • Inclusion • Discrimination			
		1.2	Describe ways in which discrimination may deliberately or inadvertently occur in the work setting			
		1.3	Explain how practices that support equality and inclusion reduce the likelihood of discrimination			
2	Be able to work in an inclusive way	2.1	Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own role			
		2.2	Show interaction with individuals that respects their beliefs, culture, values and preferences			
		2.3	Describe how to challenge discrimination in a way that encourages change			
3	Know how to access information, advice and support about diversity, equality and inclusion	3.1	Identify a range of sources of information, advice and support about diversity, equality and inclusion			
		3.2	Describe how and when to access information, advice and support about diversity, equality and inclusion			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 8: Child and Young Person Development

Unit reference number: H/601/3305

Level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

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

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Training and Development Agency for School Assessment Strategy.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Know the main stages of child and young person development**

Patterns of development birth to 19 years: stages 0- 3 years; 4- 7 years; 8 -12 years; 13- 19 years

Physical development: growth as an increase in size and increase in weight; growth spurts; development as the acquisition of skills; gross motor; fine motor; locomotion; balance; hand-eye coordination; adolescence; maturation

Communication and intellectual developments: speech and listening; non-verbal communication; thinking; developing concepts

Social, emotional and behavioural: attachment; building relationships; identity; self-esteem; moral development; feelings e.g. anger, love, fear

Ways that aspects of development can affect other aspects: principles; same order but different rates of development e.g. sitting before walking; holistic development; links between areas of development e.g. communication skills affecting social development

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

Influences on development: positive; negative; nature versus nurture

Background: culture; economic situation e.g. finances, income, employment; family structure; social class; genetic inheritance; expectations of family; gender

Health: health inequalities; health status; genetic disorders; illness; disability; diet

Environmental: housing conditions; pollution; access to services

Recognising and responding to concerns about development: developmental delay; role of observation; holistic assessment; Common Assessment Framework; importance of early intervention

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

Transitions which affect children and young people: common transitions e.g. transferring to a new class, transfer from foundation stage to primary school, transfer to secondary education; transitions relating to natural growth e.g. baby to toddler stage, adolescence

Transitions which some children may experience: personal or particular transitions e.g. death of parent or close relative, change in health or ability, moving house, family break-up, birth of sibling, entering or leaving residential care, change of carer

The effects of transitions on behaviour and development: physical signs e.g. body language, growth spurts, losing or gaining weight; behavioural signs e.g. anxiety, bed-wetting, withdrawal, moodiness, using illegal substances; attitudinal signs e.g. being rude, losing interest, reluctance to join in; difficulty in building relationships; lack of trust; loss of self-esteem; understanding that transition can have positive effects e.g. increase in interest, development of self-identity, eagerness to learn, development of friendships

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know the main stages of child and young person development	1.1	Describe the expected pattern of children and young people's development from birth to 19 years, to include: • Physical development • Communication and intellectual development • Social, emotional and behavioural development			
		1.2	Describe with examples how different aspects of development can affect one another			
2	Understand the kinds of influences that affect children and young people's development	2.1	Describe with examples the kinds of influences that affect children and young people's development including: • Background • Health • Environment			
		2.2	Describe with examples the importance of recognising and responding to concerns about children and young people's development			
3	Understand the potential effects of transitions on children and young people's development	3.1	Identify the transitions experienced by most children and young people			
		3.2	Identify transitions that only some children and young people may experience e.g. bereavement			
		3.3	Describe with examples how transitions may affect children and young people's behaviour and development			

Learner name: _____   Date: _____

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(*if sampled*)

Unit 9: Safeguarding the Welfare of Children and Young People

Unit reference number: K/601/3323

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

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

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Training and Development Agency for Schools Assessment Strategy.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

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

Legislation, guidelines, policies and procedures for safeguarding: those applicable to the home nation; Legislation (Children Act 1989, The Education Act 2002, Children Act 2004); Guidelines (Working Together to Safeguard Children (2010), What to do if you're worried that a child is being abused (2006), Safeguarding Children and Safer Recruitment in Education (2007), Safeguarding Disabled Children (2009)); school policies and procedures e.g. safeguarding and protecting, reporting and recording, e-safety, bullying and cyber-bullying

Roles of agencies involved in safeguarding: requirements of Children's Social Care e.g. act when concerns raised about a child, carry out assessment of child's needs, interview child and family, gather information from other agencies, lead Child Protection Conference, take action if child in immediate danger; police e.g. make decision about whether crime has been committed, take emergency action if children are in immediate danger; health professionals e.g. general practitioners, doctors in emergency departments, examine or observe a child thought to be at risk of abuse or who has suffered abuse, health visitors; The Local Safeguarding Children Board (LSCB) e.g. role and responsibility to oversee the work of other agencies, include experts from the range of children's services, review all serious cases of abuse; The National Society for the Prevention of Cruelty to Children (NSPCC) has statutory power to take action when children are at risk of abuse, provides helplines for children and for people who are worried about a child, supports families; role of other charities

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

Signs and symptoms of common childhood illnesses: general signs of illness; specific signs and symptoms of common illnesses e.g. chickenpox, gastroenteritis, meningitis, mumps, measles, influenza, tonsillitis, impetigo

Actions when a child or young person is ill or injured: follow procedures of setting or organisation; summon first aider; record and report; comfort child or young person

Situations requiring urgent medical attention: follow procedure of setting or organisation for summoning immediate help; recognising signs requiring medical attention e.g. loss of consciousness, severe bleeding, breathing difficulties, choking, head injuries, choking, suspected fractures; accidents; recognising circumstances requiring urgent attention e.g. asthma attack not responding to inhaler, diabetic hypoglycaemia, epileptic seizure, anaphylactic reaction, sickle cell crisis

Responses to fire: raise alarm; procedures for evacuation; evacuation route; assembly point; stay calm; take register

Responses to security incidents: procedures e.g. security lock, identity badges, visitor passes, registration, collection of younger children

Responses to missing children or young people: take immediate action; inform teacher, supervisor or other designated person; check register; check buildings and grounds; inform parents or carer; inform police

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

Types of child abuse: categories of abuse including physical, sexual, emotional, neglect; physical signs of abuse; behavioural signs of abuse

Risk to children of using technologies: sexual abuse; emotional abuse; accessing inappropriate websites e.g. pornographic material; giving out personal information; children put themselves at risk of being targeted or groomed; cyber-bullying; sharing personal information when using social networking sites, buying goods or services online, using a mobile phone

Action to take in response to evidence or concerns about abuse: follow procedures of setting or organisation for reporting and recording suspected abuse; report concerns to designated person; procedure for disclosure including requirement to take child or young person's allegations seriously, not promising to keep information secret; confidentiality requirements

Actions to take in response to concerns about colleagues: follow whistle-blowing procedures; report to designated person, head teacher or education authority; right to protection for those making the allegations (i.e. whistle-blowers); right to protection of those subject to unproven allegations

Principles of confidentiality: essential personal information about child or young person needed to carry out own role needs to be kept confidential e.g. health details, particular needs; information about a child or young person at risk of harm can be passed on without permission to specific people who 'need to know'; procedure in setting or organisations for sharing information about concerns; enabling early identification and action to be taken

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety	1.1	Identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety			
		1.2	Describe the roles of different agencies involved in safeguarding the welfare of children and young people			
2	Know what to do when children or young people are ill or injured, including emergency procedures	2.1	Identify the signs and symptoms of common childhood illnesses			
		2.2	Describe the actions to take when children or young people are ill or injured			
		2.3	Identify circumstances when children and young people might require urgent medical attention			
		2.4	Describe the actions to take in response to emergency situations including: ● Fires ● Security incidents ● Missing children or young people			

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

Learner name: _____   Date: _____

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(*if sampled*)

Unit 10: Maintain and Support Relationships with Children and Young People

Unit reference number: D/601/7403

Level: 2

Credit value: 3

Guided learning hours: 15

Unit summary

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

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Training and Development Agency for Schools Assessment Strategy.

All learning outcomes for this unit must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Be able to communicate with children and young people**

Communicating with children and young people in a way that is appropriate to the individual, using both conventional language and body language: use language appropriate to age/stage of development of child or young person; meaning or message appropriate to stage/age of child or young person e.g. brief, specific; spoken language e.g. form and tone of expression, questioning, confirming, reflecting; clarifying meaning, body language e.g. eye contact, facial expressions, body movement, posture, gesture, muscle tension, touch, proximity, orientation, facial expressions, gestures, active listening; communication through play; use of sign language

Actively listening to children and young people and valuing what they say, experience and feel: awareness of individual needs; appropriate body language e.g. eye contact, orientation; give child or young person full attention; show genuine interest; demonstrate empathy; take concerns seriously

Checking that children and young people understand what is communicated: use language appropriate to stage/age of child or young person; awareness of non-verbal clues e.g. body language, gestures, signs; using questions to clarify and check understanding; summarising and confirming key points

2 **Be able to develop and maintain relationships with children and young people**

Establishing rapport and respectful, trusting relationships with children and young people: recognise the uniqueness of each child or young person as an individual; value diversity; honesty, respect; dependability; integrity; confidentiality; empathy; genuine interest; communicate effectively e.g. active listening

Giving attention to individual children and young people in a way that is fair to them and the group as a whole: awareness of individual needs; balancing the needs of individuals with those of the group; recognising that children and young people have different needs e.g. different levels of confidence and independence; positioning oneself close to children or young people who need more reassurance; encourage decision making to develop confidence of child or young person

Demonstrating supportive and realistic responses to children and young people's questions, ideas, suggestions and concerns: responses appropriate to age/stage of development of child or young person; value all contributions; answer questions honestly; importance of consistent responses; sensitive responses to concerns

Providing children and young people with reasons for actions when appropriate: provide explanations appropriate to age/stage of development of child or young person; use language appropriate to age/stage of development of child or young person; examples of situations where it might be appropriate to provide reason for actions e.g. safety, child protection

Encouraging children and young people to make choices for themselves: offer realistic choices; give children or young person sense of control e.g. play choices for young children; encourage participation in decision making; discuss targets for work or behaviour; encourage involvement in school councils

3 **Be able to support relationships between children and young people and others in the setting**

Supporting children and young people to communicate effectively with others: act as role model for effective communication; encourage children or young people to listen to others; encourage children or young people to speak confidently

Encouraging children and young people to understand other people's individuality, diversity and differences; value and respect all cultures, ages and personalities; model empathic behaviour; challenge discrimination; speak to children and young people about how their behaviour affects others

Helping children and young people to understand and respect other people's feelings and points of view: model respectful behaviour with children, young people and adults; speak to children or young people about how their behaviour affects others; activities with young children e.g. circle time, personality dolls; discussion and debate with older children or young people

Supporting children and young people to develop group agreements about the way they interact with others: encourage discussion; give opportunity for all to express opinions; involve pupils in devising school or classroom rules; discuss need for agreed rules e.g. ways to feel safe, show respect, support one another, invite ideas and contributions from all individuals; vote to decide rules; agree rules; display in learning areas or other appropriate areas

