

**NCFE**

**CACHE**

# Sample Assessment Materials

**NCFE CACHE Level 3 Diploma for the Children  
and Young People's Workforce (England)  
QN: 601/3474/4**

## Contents

<b>Section 1: introduction</b>	<b>5</b>
Overview	5
Support Handbook	5
Reproduction of this document	5
Other support materials	5
<b>Section 2: assessment tasks</b>	<b>6</b>
<b>Mandatory units' assessment tasks</b>	<b>7</b>
SHC 31 Promote communication in health and social care or children's and young people's settings (J/601/1434)	7
SHC 32 Engage in personal development in health, social care or children's and young people's settings (A/601/1429)	8
SHC 33 Promote equality and inclusion in health, social care or children's and young people's settings (Y/601/1437)	9
SHC 34 Principles for implementing duty of care in health, social care or children's and young people's settings (R/601/1436)	10
CYP Core 3.1 Understand child and young person development (L/601/1693)	11
CYP Core 3.2 Promote child and young person development (R/601/1694)	13
CYP Core 3.3 Understand how to safeguard the well-being of children and young people (Y/601/1695)	14
CYP Core 3.4 Support children and young people's health and safety (D/601/1696)	16
CYP Core 3.5 Develop positive relationships with children, young people and others involved in their care (H/601/1697)	17
CYP Core 3.6 Working together for the benefit of children and young people (K/601/1698)	18
CYP Core 3.7 Understand how to support positive outcomes for children and young people (M/601/1699)	19
<b>Pathway units' assessment tasks</b>	<b>21</b>
SCMP 1 Assessment and planning with children and young people (M/600/9760)	21
SCMP 2 Promote the well-being and resilience of children and young people (F/600/9780)	22
SCMP 3 Professional practice in children and young people's social care (F/601/0315)	23
LDSSMP 1 Support children and young people to achieve their education potential (D/600/9785)	24
LDSSMP 2 Support children and young people to make positive changes in their lives (M/600/9788)	25
LDSSMP 3 Professional Practice in learning, development and support services (D/600/9799)	26
<b>Optional units' assessment tasks</b>	<b>27</b>
CYPOP 1 Work with babies and young children to promote their development and learning (A/601/0121)	27
CYPOP 2 Care for the physical and nutritional needs of babies and young children (D/601/0130)	28
CYPOP 3 Lead and manage a community-based early years setting (H/601/0131)	29
CYPOP 4 Promote young children's physical activity and movement skills (M/601/0133)	30
CYPOP 5 Understand how to set up a home-based childcare service (Y/600/9770)	31
CYPOP 6 Support disabled children and young people and those with specific requirements (T/601/0134)	33
CYPOP 7 Promote creativity and creative learning in young children (A/601/0135)	34
CYPOP 8 Support young people to develop, implement and review a plan of action (M/601/1329)	35
CYPOP 9 Provide information and advice to children and young people (A/601/1334)	36
CYPOP 10 Develop interviewing skills for work with children and young people (L/601/1337)	37
CYPOP 11 Caseload management (D/601/1343)	38

CYPOP 12 Support young people to move towards independence and manage their lives (F/601/1349)	39
CYPOP 13 Support children and young people to achieve their learning potential (D/601/1357)	40
CYPOP 14 Support children and young people to have positive relationships (R/601/1369)	41
CYPOP 15 Support positive practice with children and young people with speech, language and communication needs (L/601/2861)	42
CYPOP 16 Coordinate special educational needs provision (T/600/9775)	44
CYPOP 17 Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage (F/600/9777)	45
YP 016-03 Support young people who are involved in anti-social and/or criminal activity (L/502/5261)	47
YP 006-03 Support young people who are looked after or are leaving care (A/502/5224)	48
CYPOP 20 Support speech, language and communication development (A/601/2872)	49
Work with parents, families and carers to support their child's speech, language and communication development (D/617/9970)	51
Understand the speech, language and communication needs of children and young people with social, emotional and mental health needs (K/617/9969)	52
CYPOP 23 Support the speech, language and communication development of children who are learning more than one language (J/601/2888)	54
CYPOP 24 Support children and young people's speech, language and communication skills (L/601/2889)	55
YP 007-03 Support young people who are socially excluded or excluded from school (R/502/5231)	56
YP 010-03 Support young people in relation to sexual health and risk of pregnancy (F/502/5242)	57
LLUK 302 Enable parents to develop ways of handling relationships and behaviour that contributes to everyday life with children (H/502/4682)	58
LLUK 301 Work with parents to meet their children's needs (Y/502/4680)	60
YP 009-03 Support young people with mental health problems (T/502/5240)	62
CYPOP 30 Support the creativity of children and young people (M/600/9807)	63
CYPOP 35 Work with children and young people in a residential care setting (A/600/9809)	64
CYPOP 37 Support children or young people in their own home (K/601/0132)	65
LLUK 312 Engage young parents in supporting their children's development (J/502/4660)	66
LLUK 313 Engage fathers in their children's early learning (Y/502/4663)	68
CYPOP 40 Engage parents in their children's early learning (M/502/3812)	70
HSC 3045 Promote positive behaviour (F/601/3764)	72
CYPOP 42 Support care within fostering services for vulnerable children and young people (J/601/1806)	73
CYPOP 43 Improving the attendance of children and young people in statutory education (M/601/1377)	74
CYPOP 44 Facilitate the learning and development of children and young people through mentoring (T/601/1381)	75
CYPOP 45 Support the referral process for children and young people (R/601/1386)	76
HSC 3047 Support use of medication in social care settings (F/601/4056)	77
EYMP 1 Context and principles for early years provision (J/600/9781)	79
EYMP 2 Promote learning and development in the early years (L/600/9782)	80
EYMP 3 Promote children's welfare and well-being in the early years (Y/600/9784)	81
EYMP 4 Professional practice in early years settings (H/600/9786)	82
EYMP 5 Support children's speech, language and communication (T/600/9789)	83
SCMP 1 Assessment and planning with children and young people (M/600/9760)	84
SCMP 2 Promote the well-being and resilience of children and young people (F/600/9780)	85
SCMP 3 Professional practice in children and young people's social care (F/601/0315)	86