Demonstrating ways of encouraging and supporting children and young people to deal with conflict for themselves: support children and young people to deal with disagreements; keep calm if intervention is necessary; follow setting or organisation's policy and procedures for behaviour and reporting; encourage individuals to articulate their point of view; find common ground; negotiate a compromise; aim for win-win solutions; restorative justice

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to communicate with children and young people	1.1	Communicate with children and young people in a way that is appropriate to the individual, using both conventional language and body language			
		1.2	Actively listen to children and young people and value what they say, experience and feel			
		1.3	Check that children and young people understand what is communicated			
2	Be able to develop and maintain relationships with children and young people	2.1	Demonstrate how to establish rapport and respectful, trusting relationships with children and young people			
		2.2	Give attention to individual children and young people in a way that is fair to them and the group as a whole			
		2.3	Demonstrate supportive and realistic responses to children and young people's questions, ideas, suggestions and concerns			
		2.4	Provide children and young people with reasons for actions when appropriate			
		2.5	Encourage children and young people to make choices for themselves			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to support relationships between children and young people and others in the setting	3.1	Support children and young people to communicate effectively with others			
		3.2	Encourage children and young people to understand other people's individuality, diversity and differences			
		3.3	Help children and young people to understand and respect other people's feelings and points of view			
		3.4	Support children and young people to develop group agreements about the way they interact with others			
		3.5	Demonstrate ways of encouraging and supporting children and young people to deal with conflict for themselves			

Learner name: _____   Date: _____

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(*if sampled*)

Unit 11: Support Children and Young People's Positive Behaviour

Unit reference number: T/601/7407

Level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

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

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Training and Development Agency for Schools Assessment Strategy.

Assessment criteria 2.2, 2.3, 2.4 and 3.1 must be assessed in the workplace.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

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

Policies of the setting: policies regarding e.g. discipline, behaviour, attendance, truancy, uniform/dress and jewellery, parental and family partnerships, special educational needs, staff development and training, bullying and harassment, equality and inclusion, confidentiality, detention and exclusion, use of restraint

Procedures of the setting: procedures e.g. key person, pastoral care, pupil councils, trained peers, 'buddying' schemes, provision of 'safe' spaces, parental consultation and involvement, behaviour contracts, rewards and sanctions, rules and codes of conduct, pupil suggestions boxes

Importance of consistency and fairness: positive ethos e.g. clear routines, clear instructions, ownership of rules, codes of conduct, rewards and sanctions, caring and sharing, teamwork and cooperation, trust, honesty and openness

2 **Be able to support positive behaviour**

Benefits of encouraging and rewarding positive behaviour: e.g. productive learning and working environment, peer support, atmosphere of goodwill, willingness to achieve, making a positive contribution, respect for all, sharing responsibility

Skills and techniques: communication e.g. active listening, positive body language, facial expression, speech and gesture, verbal prompts, allow time to listen, offer praise and encouragement; celebrate success e.g. stickers, star charts, displays of work, feedback to parents or carers, 'show and tell', points, prizes, achievement awards

Consistent and supportive responses: follow procedures of setting e.g. recognise and reward positive behaviour according to age, needs and abilities; encourage choices and decisions; emphasise cooperation and responsible behaviour; give reminders of consequences, remind about agreed code of conduct

Role modelling: e.g. show respect, good manners, encourage sharing and turn-taking, promote responsibility, encourage and praise, celebrate achievement, effort and good deeds, show excitement, interest and enjoyment, have a sense of humour

3 **Be able to respond to inappropriate behaviour**

Select and apply agreed strategies: follow policies and procedures of setting e.g. maintain clear boundaries, remain calm and controlled, expect cooperation, use sanctions as a learning opportunity, always 'follow through' with penalties, warn of changes to routines, use distraction techniques, negotiate, focus on positive behaviours, alter activity, change grouping, change the environment, deal with behaviour issues promptly, offer 'cooling off' time, present sanctions as choices, remove individual to safe space; encourage accountability

Communication skills: effective ways of communicating e.g. active listening, body language, facial expression, allow time for explanations, express consequences clearly; adapt communication method to suit situation and age and stage of development e.g. non-verbal signals, voice tone, eye contact

Behaviour problems: e.g. physical assault, verbal abuse, vandalism, theft, bullying including cyber-bullying, drugs, alcohol, weapons

Referral of behaviour problems: follow policies and procedures of setting e.g. refer to class teacher, head of department, head of year, SENCO, other specialist colleagues or professionals, parents or carers

Communication skills: effective ways of communicating e.g. active listening, body language, facial expression, allow time for explanations, express consequences clearly; adapt communication method to suit situation and age and stage of development e.g. non-verbal signals, voice tone, eye contact

Behaviour problems: e.g. physical assault, verbal abuse, vandalism, theft, bullying including cyber-bullying, drugs, alcohol, weapons

Referral of behaviour problems: follow policies and procedures of setting e.g. refer to class teacher, head of department, head of year, SENCO, other specialist colleagues or professionals, parents or carers

Communication skills: effective ways of communicating e.g. active listening, body language, facial expression, allow time for explanations, express consequences clearly; adapt communication method to suit situation and age and stage of development e.g. non-verbal signals, voice tone, eye contact

Behaviour problems: e.g. physical assault, verbal abuse, vandalism, theft, bullying including cyber-bullying, drugs, alcohol, weapons

Referral of behaviour problems: follow policies and procedures of setting e.g. refer to class teacher, head of department, head of year, SENCO, other specialist colleagues or professionals, parents or carers

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know the policies and procedures of the setting for promoting children and young people's positive behaviour	1.1	Describe the policies and procedures of the setting relevant to promoting children and young people's positive behaviour			
		1.2	Describe with examples the importance of all staff consistently and fairly applying boundaries and rules for children and young people's behaviour in accordance with the policies and procedures of the setting			
2	Be able to support positive behaviour	2.1	Describe the benefits of encouraging and rewarding positive behaviour			
		2.2	Apply skills and techniques for supporting and encouraging children and young people's positive behaviour			
		2.3	Demonstrate realistic, consistent and supportive responses to children and young people's behaviour			
		2.4	Provide an effective role model for the standards of behaviour expected of children, young people and adults within the settin			
3	Be able to respond to inappropriate behaviour	3.1	Select and apply agreed strategies for dealing with inappropriate behaviour			
		3.2	Describe the sorts of behaviour problems that should be referred to others and to whom these should be referred			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 12:   Understand Child and Young Person Development

Unit reference number: L/601/1693

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit provides knowledge and understanding of how children and young people from birth to 19 years develop, including underpinning theoretical perspectives. It also includes actions taken when differences in development are identified and the potential effects of transitions on children and young people's development.

Unit assessment requirements/evidence requirements

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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

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

Expected pattern of development birth–19 years: stages 0- 3, 3- 7, 7-12, 12-16, 16-19 years; sequence usually same for all children; rate of development individual; gross motor physical development e.g. infant reflexes, development of locomotion, balance and coordination; fine motor physical development e.g. infant reflexes, use of pencil, brushes, tools, increase in control of tools; physical maturity e.g. puberty, sexual maturity; communication e.g. infant responses, single words, sentences, increase in vocabulary; intellectual/cognitive e.g. object permanence, use of symbols, development of abstract concepts and thinking skills; social development e.g. social interaction, cooperation with others, development of friendships, peer groups; emotional and behavioural development e.g. attachment, multiple attachments, self-concept, self-esteem, confidence, personal identity; moral development e.g. Kohlberg's stages of moral development

Sequence of development: broadly the same sequence; normal ranges of development

Rate of development: development is holistic; individual differences in rate; different aspects of development affect one another; aspects of development proceed at different rates in individuals; range of factors affecting individual differences

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

Personal factors influencing development: health status; disability; sensory impairment; learning difficulties; genetic inheritance; other factors e.g. motivation, adult expectations, bullying, family background, social, cultural, financial, economic and environmental factors

Theories of development and frameworks affecting practice: competing theories; Cognitive/Constructivist (Piaget) e.g. learner-centred educational philosophy, learning through play; Psychoanalytical (Freud) e.g. drives, development of morality; Humanist (Maslow) e.g. self-motivation, self- concept; Social learning theory (Bandura) e.g. learning from observing others, role modelling; Operant conditioning (Skinner) e.g. encouraging natural, desirable behaviours through reinforcement; Behaviourist (Watson) e.g. behaviour is learned; social pedagogy e.g. holistic approach to children's experiential learning

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**

Methods of monitoring development: formal; informal; observation and assessment; formative; summative; comparison with milestones; relation to child development theorists; information from parents/carers, colleagues; assessment frameworks e.g. Common Assessment Framework (CAF), curriculum frameworks (Early Years Foundation Stage (EYFS), National Curriculum); standard measurements e.g. milestones, percentiles

Recording, reporting and sharing information: sharing information with parents or carers and children, sharing findings as appropriate and according to the procedures and policies of the setting, referring concerns e.g. particular difficulties, suspected abuse, legal evidence to an appropriate professional such as the SENCO; procedures in familiar setting

Reasons why development is not following expected patterns: disability; emotional or physical difficulties; environmental factors; cultural reasons; social factors; particular learning needs; communication difficulties

Different types of intervention: social worker e.g. support for looked after children; speech and language therapist e.g. support with communication difficulties; psychologist e.g. support with learning and behavioural difficulties; psychiatrist support with emotional difficulties; youth justice e.g. support for young offenders, support to stop children and young people offending; specialist nurse e.g. support for children/young people with specific health needs; additional learning support e.g. support in the classroom; physiotherapist e.g. support for gross motor skills development; assistive technology e.g. technologies to enable pupils who have specific needs to access the curriculum, computer programs, speech recognition device, hearing aid; health visitor e.g. liaison with the family on health issues

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

Importance of early identification of speech, language and communication delays and disorders: language and communication delay impacts on cognitive development/learning, social development, emotional development/ behaviour

Multi-agency teams supporting speech, language and communication: speech and language therapist; special educational needs coordinator (SENCO); teacher; school support worker; sensory support teacher; autism advisory teacher; educational psychologist; parents/carers

Play and activities to support speech, language and communication: whole-class and small-group activities; strategies e.g. body language including gestures, pointing, facial expressions; young children e.g. puppets, pictures, games, songs and rhymes; signs; technology e.g. story tapes, CDs, computer programs, interactive whiteboards; modelling language

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

Types of transitions: emotional e.g. bereavement, birth of sibling, family break-up, entering or leaving care, change of carer; physical e.g. moving house, nursery, school, class, moving from one activity to another; physiological e.g. transition from baby to toddler, puberty, long-term medical conditions; intellectual e.g. moving from one key stage to the next

Impact of transitions: physical impact e.g. growth spurts, losing or gaining weight; behavioural impact e.g. anxiety, bed-wetting, withdrawal, moodiness, using illegal substances; attitudinal impact e.g. being rude, losing interest, reluctance to join in; difficulty in building relationships and emotional and social development; lack of trust; loss of self-esteem; understanding that transition can have positive effects e.g. increase in interest, development of self-identity, eagerness to learn, development of friendships

Importance of positive relationships: effects on emotional, physical, psychological and cognitive development; provides stability, consistency and security; someone to talk to; someone who understands how they may be affected, provides opportunities for children or young people to explore the effects of transitions on their lives, provides opportunities for children and young people to express feelings about impact of transitions for self and others, opportunities for child or young person to develop of empathy for others undergoing transitions, opportunities to support and encourage decision making, independence and recognition of choices and consequences, opportunities to identify any situation arising from the transition that might require referral to an appropriate person or authority

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the expected pattern of development for children and young people from birth to 19 years	1.1	Explain the sequence and rate of each aspect of development from birth to 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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 13: Promote Child and Young Person Development

Unit reference number: L/601/1693

Level: 3

Credit value: 3

Guided learning hours: 25

Unit summary

This unit provides a basis of knowledge, understanding and the competence required to promote children and young people's development and positive behaviour. It also includes how to support children and young people through transitions in their lives.

Unit assessment requirements/evidence requirements

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

Learning outcomes 1, 2, 3, 5 and 6 must be assessed in a real work environment. Reflection on practice should be included in the assessment evidence.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

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

Relevant factors when assessing development: child or young person's wishes and feelings, ethnic, linguistic and cultural background, disability or specific requirements, additional needs; reliability of information; avoiding judgements or bias, age and stage of development; confidentiality and circumstances where total confidentiality is not appropriate e.g. safety of the child or young person is at risk

Assessing different areas of development: physical development; development of communication; intellectual/cognitive development; social, emotional and behavioural development; moral development

Assessment methods: assess the child or young person's overall development making reference to the expected developmentally norms for the appropriate age; give an explanation of the selection of the assessment methods used e.g. assessment frameworks, observations, standard measurements; external assessment; internal assessment; peer assessment; self-assessment; importance of appropriate questioning techniques and listening; learning styles; knowledge acquisition; review; procedure for information sharing with parents, carers, children and young people, other professionals and colleagues; use of photographs or other similar material

A plan that meets the development needs of a child or young person: refer to developmental norms as a guide and recognise that development is both holistic and interconnected; include the value of involving the child or young person in taking responsibility for own development and contributing to the plan; awareness of prior learning; consolidate learning of child or young person; provide suitable structure; remove barriers to learning; develop strategies to inspire and motivate; plan for ways to provide constructive feedback e.g. performance indicators, timely communication, use of praise, constructive criticism, reflection, review

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

Implement development plan: implement the individual development plan with the child or young person according to procedures for setting; evaluate success of plan through observation and revise the plan if necessary

Importance of a person-centred and inclusive approach: importance of actively involving child or young person in decisions affecting their lives (according to their age and abilities); importance of actively involving child or young person (according to their age and abilities) in the services they receive; approach should include reference to holistic development of the child or young person through e.g. individual learning plans, the role of observations, working with parents or carers, use of effective planning, equality of opportunity, providing constructive feedback and encouragement

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

An environment or service that promotes the development of children and young people: environment should be safe, stimulating, attractive, well organised, personalised, inclusive environment, encourages participation, meets individual and group needs; high-quality policies which are understood by practitioners and implemented; all regulatory requirements are met; environment provides appropriate risk and challenge; environment welcomes and values involvement from parents, families and carers

Organisation of work environment or service to promote the development of children or young people: details of specific plans and activities e.g. learning activities, home visits, the provision of a range of services, how outcomes are measured for success, importance of collaboration and reflective practitioners, how parents are actively encouraged to be involved in the setting, how the setting supports children and young people's rights

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

Effect of working practice on children and young people's development: negative impact of e.g. poor organisation and planning of appropriate activities, lack of enthusiasm, poor relationships with colleagues and other professionals, lack of rapport with parents, families and carers, reluctance to maintain and update qualifications; positive impact of e.g. appropriate development plan that is child-centred or young person centred, effective communication and information-sharing between all parties involved in caring for child or young person, early identification and intervention regarding developmental needs and/or difficulties

Effect of institutions, agencies and services on children and young people: impact of e.g. charities, support groups, faith-based groups, community projects, children centre services, Kidscape, NSPCC, extended schools provision; various effects e.g. offer empathy, support and guidance to children and young people and families experiencing difficulties, help identify problems in development of children or young people, raise awareness of rights, information, available help, opportunities and ways to progress in development

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

Work with children and young people to encourage positive behaviour: identify and implement strategies used to encourage positive behaviour e.g. positive reinforcement, rewards, involving child or young person in decision making where appropriate; strategies used for preventing unwanted behaviour e.g. ensuring a stimulating environment, reinforcing rules and expectations in a clear and consistent manner, use of distraction and diversion, adequate resources made available in order to avoid frustration or boredom on part of child or young person

Different approaches to supporting positive behaviour: e.g. positive reinforcement strategies, modelling positive behaviour and responses to situations, having an overall positive culture in the setting, creating an environment that promotes positive behaviour, individual behaviour planning, distraction and diversion strategies, boundary setting and collaborative ground-rule making, supporting children and young people's reflection on and managing of own behaviour

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

Supporting children and young people experiencing different types of transitions: different types of transition e.g. emotional (bereavement, entering/leaving care, family break-up), physical (moving house or school), physiological (puberty or long-term medical condition, disability)

Support for children and young people experiencing transitions: home visits, developing a close working relationship with the family, use of mentors, implementing a key person system, a robust settling-in process where parents and carers are welcome to stay with the child or young person as long as needed while they settle in the new setting; providing continuity of care for the child or young person and family where possible, referral to specialist community or charity support organisations where appropriate

Provision of structured opportunities for children or young people to explore the effects of transitions on their lives: activities as appropriate to age and development stage of child or young person e.g. circle time activities, story-telling, song-writing, music, dance, discussion, reflection activities, personal storybooks of the child's own transition, role play

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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 ● Physical ● Communication ● Intellectual/cognitive ● Social, emotional and behavioural ● Moral			
		1.3	Explain the selection of the assessment methods used			
		1.4	Develop a plan to meet the development needs of a child or young person in the work setting			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature:_____ Date: _____
(*if sampled*)

Unit 14: Understand How to Safeguard the Wellbeing of Children and Young People

Unit reference number: Y/601/1695

Level: 3

Credit value: 3

Guided learning hours: 25

Unit summary

This unit covers the understanding, knowledge and competences required to support the safeguarding of children and young people.

Unit assessment requirements/evidence requirements

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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

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

Current legislation, guidelines, policies and regarding the safeguarding of children and young people: legislation applicable to own home country e.g. The Children Act 1989, The Children Act 2004, Every Child Matters (England), Legislation Children Act 1989, The Education Act 2002, Children Act 2004; UN Convention on the Rights of the Child (1989); Guidelines applicable to own home country e.g. Working Together to Safeguard Children 2010, What to do if you're worried that a child is being abused 2006, Safeguarding Children and Safer Recruitment in Education 2007, Safeguarding Disabled Children 2009; Common Assessment Framework (CAF); child protection policies and procedures applicable to local setting or organisation including safeguarding and protecting, reporting and recording, e-safety, bullying and cyber bullying care orders, local authority guidelines; areas of child protection applicable to own home country e.g. early intervention, improving accountability and coordination of children's services, improving support for parents and carers, a childcare workforce strategy

Child protection within the wider concept of safeguarding children and young children: child protection is action taken to protect specific children who are suffering, or who are at risk of suffering from significant harm, policies and procedures; safeguarding is broader definition and includes preventing risks of harm to the welfare of children and young people

National and local guidelines, policies and procedures for safeguarding affecting day-to-day work with children and young people: applicable to own home country and applicable to day-to-day practice; childcare practice e.g. policies and procedures regarding propriety and behaviour, intimate personal care, physical contact; child protection e.g. criminal record bureau checks (CRB), setting's policies for recording and reporting suspected abuse, whistle-blowing policies; risk assessment e.g. hazard recognition, vigilance of practitioners, indoors, outdoors, trips and outings, visitors to school; ensuring the voice of the child or young person is heard e.g. advocacy; supporting children and young people and others who may be expressing concerns e.g. believe child/young person, take action; provide up-to-date training for all workers in safeguarding issues

Inquiries and serious case reviews: Local safeguarding children boards (LSCB) Regulations (2006); process for serious case reviews (SCR) in document Working Together to Safeguard Children 2010; SCRs required in situations where a child or young person has died due to known or suspected abuse or neglect; reviews may be carried out where a child or young person has been seriously harmed or has suffered life-threatening injuries; purpose of SCR is for agencies to determine the lessons which are to be learned about the way in which professionals have worked and make recommendations

Process used by own work setting or service to comply with legislation that covers data protection, information handling and sharing: instructions for clear and appropriate action to be taken in the event of a suspected child protection situation; action to be taken in the event of a suspected child protection situation e.g. reporting concerns, lines of reporting, information-sharing, confidentiality; policies for e-safety, cyber-bullying, confidentiality; procedures for reporting and recording, information storing, how information is gathered, stored and shared; confidentiality, methods of reporting concerns; Data Protection Act 1988

2 **Understand the importance of working with other organisations to safeguard children and young people**

Importance of safeguarding children and young people: responsibility of all adults working with children and young people to safeguard children and young people from harm; professional duty while children are in a particular setting; duty to report concerns about issues occurring outside the setting; safeguarding policies and procedures need to include physical safety and security on the premises and on off-site visits, e-safety and security when using the internet (if applicable); staff awareness and training, monitoring and record-keeping; partnership and involvement with other agencies

Child/young person-centred approach: the wishes and feelings of child/young person must be identified and taken account of; child/young person must be involved in decision making e.g. involving the child or young person in meetings, asking for their opinion when discussing matters relating to them; child/young person must be treated with respect

Partnership working in the context of safeguarding: the importance of the role of all parties in child protection; different agencies may be involved in safeguarding; communication essential to ensure the safety and protection of children and young people; essential to act on concerns as soon as they arise in order to ensure early intervention; prevent children/young people slipping through the net; learning lessons from past failures e.g. Victoria Climbie case 2000

Roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed: Children's Social Care (act when concerns raised about a child, carry out assessment of child's needs, interview child or young person and family, gather information from other agencies, lead Child Protection Conference, take action if child or young person in immediate danger); police (make decision about whether crime has been committed, take emergency action if child or young person is in immediate danger); health professionals e.g. general practitioners, doctors in emergency departments (examine/observe a child or young person thought to be at risk of abuse or who has suffered abuse); health visitors; The Local Safeguarding Children Board (LSCB) (role and responsibility to oversee the work of other agencies, includes experts from the range of children's services, reviews all serious cases of abuse; NSPCC (charity with statutory power to take action when children are at risk of abuse, provides helplines for children and for people who are worried about a child or young person, supports families); school (provide support for children or young people who are known to be on the 'at risk' register); psychologist e.g. work with child or young person and family; probation e.g. work with offenders