LDSSMP 1 Support children and young people to achieve their education potential (D/600/9785)	87
LDSSMP 2 Support children and young people to make positive changes in their lives (M/600/9788)	88
LDSSMP 3 Professional practice in learning, development and support services (D/600/9799)	89
FC 1 Understand the context of supporting children and young people through foster care (T/503/5878)	90
FC 2 Practise as a foster carer (A/503/5879)	91
FC 3 Support positive attachments for children and young people (M/503/5877)	92
TDA 3.8 Supervise whole class learning activities (T/601/4071)	93
TDA 3.9 Invigilate tests and examinations (Y/601/7416)	94
TDA 3.16 Support gifted and talented learners (R/601/7723)	95
TDA 3.20 Support children and young people with behaviour, emotional and social development needs (Y/601/7707)	96
TDA 3.23 Support learners with sensory and/or physical needs (M/601/8135)	97
TDA 3.27 Monitor and maintain curriculum resources (D/601/8342)	98
TDA 3.29 Supervise children and young people on journeys, visits and activities outside of the setting (H/601/8360)	99
<b>Contact us</b>	<b>100</b>

## Section 1: introduction

### Overview

This document is an extension of the Qualification Specification for the NCFE CACHE Level 3 Diploma for the Children and Young People's Workforce (England) and contains the sample assessment materials for this qualification. The Sample Assessment Materials document must be used alongside the mandatory Qualification Specification as this contains generic information that is not repeated in the Sample Assessment Materials document. Both documents can be found on the qualification's page on the NCFE website.

We have created sample tasks for the internally assessed units. These tasks are not mandatory. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover the knowledge learning outcomes (LOs) for all units and provide opportunities for stretch and challenge.

### Support Handbook

The Qualification Specification and Sample Assessment Materials documents must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

The Qualification Specification and Sample Assessment Materials document contains all of the qualification-specific information you will need that is not covered in the Support Handbook.

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### Other support materials

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the well-being and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

## **Section 2: assessment tasks**

This section provides details of the optional assessment tasks for this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of internal assessment methods other than portfolio building, please contact your external quality assurer (EQA).

## **Mandatory units' assessment tasks**

### **SHC 31 Promote communication in health and social care or children's and young people's settings (J/601/1434)**

Task links to learning outcome (LO) 1, assessment criteria (AC) 1.1 and AC1.2.

Communication is a vital skill required to effectively work with children and/or young people.

Evidence of your practice will be assessed in your work setting. To establish the context of this, you will need to carry out some research to provide:

- an identification of the different reasons people communicate
- an explanation of how communication affects relationships in the work setting

You may choose to present your written response as a formal report with an introduction. Make sure that the body of the report is set out with clear headings which identify the content of each section, such as an introduction, main body and conclusion.

It is good practice to reference the sources of your information using an established format for presenting references and bibliography.

## **SHC 32 Engage in personal development in health, social care or children's and young people's settings (A/601/1429)**

Task links to learning outcome (LO) 1, assessment criteria (AC) 1.1 and AC1.2.