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

Importance of ensuring children and young people are protected from harm within the work setting: applicable to own home country and setting or organisation e.g. responsibility of adults in certain settings to act *loco parentis*; effect of harm on children and young persons' wellbeing and development; all aspects of the setting require consideration e.g. health and safety issues, behaviour, bullying, safeguarding, internet safety, safety on off-site trips

Policies and procedures to protect children and young people and adults who work with them: applicable to own home country and setting or organisation e.g. working in a transparent and open way, personal and collective accountability, listening to children and young people, duty of care, whistle-blowing, power and position of trust, propriety and behaviour, physical contact, intimate personal care routines, off-site visits, use of photography and video material, sharing concerns and recording or reporting incidents

Reporting concerns about poor practice: whistle-blowing policy; confidentiality; protection from repercussions towards the individual who reported the incident or those whose practice is being questioned; avoiding discrimination or victimisation

Steps practitioners can take to protect themselves within their everyday practice in the work setting and on off site visits; follow child protection, anti-bullying, health and safety, e-safety policies and procedures of setting with regards to propriety and behaviour, intimate personal care, physical contact, non-use of mobile phones while with children/young people, use of photography and video; informing colleagues of whereabouts and actions

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

Signs, symptoms, indicators and behaviours causing concern: different forms of abuse including neglect, emotional, physical, sexual; recognising symptoms, indicators and behaviours that may cause concern in the context of safeguarding

Actions to be taken if a child or young person alleges harm or abuse: taking action in line with policies and procedures of own setting; provide reassurance for the child; record the disclosure including date, time, what was said; remain non-judgemental; take allegations seriously; listen carefully to child or young person; avoid asking excessive number of questions; report the disclosure to the senior designated manager or the setting's Child Protection or Safeguarding Officer

The rights of children, young people and their carers in situations where harm or abuse is suspected or alleged: right to be listened to; right to protection; right to have their opinion taken into account when decisions are being made; the right to be treated with respect and care without judgement; right to be investigated through the correct channels and the outcome documented

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

Different types of bullying and the potential effects on children and young people: physical, verbal, emotional and cyber-bullying; physical abuse includes pushing, kicking, hitting, pinching and other forms of violence or threats; verbal abuse includes name-calling, insults, sarcasm, spreading rumours and persistent teasing; emotional abuse includes tormenting, excluding, ridicule and humiliation; cyber-bullying includes the use of information and communication technology particularly mobile phones and the internet, to deliberately upset somebody; other types of bullying e.g. homophobic, gender based, racist, bullying relating to age, special educational needs and disabilities; effects on emotional development e.g. self-esteem, mental health; effects on social development e.g. isolation, effects on cognitive development e.g. concentration, learning and achievement, school attendance; following the policies and procedures of the setting or organisation in response to concerns about bullying

Policies and procedures for dealing with bullying: procedures to prevent bullying in the setting; all staff, parents, carers and children or young people made aware of the procedures that should be followed and the consequences of bullying; follow anti-bullying policy; deal immediately with any incidents of bullying; record or report to the designated person according to the setting's policy; parents or carers to be informed; measures introduced following discussion with all parties concerned

How to support a child or young person and/or their family when bullying is suspected or alleged: guidelines from local authority; follow guidelines and procedures of the setting; reassure child or young person and their parents or carers; work as a member of the team to support the child or young person; inform child or young person about websites or organisations that provide help and support e.g. Childline, Kidscape

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

Support children and young people's self-confidence and self-esteem: supporting the development of self-confidence e.g. through team games, group activities, praise of personal success, recognition of achievement and progress, celebrating successes, valuing children young people as individuals, celebrating differences and similarities; empowering children and young people to be better equipped to keep themselves safe e.g. teaching children and young people how to recognise and deal with approaches from strangers, strategies for what to do if they got lost, saying 'no' if someone tries to touch them in a confusing or unsafe way, refusing to keep secrets of any kind, learning to shout and run away in a frightening situation and promptly informing an adult

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

Risks and possible consequences for children and young people of being online and of using a mobile phone; social networking sites e.g. personal information such as telephone numbers, photographs, email addresses, information such as school name, clubs they attend, where they meet up, can be pieced together, personal information online also becomes accessible to individuals other than their friends; internet e.g. children in the setting should be unable to access inappropriate material due to filters which setting's computers are required to have, home computers may not have filters in place; buying online e.g. risk of identity theft; mobile phones e.g. can be a means of bullying children

Reducing risk to children and young people from internet and mobile phone use; clear e-policy for setting or organisation; internet filters e.g. Child Safety Online Kitemark; emphasise importance of keeping personal details private; privacy settings on social networking sites; information workshops for parents about e-safety

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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 safeguard children and young people	2.1	Explain the importance of safeguarding children and young people			
		2.2	Explain the importance of a child or young person centred approach			
		2.3	Explain what is meant by partnership working in the context of safeguarding			
		2.4	Describe the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the importance of ensuring children and young people's safety and protection in the work setting	3.1	Explain why it is important to ensure children and young people are protected from harm within the work setting			
		3.2	Explain policies and procedures that are in place to protect children and young people and adults who work with them			
		3.3	Evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected			
		3.4	Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits			
4	Understand how to respond to evidence or concerns that a child or young person has been abused or harmed	4.1	Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding			
		4.2	Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting			
		4.3	Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged			
5	Understand how to respond to evidence or concerns that a child or young person has been bullied	5.1	Explain different types of bullying and the potential effects on children and young people			
		5.2	Outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place			
		5.3	Explain how to support a child or young person and/or their family when bullying is suspected or alleged			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Understand how to work with children and young people to support their safety and wellbeing	6.1	Explain how to support children and young people's self-confidence and self-esteem			
		6.2	Analyse the importance of supporting resilience in children and young people			
		6.3	Explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety			
		6.4	Explain ways of empowering children and young people to make positive and informed choices that support their well being and safety			
7	Understand the importance of e-safety for children and young people	7.1	Explain the risks and possible consequences for children and young people of being online and of using a mobile phone			
		7.2	Describe ways of reducing risk to children and young people from: ● Social networking ● Internet use ● Buying online ● Using a mobile phone			

Learner name: _____ Date: _____

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(*if sampled*)

Unit 15: Support Children and Young People's Health and Safety

Unit reference number: D/601/1696

Level: 3

Credit value: 2

Guided learning hours: 15

Unit summary

This unit provides the knowledge, understanding and skills required to support children and young people's health and safety. It requires a demonstration of competence in recognising hazards and undertaking risk assessments in the work setting.

Unit assessment requirements/evidence requirements

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

Assessment of learning outcome 2 must take place in a real work environment. Simulation is not permitted for this learning outcome.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

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

Planning healthy and safe indoor and outdoor environments and services: taking into account the individual age and abilities of the children or young people being planned for; identifying specific risks to individual children or young people e.g. those with sensory impairment; identifying the needs of adults where relevant e.g. resources, equipment or training; recognising the duty of care; meet regulatory requirements e.g. EYFS, Ofsted; links to the desired outcomes for children and young people e.g. Every Child Matters; recognition of the lines of responsibilities and accountability; use guidance e.g. EYFS, Ofsted

Monitoring and maintaining health and safety: people in the work setting need to be made aware of risks and hazards and encouraged to work safely e.g. staff, parent helpers, volunteers, visitors; health and safety responsibility of everyone; deliver safety education to children and young people e.g. EYFS, curriculum; routine health and safety assessment/checklist for both indoors, outdoors, visits and outings; staff training; health and safety policies and procedures in place to ensure good practice; recording accidents and incidents; review policies and procedures and incidents

Guidance for planning healthy and safe environments and services: sources e.g. Health and Safety Executive, Department for Education, St John Ambulance, The British Red Cross, British Standards Institute (BSI)

Implementing health and safety legislation, policies and procedures: legislation for home country which informs the writing of health and safety policies and procedures; legislation e.g. Health and Safety at Work Act 1974, Health and Safety (young persons) Regulations 1997, Fire Precautions (workplace) Regulations 1997, Care Standards Act 2000, Control of Substances Hazardous to Health Regulations 1994 (COSHH), Reporting of Injuries, Diseases and Dangerous Occurrences Regulation 1995 (RIDDOR), Health and Safety (First Aid) Regulations 1981, Food Handling Regulations 1995, Personal Protective Equipment at Work Regulations 1992, Children Act 1989, Children Act 2004; policies required e.g. health and safety, risk assessment, child protection; review policies and procedures

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

Potential hazards to health, safety and security of the children or young people or others: hazard recognition and risk assessment applied to indoors, outdoors, outings; potential hazards which may include physical, security, fire, food safety, personal safety; identify and reduce risk through use of observations, checklists, health and safety risk assessments; importance of record-keeping and sharing of information

Dealing with hazards: act immediately to make sure that others are not put in danger; remove hazards if appropriate; direct others away from the area; send for another adult if required; report and record

Health and safety risk assessment: check all areas of setting; identify hazard; assess risks from each hazard; establish procedures for managing to an acceptable level risks from hazards that cannot be removed; make improvements in line with changing circumstances and requirements or service; record and report

Monitoring and reviewing health and safety risk assessments: importance of detailed records of accidents and incidents e.g. accident books; regularly reviewing and updating policies and procedures; keeping up to date with current legislation and models of good practice

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

A balanced approach to risk assessment: take into account the child or young person's age, needs and abilities; avoid excessive risk taking and avoid being excessively risk-averse; present a balanced viewpoint; promote managed risk-taking and challenge; recognise the importance of risk and challenge to a child or young person's development; work with children and young people to identify hazards and manage risk; role model assessing and managing risk

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

Policies and procedures of the setting or service in response to accidents, incidents, emergencies and illness: accidents involving children, young people or adults; emergencies e.g. fire, missing children or young people, evacuating a setting; incidents e.g. school security, strangers; recognising signs and symptoms of illness e.g. fever, rashes, unconsciousness, taking action as required; policies and procedures of setting e.g. for dealing with ill children and readmission to setting following illness, for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies

Recording and reporting: procedures of setting; lines of responsibility e.g. qualified first aider; accountability; accuracy; confidentiality; written reporting; verbal reporting

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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 illustrating how its implementation will reduce risk			
		2.4	Explain how health and safety risk assessments are monitored and reviewed			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how to support children and young people to assess and manage risk for themselves	3.1	Explain why it is important to take a balanced approach to risk management			
		3.2	Explain the dilemma between the rights and choices of children and young people and health and safety requirements			
		3.3	Give example from own practice of supporting children or young people to assess and manage risk			
4	Understand appropriate responses to accidents, incidents emergencies and illness in work settings and off site visits	4.1	Explain the policies and procedures of the setting or service in response to accidents, incidents, emergencies and illness			
		4.2	Identify the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies			

Learner name: _____   Date: _____

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Assessor signature: _____   Date: _____

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(*if sampled*)

Unit 16: Develop Positive Relationships with Children, Young People and Others Involved in their Care

Unit reference number: H/601/1697

Level: 3

Credit value: 1

Guided learning hours: 8

Unit summary

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

Unit assessment requirements/evidence requirements

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

This unit must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

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

Importance of positive relationships with children and young people: building positive relationships in order to provide the best possible care, support, learning opportunities and effective safeguarding for children and young people