Personal development and reflective practice are an integral part of working with children and/or young people. To support your personal development in relation to your work role, produce the following:

- write a description of the duties and responsibilities of your own role
- prepare an explanation of the expectations about your own role as expressed in relevant standards

Standards may include codes of practice, regulations, minimum standards or National Occupational Standards.



## **SHC 33 Promote equality and inclusion in health, social care or children's and young people's settings (Y/601/1437)**

Task links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.3.

In your role with children and/or young people, you have been asked to produce an information area in your workplace for stakeholders, who may include staff, adult carers, children and young people. To support understanding and raise awareness of equality, diversity and inclusion, present the following information:

- an explanation of what is meant by:
  - diversity
  - equality
  - inclusion
- a description of the potential effects of discrimination
- an explanation of how inclusive practice promotes equality and supports diversity

Produce your work on A4 sheets and ensure that it is clearly presented.

Reference the sources of information you have used.

## **SHC 34 Principles for implementing duty of care in health, social care or children's and young people's settings (R/601/1436)**

When working with children and young people in any setting, understanding duty of care is paramount. Prepare an information document to be used during the induction process for a new member of staff. Carefully consider how the information is presented to ensure that each area of duty of care is covered using clear headings and identify any reference to other documentation that has been used.

Task 1 links to learning outcome (LO) 1, assessment criteria (AC) 1.1 and AC1.2.

Write an explanation of:

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

Task 2 (a) links to LO2, AC2.1 and AC2.2.

Write a description of:

- potential conflicts or dilemmas that may arise between the duty of care and an individual's rights
- how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care

Task 2 (b) links to LO2, AC2.3.

Produce an explanation of where to get additional support and advice about conflicts and dilemmas.

Task 3 links to LO3, AC3.1 and AC3.2.

- write a description of how to respond to complaints
- write an explanation of the main points of agreed procedures for handling complaints

Please ensure that all the information given relates to a setting working with children and/or young people.

Reference the sources of information you have used.

## CYP Core 3.1 Understand child and young person development (L/601/1693)

Knowledge evidence of this unit 'Understand child and young person development' and unit 'Promote child and young person development' can be retained in your development folder, but the evidence of assessment must be recorded on the relevant Unit Assessment Record.

The opportunity for children and young people to develop in a loving, caring environment is vital to their development. It is important that professional practitioners know the expected aspects and rate of development to ensure that individuals in their care are given the best opportunity to thrive. The following tasks will help you to understand the support that each child or young person may need.

Produce a development folder to be used for reference by yourself and colleagues in your setting, containing the following:

Task 1 links to learning outcome (LO) 1, assessment criteria (AC) 1.1 and AC1.2.

- an explanation of the sequence and rate of each aspect of development from birth to 19 years. You may find a timeline useful as part of your explanation
- an explanation of the difference between:
  - the sequence of and rate of development
  - why this difference is important

Task 2 links to LO2, AC2.1 to AC2.3.

- an explanation of how children and young people's development is influenced by:
  - a range of external factors
  - a range of personal factors
- an explanation of how current practice is influenced by:
  - theories of development
  - frameworks to support development

Task 3 links to LO3, AC3.1 to AC3.4.

- an explanation of how to monitor children and young people's development using different methods (you may find it helpful to use work products to illustrate your answer, such as child observations or assessment frameworks)
- an explanation of the reasons why children and young people's development may not follow the expected pattern. You may find it helpful to use work products to illustrate your answer
- an explanation of how disability may affect development
- an explanation of how different types of interventions can promote positive outcomes for children and young people where development is not following the expected pattern

Task 4 links to LO4, AC4.1 to AC4.3.

- an analysis that shows the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition
- an explanation of how multi-agency teams work together to support speech, language and communication
- an explanation of how play and activities are used to support the development of speech, language and communication

Task 5 links to LO5, AC5.1 and AC5.2.

- an explanation of how different types of transitions can affect children and young people's development
- an evaluation of the effect on children and young people of having positive relationships during periods of transition (you may find it helpful to use work products to support your evidence)

Please ensure that you refer to the unit additional guidance throughout the completion of these tasks.

## **CYP Core 3.2 Promote child and young person development (R/601/1694)**

The knowledge evidence for this unit can be added to your development folder for unit 'Understand child and young person development', but your assessor must record evidence of achievement on the documentation for this unit 'Promote child and young person development'.

Task links to learning outcome (LO) 4, assessment criteria (AC) 4.1 and AC4.2.

You will need to present evidence that you understand the following points in relation to promoting development:

- an explanation of how your own working practice can affect children and young people's development
- an explanation of how institutions, agencies and services can affect children and young people's development

## **CYP Core 3.3 Understand how to safeguard the well-being of children and young people (Y/601/1695)**

Task 1 links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.5.