Building positive relationships with children and young people: effective and positive communication; keeping confidentiality as appropriate, responding to children and young people in an appropriate manner; demonstrating respect and courtesy; involving children and young people in decisions affecting their lives; other ways e.g. identifying and addressing conflict in a sensitive manner, maintaining a consistent and fair attitude, valuing the ideas of others, honouring responsibilities, appropriate use of humour, using positive body language, eye contact

Own effectiveness in building relationships with children or young people: reflecting on own effectiveness in building relationships with children or young people in the workplace setting e.g. reflecting on what worked well, what did not work so well; use of feedback to evaluate own performance and inform development e.g. use feedback to raise awareness of strengths, identify areas for improvement, actions to be taken to improve performance; actively seek feedback; use appropriate sources of feedback and support e.g. mentors, teachers, colleagues, other professionals involved in care of children and young people; develop personal development plan where appropriate e.g. personal development plan to manage development using reflection and structured planning on how to meet own goals

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

Importance of positive relationships with people involved in the care of children and young people: common goal to work effectively together to provide the best possible care, support, learning opportunities and effective safeguarding for children and young people; others involved in the care of children and young people e.g. colleagues, organisational manager, carers, official visitors, multi-agency professionals, external partners

Building positive relationships with people involved in the care of children and young people: e.g. through joint training activities, team meetings, sharing of good practice and information as appropriate, valuing and respecting the contributions, ideas and skills of others, understanding the roles and responsibilities of others involved in the care of children and young people, reflecting on own effectiveness in building relationships with others involved in the care of children or young people, seeking feedback and support, reflecting on what worked well, what did not work so well

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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			

Learner name: _____   Date: _____

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(*if sampled*)

Unit 17: Working Together for the Benefit of Children and Young People

Unit reference number: K/601/1698

Level: 3

Credit value: 2

Guided learning hours: 15

Unit summary

This unit aims to enable the learner to understand the importance of multi-agency and integrated working and to develop the skills required for effective communication for professional purposed. It includes and assesses competence in information sharing between those involved in the work with children and young people.

Unit assessment requirements/evidence requirements

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

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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 Understand integrated and multi-agency working

The importance of multi-agency and integrated working in delivering better outcomes for children and young people: teams need to work proactively together for the best outcomes for the child, young person and family; integrated working involves everyone supporting children, young people and families working together effectively to put them at the centre, meet their needs and improve their lives; integrated working as part of government policies for children and young people in the relevant home nation; multi-agency and integrated working enables sharing of skills, information and best practice; multi-agency and integrated working facilitates a child-centred or young person-centred approach

Functions of external agencies: external agencies as applicable to own setting and home country e.g. local education authority, Ofsted, social services, early years and childcare, play work, youth justice, police, further education, youth work, NHS and health services, sports and culture sector organisations; function of external agencies as applicable to own organisation e.g. investigate referral in suspected case of abuse of child or young person, provide support for child or young person experiencing transition, provide support for child or young person with disability or long-term health condition, inspect provision of care in setting

Referrals between agencies: as required by legislation or procedures and policies of home country and own setting e.g. Every Child Matters – Change for Children (2004), Every Child Matters -Making It Happen: Working together for children, young people and families (2008) Common Assessment Framework (CAF), Aiming High for Disabled Children, Better support for Families (2007); using correct referral routes within the setting e.g. SENCO, Child Protection officer, supervisor or manager; reasons for referral to different agencies e.g. safeguarding children and young people, early intervention, need for specialist or additional support; policies and procedures for referrals between organisations; role of the lead professional in coordinating services; the use of the Common Assessment Framework (CAF) to provide support; role of Early Intervention Teams

Common barriers to integrated working and multi-agency working: lack of understanding of roles and responsibilities, time constraints, logistical challenges, multitude of contacts within the working environment and multi-agency team, terms and conditions of employment, different professional values and ethos, different priorities; ways of overcoming barriers e.g. include joint training activities, joint team meetings teambuilding activities, information sharing as appropriate

Assessment frameworks: as applicable to own UK home nation e.g. details of The Common Assessment Framework (UK), CAF as key part of delivering frontline services that are integrated, and are focused around the needs of children and young people, CAF as a standardised approach to conducting assessments of children's additional needs and deciding how these should be met, use of CAF by practitioners across children's services

2 Be able to communicate with others for professional purposes

Appropriate communication methods for different circumstances: use of electronic aids, pictorial aids e.g. Makaton, use of an interpreter, effective use of the telephone and emails, preparing and delivering presentations, written communication and record-keeping

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

Recording, storing and sharing information: recording information in accordance with legal requirements e.g. Children Act 2004 (England and Wales), Working Together to Safeguard Children 2006, EYFS Statutory Framework, Ofsted inspections (England); importance of recording information clearly, accurately, legibly and concisely; reasons for keeping records e.g. accident and incident reports; need to record facts; sharing information with colleagues, parents and carers; accessibility; sharing findings as appropriate and according to the procedures and policies of the setting; referring concerns e.g. particular difficulties, suspected abuse, legal evidence to an appropriate professional such as the SENCO or designated child protection person within the setting

Maintain secure recording and storage systems for information: as required by legislation applicable to home country and policies of setting; how information is gathered, stored and shared; Data protection requirements e.g. Data Protection Act 1998, Privacy and Electronic Communications Regulations; organisational systems and procedures; roles and responsibilities for contributing to and maintaining record-keeping systems; policy for storing records; security and confidentiality; accessibility to information e.g. limited access to computer storage systems; protection of identity, if appropriate

Possible conflict between need to maintain confidentiality and the need to disclose information in cases of suspected abuse or crime: understanding that confidentiality cannot be maintained in a situation where abuse of a child or young person is suspected or when it is suspected that a crime has been committed or may be committed; child protection concerns that could identify a particular child are kept confidential and only shared with people who need to know this information; balancing the duty of care and individual rights and responsibilities

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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: ● Paper-based ● Electronic			
		3.3	Analyse the potential tension between maintaining confidentiality with the need to disclose information: ● Where abuse of a child or young person is suspected ● When it is suspected that a crime has been/may be committed			

Learner name: _____   Date: _____

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(*if sampled*)

Unit 18: Understand How to Support Positive Outcomes for Children and Young People

Unit reference number: M/601/1699

Level: 3

Credit value: 3

Guided learning hours: 25

Unit summary

This unit aims to provide members of the children and young person's workforce with understanding of the factors that can impact, both positively and negatively, on outcomes and life chances of children and young people. It includes approaches to supporting positive outcomes including disability and specific requirements (additional needs).

Unit assessment requirements/evidence requirements

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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

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

Social, economic and cultural factors that impact on the lives of children and young people: factors e.g. impact of being in the care system, living consistently in same parental home, relationship with parents or carer, attitude of parents or carer to education and a healthy lifestyle, poverty, poor housing, adequate/appropriate housing, level of access to community resources, being marginalised or excluded by society, discrimination and injustice, ethnic or cultural beliefs and customs, family expectations, health status, lack of opportunity and support

Impact of poverty on outcomes and life chances for children and young people: poverty as significant threat to the health and wellbeing of children and young people; growing up in poverty can affect every area of a child's development, e.g. lack of opportunity and support, inadequate access to resources, poor health, poor diet, poor quality of life, difficulties in social and emotional development, increased chance of accidents or illness, less likely to do well at school; long-term effects of poverty for the child or young person into adulthood e.g. long-term health problems, employment prospects, difficulties in building and maintaining positive relationships, homelessness, crime

Role of children and young people's personal choices and experience on their outcomes and life chances: the negative impact of poor choices on all areas of development and wellbeing e.g. impact of smoking on health, repercussions of offending behaviour, impact of substance abuse, impact of aggressive behaviour

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

Positive outcomes for children and young people: Every Child Matters outcomes for children and young people (England) – Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution and Achieve Economic Wellbeing

Designing services around the needs of children and young people: services more likely to be successful if they are child-centred or young person-centred and relevant to the individual's needs, preferences, likes and dislikes; services that are targeted at individuals are more likely to achieve goal of supporting wellbeing and positive outcomes

Importance of active participation of children and young people in decisions affecting their lives: active participation of children and young people in decision-making can dramatically increase the service's chances of success; helps build self-esteem, accountability and independence in child or young person

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: encouraging children and young people to think about consequences of choices or behaviour; offer accurate and easy to understand information about possible consequences of their choices or offer access to such information as necessary; be a positive role model; plan and/or facilitate age-appropriate activities and experiences that take advantage of current interest or issues of children or young people; use of different types of activities e.g. discussion groups, circle time activities

3   **Understand the possible impact of disability, special requirements and attitudes on positive outcomes for children and young people**

Potential impact of disability on outcomes and life chances of children and young people: potential impact e.g. discrimination, lack of choices or opportunities, decreased accessibility, low self-esteem or confidence, depression, poor disposition to learning; positive attitudes towards children and young people with disabilities can have significant impact on outcomes; importance of focusing primarily on the child or young person as a human being and seeing the disability as secondary; importance of working to minimise the impact of the disability in order to enable the disabled child or young person to lead as normal a life as possible

Social model of disability and its impact: idea that disability is caused by the way society is organised, not caused by the child or young person's disability; emphasises ways of removing obstacles which restrict life choices for children or young people with impairments or differences

Medical model of disability its impact: idea that disabled children or young people are defined by their medical condition or illness; disabled child or young person should be helped to fit into society rather than society be encouraged to change in order to meet the needs of disabled child or young person; medical model strongly rejected by organisations representing disabled people

Support available for disabled children and young people and those with specific requirements: appropriate to the needs of the individual e.g. speech and language therapy, support from health professionals, assistive technology, specialised services; responsibility of social services to provide a range of services to support families with disabled children to minimise the impact of any disability e.g. short-term breaks, respite care, support services in the home, assistance for children and young people to participate in out-of-school activities alongside their peers

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

Equality, diversity and inclusion in the context of positive outcomes for children and young people: Every Child Matters (England) and any other current legislation; the Children Act 2004, the Education Reform Act 1988, the Equality Act 2010; Equal Opportunities Policy of own setting; support services use the social model of disability and work towards removing barriers which restrict life choices for children and young people; services planned according to the individual child or young person's needs and abilities in order to maximise chances of success; all practitioners should have a child-centred or young person-centred approach; child or young person needs to be involved in decision-making as appropriate for their age and abilities

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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			

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(*if sampled*)

Unit 19: Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage

Unit reference number: F/600/9777

Level: 4

Credit value: 5

Guided learning hours: 50

Unit summary

To provide learners with an in-depth understanding of the effects of poverty and disadvantage on children and young people.

Unit assessment requirements/evidence requirements

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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

For the purposes of this unit, a vulnerable child or young person is defined as 'a child or 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'

For the purposes of this unit, examples of factors impacting on the life chances of children and young people might include (but are not restricted to) 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 human trafficking.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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 and young people			
2	Understand how poverty and disadvantage affect children and young people's development	2.1	Analyse how poverty and disadvantage may affect children and young people's: ● Physical development ● Social and emotional development ● Communication development ● Intellectual development ● Learning			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the importance of early intervention for children and young people who are disadvantaged and vulnerable	3.1	Explain what is meant by both disadvantage and vulnerability			
		3.2	Explain the importance of early intervention for disadvantaged and/or vulnerable children and young people			
		3.3	Evaluate the impact of early intervention			
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			

Learner name: _____   Date: _____

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Internal verifier signature:_____   Date: _____
(*if sampled*)

Unit 20: Understand the Speech, Language and Communication Needs of Children and Young People with Behavioural, Social and Emotional Difficulties

Unit reference number: M/601/2884

Level: 3

Credit value: 3

Guided learning hours: 25

Unit summary

This unit explores the way in which behaviour, social and emotional difficulties are linked with speech, language and communication and provides effective ways to support the speech, language and communication development of children and young people with behaviour, emotional and social difficulties.

Unit assessment requirements/evidence requirements

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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how to adapt strategies and approaches to behavioural, emotional and social development to meet speech, language and communication needs	3.1	Identify and explain current evidence based approaches to understanding children and young people's behaviour			
		3.2	Explain how setting wide strategies to promote positive behaviour and emotional and social development can be adapted to support children and young people with speech, language and communication needs			
		3.3	Explain, using examples, how individual strategies to promote positive behaviour and emotional and social development can be adapted to support children and young people with speech, language and communication needs			
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	4.1	Explain ways to work with parents and families in supporting children and young people's speech, language and communication needs that also promotes positive behaviour			
		4.2	Explain the roles of other professionals who may be involved in joint or integrated working to promote positive behaviour and emotional and social development needs of children and young people			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 21: Support the Creativity of Children and Young People

Unit reference number: M/600/9807

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

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

Unit assessment requirements/evidence requirements

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

Learning outcome 2, learning outcome 3 and learning outcome 4 should be assessed in a real work situation.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Understand how creativity promotes wellbeing for children and young people**

Benefits of creativity for the wellbeing of children and young people: creativity as key aspect of learning and development; adults should draw on creativity of children and young people in planning and carrying out learning activities; encourages problem-solving, flexibility and imagination, provides opportunity for reflection and reasoning, allows children and young people to try out ideas and experiment, enables children and young people to apply what they have already learnt

Potential benefits of different types of creative activity: different types of creative activity e.g. solitary, shared, group, sedentary (e.g. writing), active (e.g. gardening, sport), cerebral (e.g. chess, computer games) benefits of different types of creativity include emotional and social development, intellectual development, ability to express own ideas, participate in teamwork, bond with adults and peers; e.g. model making can promote problem-solving, intellectual development, imagination, e.g. music and dance can have emotional benefits enabling children and young people to express themselves and participate in physical exercise

Formal and informal creative activity: formal activity tends to be adult-led; informal tends to be child-initiated; aiming for balance between child-initiated and adult-led experiences; different types of informal creative activity e.g. creative thinking, cooking, baking, flower arranging, decorating, computer gaming; different types of formal creative activity e.g. drama groups, music groups, art classes, creative writing groups, discussion and debating groups, fashion design classes, architectural design or drawing

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

Working with children and young people to promote and encourage creativity: provide opportunities in setting for appropriate creative activities; guide and support creative experiences without taking over, encourage child-initiated or young person-initiated creativity; show genuine interest; praise and encourage creativity; 'scaffold' learning

Importance of encouraging children and young people to recognise and value creativity: valuing creativity and demonstrating positive acceptance helps children and young people to see creativity and self-expression in a positive light, children and young people learn to value own talents and skills and those of others, development of self-esteem and sense of achievement can be transferred to other areas of life

Encouraging children or young people to explore their opportunities for creative activity: e.g. help children and young people relate creativity to everyday life experiences and events e.g. leisure activities, schoolwork, community projects, charity fundraisers, explain how one creative skill can be linked to another e.g. music and dance, poetry and song lyrics, listen carefully to ideas of children and young people and offer constructive feedback

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

Resources to support children and young people to take part in organised creative activities: indoor and outdoor space; time and opportunity; sensitive, supportive interactions from adults; access to a range of suitable resources and materials

Encouraging children or young people who are taking part in organised creative activities: engaging in positive interactions with children and young people during creative activities; offering advice or feedback when requested without being intrusive; recognising that risk and challenge is part of the creative process for child or young person; helping them to identify what went well and what could have been done differently or achieved more successfully

Importance of encouraging carers to support children and young people's creative activities: creative development has greater impact when its principles are shared and equally valued both in the setting and within the home environment

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

Importance of spending creative time with children and young people: positive impact on all-round development of child or young person e.g. developing teamwork skills, bonding with adults and peers, developing problem-solving skills, thinking skills, supports emotional development and self-esteem

Spend time with children and young people in creative activity: e.g. actively encourage children and young people to initiate their own learning and make choices and decisions as appropriate to their age and abilities, make use of everyday opportunities (both planned and spontaneous) to develop creative thought and expression in child or young person, ask appropriate questions to extend and support child's curiosity and thinking, show interest in and respect for child or young person's thoughts, feelings and ideas so that child or young person is encouraged to express their thoughts, feelings and ideas

Supporting children and young people to recognise how creativity can be used in all aspects of life: help children and young people recognise links between creative activity and everyday experiences; recognise and highlight skills used for different tasks; identify how skills are transferable between activities

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 22: Contribute to the Support of Children's Communication, Language and Literacy

Unit reference number: M/601/3310

Level: 2

Credit value: 2

Guided learning hours: 14

Unit summary

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

Unit assessment requirements/evidence requirements

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

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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

For the purposes of this unit, the variety of methods used to support the development of children's communication, language and literacy could include reading, telling stories, songs, poems and 'finger plays'. References to curriculum frameworks could include the Early Years Foundation Stage (EYFS), Foundation Phase and the Pre-school Curriculum.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the importance of communication, language and literacy for children's learning and development	1.1	Describe why communication, language and literacy are important to children's learning.			
		1.2	Describe how communication, language and literacy links with other areas of learning and development within the framework related to own work setting			
2	Be able to contribute to children's learning in communication, language and literacy	2.1	Identify the types of equipment and activities that are used to support children's communication, language and literacy			
		2.2	Demonstrate how to engage children's interest and attention in communication, language and literacy activities through a variety of methods			
		2.3	Use clear language to support children's learning when engaged in communication, language and literacy activities			
		2.4	Use encouragement and praise when supporting children's learning in communication, language and literacy			
3	Be able to evaluate own contribution to children's learning in communication, language and literacy	3.1	Review how own working practice has contributed to children's learning in communication, language and literacy			
		3.2	Adapt own practice to meet individual children's needs			

Learner name: _____ Date: _____

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Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 23: Contribute to the Support of Children's Creative Development

Unit reference number: H/601/3336

Level: 2

Credit value: 2

Guided learning hours: 14

Unit summary

To enable learners to contribute to supporting children's creativity within the work setting.

Unit assessment requirements/evidence requirements

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

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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Understand the importance of creative development**

The importance of creative development: developing imagination; supporting the expression of ideas; supporting the expression of feelings; extending play; exploring materials and environment

Links between creative development and other areas of learning: Curriculum frameworks applicable to own home country e.g. Early Years Curriculum Framework, National Curriculum; non-statutory curriculum; creative arts (music, dance, drama, art and design) communication, language and literacy; personal, social and emotional development; knowledge and understanding of the world; problem-solving; physical development

2 **Be able to contribute to children's creative development**

Equipment: mark-making and printing (e.g. pens, paints, printing materials, paper, card), junk materials e.g. boxes, wood, modelling materials (e.g. clay, play dough, cutters, rollers), CDs, CD players, musical instruments, puppets, dressing-up clothes and props, cooking utensils and pots, natural materials (e.g. sand, water, gloop, found materials), stories, poetry, song lyrics and rhymes, IT software

Activities: creative arts e.g. writing, painting, printing, collage, 3D modelling; music; movement and dance; drama; storytelling; ICT; freeplay activities; sensory play; cooking

Implementing creative activities: planning cycle which requires planning, preparing, supporting, observing, reviewing; ensuring health and safety; giving choice; appropriate supervision

Language to support creative development: age-appropriate language; introducing new vocabulary; open-ended questioning; giving feedback

The role of encouragement and praise: motivating and maintaining interest; building self-confidence and self-esteem; promoting communication; extending vocabulary; extending thinking skills; support children to reflect on own skills and progress

3 **Be able to evaluate own contribution to children's creative development**

Own working practice: reflecting on the success of the activity e.g. timing, space, outcome, children or young people's interest, appropriateness of resources; awareness of own strengths and weaknesses; understanding the intended outcomes of activities; seeking feedback from children or young people and colleagues

Adapting own practice: recognising and following children or young people's own interests; knowing when to intervene; using alternative communication methods; extending activity; introducing new resources; adapting practice to meet children or young people's additional needs or disability e.g. physical disability, sensory impairment

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the importance of creative development	1.1	Describe why creative development is important to children's learning			
		1.2	Describe how creative development links to other areas of learning and development within the framework related to own work setting			
2	Be able to contribute to children's creative development	2.1	Identify the types of equipment and activities that are used to support creative development			
		2.2	Set out and implement creative activities with children			
		2.3	Use clear language to support children's creative development during activities			
		2.4	Use encouragement and praise when supporting children's creative development			
3	Be able to evaluate own contribution to children's creative development	3.1	Review how own working practice has contributed to children's creative development			
		3.2	Adapt own practice to meet individual children's needs			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

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(*if sampled*)

Unit 24: Introduction to Duty of Care in Health, Social Care or Children's and Young People's Settings

Unit reference number: H/601/5474

Level: 2

Credit value: 1

Guided learning hours: 9

Unit summary

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

Unit assessment requirements/evidence requirements

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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Understand the implications of duty of care**

Concept of 'duty of care': legal obligation; duty of care towards children and adults using services, colleagues and own self; requirement to work in best interest of child or adult using the service; care practice which is not detrimental to the health wellbeing and safety of the child or adult; carrying out care practice only within own level of competence, role and responsibility

How the duty of care affects own work role: carrying out duties only for which you are competent and in own job description and declining care work which is not; being accountable for own decisions and actions; following standard procedures in all aspects of work including use of resources and equipment; providing standards of care in line with principle and codes of practice of setting/service; need to observe confidentiality; need to be observant; importance of induction and regular updating of knowledge and skills; duty to report concerns (whistleblowing)

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

Dilemmas that may arise between the duty of care and an individual's rights: balance between health and safety and an individual's human rights and freedoms; concept of 'mental capacity'; rights of children to make choices about own care; tensions between individual choice and keeping safe from harm; conflict between confidentiality and need to share information in the interest of the individual or public safety

Where to get additional support and advice about how to resolve such dilemmas: mentor; tutor; line manager; Care Quality Commission; Ofsted; professional bodies e.g. The Association of Health Care Professionals (AHCP); unions e.g. Unison; Skills councils e.g. Skills for Care; Skills for Health; Children's Workforce and Development Council

3 **Know how to respond to complaints**

Why it is important that individuals know how to make a complaint: protects legal rights of children and adults; to prevent bad practice; raise awareness with managers/regulatory bodies; to improve healthcare services for self and other users

The main points of agreed procedures for handling complaints: keeping records of complaint; identifying what went wrong; responding to complainant within agreed time; responding to the complaint e.g. apologising, putting things right (local resolution stage); informing complainant of rights/who to complain to when complaints are not resolved; role of local government ombudsman; reflecting on complaints to improve practice

Own role in responding to complaints as part of own duty of care: following policy and procedures of service/setting; listen carefully to what is said; acknowledge child's or adult's feelings; clarify problem; give advice on procedures for complaining; focus on problem not personalities; know when and how to pass on complaints to line manager/complaints manager; reflect and if necessary change practice/undergo training

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the implications of duty of care	1.1	Define the term 'duty of care'			
		1.2	Describe how the duty of care affects own work role			
2	Understand support available for addressing dilemmas that may arise about duty of care	2.1	Describe dilemmas that may arise between the duty of care and an individual's rights			
		2.2	Explain where to get additional support and advice about how to resolve such dilemmas			
3	Know how to respond to complaints	3.1	Describe how to respond to complaints			
		3.2	Identify the main points of agreed procedures for handling complaints			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 25: Support Children and Young People at Meal or Snack Times

Unit reference number: A/601/6517

Level: 2

Credit value: 3

Guided learning hours: 18

Unit summary

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

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Training and Development Agency for Schools Assessment Strategy.

Assessment criteria 4.2, 4.3, 5.2 and 5.3 must be assessed in the workplace.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1   **Know the principles of healthy eating for children and young people**

Nutritional requirements of a healthy diet for children and young people: the requirements of a balanced meal; different nutrients and proportions of nutrients; proteins, fats, carbohydrates, vitamins, minerals, water, fibre; recommended daily amounts; suitable sized portions

Examples of healthy meals and snacks for children and young people: well-balanced meals containing food that provides all the nutrients that the body needs in the right quantities; menu plans should be suitable for children and young people

Impact of culture, religion and health conditions on food choices: diets of different groups; religious aspects of food; dietary principles of religious groups; vegetarians and vegans; food allergies and intolerances

2   **Know the benefits of healthy eating for children and young people**

Benefits of healthy eating for children and young people: healthy growth and development; maintain healthy energy levels, required for healthy immunity, good concentration, establishing healthy eating habits

Possible consequences of an unhealthy diet: adverse effect on general health and wellbeing; adverse effect on development of child or young person; more susceptible to illness; increased possibility of obesity, poor concentration levels, moodiness, poor energy levels

Allergenic reactions to food: signs and symptoms of anaphylactic shock; signs and symptoms of allergic reactions; how to respond to possible reactions; any medical treatment that might be required and importance of obtaining medical treatment as soon as possible; understanding that severe food allergies can be life-threatening

Advice on dietary concerns: e.g. GP, health visitor, dietician, Children's Centre staff, early years practitioners in setting

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

Food policy of the setting: policy should outline mealtime arrangements; menu choices to reflect a variety of suitable foods that provide a balanced meal and meet dietary requirements; awareness of requirements of vegan diet, vegetarian diet, those with food intolerances, those with allergies; role of practitioner in encouraging children to try different foods but not force them to eat; ensuring drinking water is constantly available for children or young people

Encouraging children and young people to make healthy food choices and eat food provided for them: e.g. being a positive role model, encouraging children to try new foods but not force them to eat food, presenting food in an attractive way, presenting food in easy-to-manage portions, involving children and young people in the preparation of food, growing own vegetables and fruit, not using food as a punishment or reward, encouraging young children to feed themselves

4 Be able to support hygiene during meal and snack times

Importance of personal hygiene at meal and snack times: awareness that young children are particularly vulnerable to the bacteria that cause food poisoning or gastroenteritis; importance of hand-washing prior to eating; hand-washing prior to preparing foods; preventing the spread of germs

Good hygiene practice in relation to own role in food handling and waste disposal: good hygiene practice e.g. following rules for hand-washing, following rules for food handling and appropriate storage of food

Ways of encouraging children and young people's personal hygiene at meal and snack times: e.g. integrate hand-washing into the daily routine, expectation that children and young people will wash their hands prior to eating, use of praise and positive feedback to encourage young children to develop good personal hygiene practices at meal and snack times

5 Be able to support the code of conduct and policies for meal and snack times

The setting's code of conduct and policies for meal and snack times: appropriate expectations of children and young people at meal times; understanding of meal and snack-related policies; understanding the role of the practitioner in supporting children and young people during mealtimes

Supporting and encouraging children and young people's positive behaviour in the dining area: e.g. modelling positive behaviour, set clear expectations, praise for good behaviour, positive reinforcement, involve the children or young people in creating rules for meal and snack time, eat with the children and young people at mealtimes, encourage positive interactions at meal times between children and young people

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know the principles of healthy eating for children and young people	1.1	Outline the nutritional requirements of a healthy diet for children and young people			
		1.2	Describe examples of healthy meals and snacks for children and young people			
		1.3	Describe how culture, religion and health conditions impact on food choices			
2	Know the benefits of healthy eating for children and young people	2.1	Describe the benefits of healthy eating for children and young people			
		2.2	Describe the possible consequences of an unhealthy diet			
		2.3	Describe how to recognise and deal with allergenic reactions to food			
		2.4	Describe where to get advice on dietary concerns			
3	Know how to encourage children and young people to make healthier food choices	3.1	Describe the food policy of the setting			
		3.2	Describe with examples ways of encouraging children and young people: ● To make healthier food choices ● To eat the food provided for them			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to support hygiene during meal or snack times	4.1	Explain the importance of personal hygiene at meal and snack times			
		4.2	Demonstrate good hygiene practice in relation to own role in food handling and waste disposal			
		4.3	Demonstrate ways of encouraging children and young people's personal hygiene at meal and/or snack times			
5	Be able to support the code of conduct and policies for meal and snack times	5.1	Describe the setting's code of conduct and policies for meal and snack times			
		5.2	Apply skills and techniques for supporting and encouraging children and young people's positive behaviour in the dining area including table manners			
		5.3	Apply skills and techniques for dealing with inappropriate behaviour in the dining area			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 26: Support Children and Young People with Disabilities and Special Educational Needs

Unit reference number: D/601/6526

Level: 2

Credit value: 4

Guided learning hours: 26

Unit summary

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

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Training and Development Agency for Schools Assessment Strategy.

Assessment criteria 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3 and 4.4 must be assessed in the workplace.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

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

Legal entitlements of disabled children and young people and those with special educational needs: Children Act 1989, Children Act 2004, Disability Discrimination Act 1995, Disability Discrimination Act 2005, Special Educational Needs and Disability Act (SENDA) 2001, Equality Act 2010; Special Educational Needs Code of Practice 2001

Assessment and intervention frameworks: applicable to own home nation e.g. Common Assessment Framework, Early Years Action / Early Years Action Plus, School Action/ School Action Plus, Statement of Special Educational Needs, Every Child Matters

The benefits of early recognition and intervention: meeting children's and young people's holistic needs (physical, social, emotional, intellectual and communication); putting support and resources in place; removing barriers; improving outcomes for children and young people; identifying services which can support e.g. educational, health, children's social services

The purpose of individual plans: early identification of the individual's needs; identifying support and resource and equipment needs; providing opportunities to review progress

The principles of working inclusively: children and young people and their families at the centre of assessment, service delivery and review; importance of providing differentiated activities; appropriate resources and support; promotes right of children and young people to access learning, play and leisure activities; knowing the needs of children and young people; removing any barriers to participation

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

The relationship between disability and special educational needs: legal definition of special educational needs (Education Act 1996), definition of disability, DDA

The nature of particular disabilities and/or special educational needs: mobility or physical disability, sensory impairment; developmental disability e.g. autism, Asperger's syndrome; mental disorders, speech or language difficulties; specific learning difficulties e.g. dyslexia, dyspraxia; chronic illness e.g. cystic fibrosis, diabetes; behavioural difficulties; children with complex needs

Special provision required by children: additional support e.g. one-to-one support, additional support in class; people who provide support, learning support assistant (LSA), teaching assistant, adapted or specialist resources e.g. written materials with larger font; tactile games; specialist equipment e.g. mobility aids; feeding equipment; communication methods; e.g. British Sign Language, Makaton; assistive technologies e.g. adapted key boards; voice recognition software; adapted environment e.g. ramps, seating arrangements

3 **Be able to contribute to the inclusion of children and young people with disabilities and special educational needs**

Information about the individual needs, capabilities and interests of disabled children and young people and those with special educational needs: information from children or young people and their families; colleagues in the child care setting; external support agencies; individual education or support plans

Identify barriers to participation: factors which prevent children and young people from participating e.g. physical access; inappropriate resources or equipment; barriers to communication e.g. speech and language delay, sensory impairment; attitudes of staff, family or peers

Ways to remove barriers to participation: use of preferred communication method; knowing the interests and abilities of individual children and young people; adapting the environment; having realistic expectations of children and young people; providing suitable resources and equipment

Ways of supporting inclusion and inclusive practices: breaking down barriers; preparing the environment e.g. seating arrangements, adequate space; differentiated activities which are appropriate for stage of development; working practices which value and include children and young people with disabilities or SEN; adapting resources

4 **Be able to support disabled children and young people and those with special educational needs to participate in the full range of activities and experiences**

Ways to identify and implement adaptations: identify needs through e.g. observation, discussion with staff, individual education plans, adaptations to activity e.g. space, timing, support given; adaptations to resources e.g. different coloured paper for children with dyslexia; adapting level of support given

Support the use of specialist aids and equipment: specialist e.g. rollerballs; touch screens; mobility aids; support through demonstration; encouragement and praise; observing health and safety

Ways of supporting participation and equality of access: participation in e.g. learning activities, play, leisure activities; knowing the needs of children and young people; preparation of environment; observing children to ensure they are fully involved

Ways to work in partnership with children, young people and others to review and improve activities and experiences: seeking feedback from others including children and young people, their family, other staff; taking part in planning meetings; reviewing strengths and weaknesses of activities or experience; what could be improved in relation to timing; environment; support; resources; activities and experiences e.g. learning activities, play, visits

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know the rights of disabled children and young people and those with special educational needs	1.1	Outline the legal entitlements of disabled children and young people and those with special educational needs			
		1.2	Describe the assessment and intervention frameworks for disabled children and young people and those with special educational needs			
		1.3	Describe the benefits of early recognition and intervention for disabled children and young people and those with special educational needs			
		1.4	Describe the purpose of individual plans for disabled children and young people and those with special educational needs			
		1.5	Describe the principles of working inclusively with disabled children and young people and those with special educational needs			
2	Understand the disabilities and/or special educational needs of children and young people in own care	2.1	Describe the relationship between disability and special educational needs			
		2.2	Describe the nature of the particular disabilities and/or special educational needs of children and young people with whom they work			
		2.3	Describe the special provision required by children and young people with whom they work			

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

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature:_____   Date: _____
(*if sampled*)

Unit 27: Support Children and Young People's Play and Leisure

Unit reference number: T/601/6564

Level: 2

Credit value: 3

Guided learning hours: 16

Unit summary

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

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Training and Development Agency for Schools Assessment Strategy.

Assessment criteria 2.2, 2.3, 2.4, 2.5 and 3.4 must be assessed in the workplace.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1   **Understand the nature and importance of play and leisure**

Importance of play and leisure for children and young people: enables children and young people to relax, enjoy sense of participation, build friendships, develop relationships and social skills, problem-solve, enjoy physical exercise, build stamina, release energy, relieve stress, manage own feelings, understand others, source of motivation

Contribution to children and young people's development: physical development e.g. gross and fine manipulative skills, stamina; intellectual development e.g. curiosity, decision-making, problem-solving; development of communication skills e.g. listening, responding, extending vocabulary; emotional development e.g. managing own feelings, self-esteem; independence; social development e.g. making friends, negotiating, taking turns, showing fairness and consideration for others

The United Nations Convention on the Rights of the Child in relation to relaxation and play: every child has the right to relax, play and join in a wide range of cultural and artistic activities

Freely chosen, self-directed play and leisure: child or young person makes the decision about what they want to do, where and with whom and with which resources; more likely to achieve at and enjoy freely-chosen leisure activities; child or young person demonstrates a complex range of knowledge and skills during self-directed play

2 **Be able to support children and young people's play and leisure**

Supporting children and young people's play and leisure activities: providing time and opportunity to play; appreciating the importance and value of play and leisure activities; selecting appropriate resources for identified needs e.g. natural materials, story props, sensory materials, construction apparatus, modelling materials, imaginative play, creative materials, games, ICT equipment, apparatus for gross motor development; providing sensitive and appropriate supervision, interaction and support

Sensitivity to own impact on activities: communicate appropriately to age, language level and needs of child or young person; modelling language, appropriate vocabulary; non-verbal, gestures, body movement, eye contact, facial expressions; being responsive to children and young people's needs and own thoughts and opinions; acknowledging individuality; encourage children and young people to explore and choose play opportunities for themselves, to adapt ideas and resources according to their needs; follow interests of child or young person; recognise achievements, give reassurance, express approval

Safety checks on areas used for children and young people's play and leisure before, during and after play and leisure activities: carrying out routine risk assessments, ensure safe and secure resources and environments both indoors and outdoors; assess risk; balance risk and protection; set clear and appropriate ground rules for play

Supervise children and young people's play and leisure: supervise play with children and young people by being available but not intrusive, ensure health and safety requirements are met, allow children to develop their own play ideas without over or under protection, provide adequate resources to enable children to develop and deepen play, offer new ideas and resources or alternatives, Interact with children and young people in a way that demonstrates interest in what they say, experience and feel, respect for their privacy and freedom to make choices for themselves, offer encouragement and praise for play and leisure activities, avoiding taking over play and leisure activities, recognise when adult support is not required

3 **Be able to support children and young people in balancing risk and challenge**

Value of risk and challenge in children and young people's play and leisure: value of physical risk and challenge e.g. learning to negotiate natural hazards as well as those around the home, learning how to use tools and equipment safely, developing control and coordination of body; value of social and moral risk and challenge e.g. developing an understanding of the expectations and rules within different social settings, reasoning skills, negotiation skills, learning to say 'no'; value of intellectual risk and challenge e.g. willingness to try out new ideas, test theories, develop problem-solving skills, being resourceful, inventive and creative

Unacceptable risk and challenge in children and young people's play and leisure: taking risks that are potentially dangerous to themselves or others, putting others at risk, risk of damage to property

Importance of children and young people managing risk and challenge for themselves: enables children and young people to recognise dangers around them, encourages development of accountability and independence, development of coping, reasoning and thinking skills, make judgements about their own capabilities, make own reasoned decisions, see or experience consequences for themselves

Encouraging children and young people to manage risk and challenge in play and leisure activities for themselves: set clear rules for play and leisure which allow for appropriate level of challenge and risk so that children and young people feel confident in their ability to manage the risk or challenge presented; encourage children and young people to think about the consequences of taking certain risks; encourage children and young people to make their own decisions (appropriate to their age and abilities) by offering guidance without being intrusive; recognise and praise initiative, sound decisions and achievements of the child or young person in regard to risk and challenge

4 **Be able to reflect on and improve own practice**

Supporting children and young people's play and leisure: methods and tools for reflection on own practice e.g. questionnaires and surveys, consider what works well, what could be done better, effective ways to obtain the views of colleagues, children and young people; evaluating activities and events; identifying training needs

Own strengths and areas where practice could improve: SWOT analysis of own practice to support the identification of strengths and challenges; action planning to tackle challenges and to support continued professional development

How own practice has been improved following reflection: consider how reflection on own practice has had a positive impact on own practice, what is done differently following reflection, how are things done differently

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the nature and importance of play and leisure	1.1	Describe the importance of play and leisure for children and young people			
		1.2	Describe how play and leisure contribute to children and young people's development			
		1.3	Outline the requirements of the UN Convention on the Rights of the Child in relation to relaxation and play			
		1.4	Describe the characteristics of freely chosen, self-directed play and leisure			
2	Be able to support children and young people's play and leisure	2.1	Describe own role in supporting children and young people's play and leisure activities			
		2.2	Give attention to children and young people's play and leisure activities while being sensitive to own impact on activities			
		2.3	Undertake routine safety checks on areas used for children and young people's play and leisure before, during and after play and leisure activities			
		2.4	Supervise children and young people's play and leisure ensuring their safety			
		2.5	Interact with children and young people in a way that demonstrates: ● Interest in what they say, experience and feel ● Respect for their privacy and freedom to make choices for themselves ● Encouragement and praise for play and leisure activities			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to support children and young people in balancing risk and challenge	3.1	Outline the value of risk and challenge in children and young people's play and leisure			
		3.2	Describe with examples what is meant by unacceptable risk and challenge in children and young people's play and leisure			
		3.3	Describe why it is important for children and young people to manage risk and challenge for themselves			
		3.4	Demonstrate ways of encouraging children and young people to manage risk and challenge in play and leisure activities for themselves			
4	Be able to reflect on and improve own practice	4.1	Reflect on all aspects of own practice in supporting children and young people's play and leisure			
		4.2	Identify own strengths and areas where practice could improve			
		4.3	Describe how own practice has been improved following reflection			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature:_____   Date: _____
(*if sampled*)

Unit 28: Working as Part of a Team in Health and Social Care or Children and Young People's Settings

Unit reference number: D/504/2193

Level: 2

Credit value: 2

Guided learning hours: 17

Unit summary

The aim of this unit is give learners the understanding and skills required to work as part of a team in health and social care of children and young people's settings.

Unit assessment requirements/evidence requirements

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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand teams and teamwork in the workplace	1.1	Define what is meant by the terms 'team' and 'teamwork'			
		1.2	Describe how the work of teams supports the achievement of workplace objectives			
		1.3	Explain lines of reporting and responsibility in the team			
2	Understand the principles that underpin effective teamwork	2.1	Describe why teams need • Clear objectives • Clearly defined roles and responsibilities			
		2.2	Identify what supports positive and effective communication between team members			
		2.3	Define confidentiality within the context of teamwork			
		2.4	Describe how the values of own organisation influences the working of your team			
3	Understand the effect of conflict within teams	3.1	Describe how conflicts may arise in teams			
		3.2	Describe how conflict can affect team effectiveness			
		3.3	Give examples of how effective teams may deal with conflict			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to work as part of a team	4.1	Identify own role and responsibilities in the team			
		4.2	Fulfil own responsibilities within the team			
		4.3	Identify the contribution of other team members to the team			
		4.4	Seek support and advice from other team members			
		4.5	Communicate effectively with other team members			
		4.6	Offer support to other team members			
		4.7	Review own strengths and weakness in working in the team			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

12 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

● Pearson: **qualifications.pearson.com**

● books, software and online resources for UK schools and colleges:
www.pearsonschoolsandfecolleges.co.uk

Key publications:

● *Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))

● *Equality Policy* (Pearson)

● *Recognition of Prior Learning Policy and Process* (Pearson)

● *UK Information Manual* (Pearson)

● *UK Quality Vocational Assurance Handbook* (Pearson).

All of these publications are available on our website.

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website, www.qualifications.pearson.com

13 Professional development and training

Professional development and training

Pearson supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered on our website: qualifications.pearson.com.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website at: qualifications.pearson.com. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

Training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with colleagues in your region.

Regional support: our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required.

To get in touch with our dedicated support teams please visit our website at: qualifications.pearson.com

Online support: find the answers to your questions by browsing over 100 FAQs on our website or by submitting a query using our Work Based Learning Ask the Expert Service. You can search the database of commonly asked questions relating to all aspects of our qualifications in the work-based learning market. If you are unable to find the information you need, send us your query and our qualification or administrative experts will get back to you. The Ask the Expert service is available on our website at: www.pearsonwbl.edexcel.com/Our-support

Online forum

Pearson Work Based Learning Communities is an online forum where employers, further education colleges and workplace training providers can seek advice and clarification about any aspect of our qualifications and services, and share knowledge and information with others. The forums are sector specific and cover business administration, customer service, health and social care, hospitality and catering and retail. The online forum is available on our website at: www.pearsonwbl.edexcel.com/Our-support

14 Contact us

We have a dedicated Account Support team, across the UK, to give you more personalised support and advice. To contact your Account Specialist:

Email: wblcustomerservices@pearson.com
Telephone: 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us by:

Email: wbl@pearson.com
Telephone: 0844 576 0045

Complaints and feedback

We are working hard to give you excellent service. However, if any element of our service falls below your expectations, we want to understand why, so that we can prevent it from happening again. We will do all that we can to put things right.

If you would like to register a complaint with us, please email wblcomplaints@pearson.com.

We will formally acknowledge your complaint within two working days of receipt and provide a full response within seven working days.

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

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

1.4 Where Skills for Care and Development qualifications are joint with Skills for Health, Skills 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 be utilised as an assessment method only for competence-based learning outcomes 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 QCF units on which their expertise is based

- be occupationally competent in their area of expertise

- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff

Annexe B: Training and Development Agency for Schools Assessment strategy

1 Introduction

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

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

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

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

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

2 Assessment Principles

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

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

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

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

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

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

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

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

3 Internal Quality Assurance

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

4 Definitions

4.1 Occupationally competent

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 have 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

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

4.4 Qualified to make quality assurance decisions

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

4.5 Expert witness

An expert witness must

- have a working knowledge of the QCF units for which they are providing witness testimony

- be occupationally competent in their area of expertise

- have EITHER any qualification in assessment of workplace performance AND/OR a professional work role which involves evaluating the everyday practice of staff