"Please keep me safe". This simple but profoundly important hope is the very minimum upon which every child and young person should be able to depend.' (Protection of Children in England: A Progress Report, 2009)

To support the above statement, add the following to your folder:

- an outline of current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people
- an explanation of child protection within the wider concept of safeguarding children and young people
- an analysis of how national and local guidelines, policies and procedures for safeguarding affect day-to-day work with children and young people
- an explanation of when and why inquiries and child safeguarding practice case reviews are required and how the sharing of the findings informs practice
- an explanation of how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing

Task 2 links to LO2, AC2.1 to AC2.4.

An important part of safeguarding children and young people is working in partnership with other organisations to ensure a robust support system. Add the following to your folder:

- an explanation of the importance of safeguarding children and young people
- an explanation of the importance of a child- or young person-centred approach
- an explanation of what is meant by partnership working in the context of safeguarding
- a description of the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed

Task 3 links to LO3, AC3.1 to AC3.4.

Policies and procedures form an important part of workplace practice. It is vital that all staff have a clear understanding of the requirements and responsibilities in relation to the safeguarding of children, young people and staff. Add the following to your folder:

- an explanation of why it is important to ensure children and young people are protected from harm within the work setting
- an explanation of policies and procedures that are in place to protect children and young people and adults who work with them
- an evaluation of 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
- an explanation of how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off-site visits

Task 4 links to LO4, AC4.1 to AC4.3.

It is important that as a childcare practitioner you can respond to a child or young person who may have been abused or harmed. Add the following to your folder:

- a description of the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding
- a description of the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting
- an explanation of the rights those children, young people and their carers have in situations where harm or abuse is suspected or alleged

Task 5 links to LO5, AC5.1 to AC5.3.

The [Anti-Bullying Alliance](#) of the UK states: 'We want to stop bullying and create a safer environment in which children and young people can grow, play and learn'.

As a practitioner you will need to be able to identify and manage situations where bullying may occur. Add the following to your folder:

- an explanation of different types of bullying and the potential effects on children and young people
- an outline of 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
- an explanation of how to support a child or young person and/or their family when bullying is suspected or alleged

Task 6 links to LO6, AC6.1 to AC6.4.

An important part of safeguarding is to empower the child or young person so that they can develop strategies to protect themselves. Add the following to your folder:

- an explanation of how to support children and young people's self-confidence and self-esteem
- an analysis of the importance of supporting resilience in children and young people
- an explanation of 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
- an explanation of ways of empowering children and young people to make positive and informed choices that support their well-being and safety

Task 7 links to LO7, AC7.1 and AC7.2.

E-safety is an area of growing importance, and you need to be informed of the issues involved in children and young people using technology. Add the following to your folder:

- an explanation of the risks and possible consequences for children and young people of being online and of using a mobile phone
- a description of ways to reduce the risk to children and young people from:
  - social networking
  - internet use
  - buying online
  - using a mobile phone

## **CYP Core 3.4 Support children and young people's health and safety (D/601/1696)**

Providing a safe environment for children and young people requires knowledge and understanding of hazards and an ability to assess and manage risk.

Task 1 links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.4.

You are asked to provide a resource to inform staff in the work setting about health and safety issues. You will need to provide:

- a description of factors to take into consideration when planning healthy and safe indoor and outdoor environments and services
- an explanation of 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
- an identification of sources of current guidance for planning healthy and safe environments and services
- an explanation of how current health and safety legislation, policies and procedures are implemented in own work setting or service

Task 2 links to LO3, AC3.1 to AC3.3.

Include in your resource:

- an explanation of why it is important to take a balanced approach to risk management
- an explanation of the dilemma between the rights and choices of children and young people and health and safety requirements
- an example from own practice of supporting children or young people to assess and manage risk

Task 3 links to LO4, AC4.1 and AC4.2.

Include in your resource:

- an explanation of the policies and procedures of the setting or service in response to accidents, incidents, emergencies and illness
- an identification of the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies



## **CYP Core 3.5 Develop positive relationships with children, young people and others involved in their care (H/601/1697)**

This is a skills/competency unit only; therefore, assessment of a task is not applicable.

## **CYP Core 3.6 Working together for the benefit of children and young people (K/601/1698)**

Multi-agency and integrated working are one of the developments in the field of caring for children and young people. To make this model of working effective, you need to increase your knowledge of this area.

You have a new member of staff in your organisation, and your manager has asked you to be responsible for the part of their induction which deals with multi-agency and integrated working.

Task links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.6.

Prepare handouts that:

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

## **CYP Core 3.7 Understand how to support positive outcomes for children and young people (M/601/1699)**

We live in a multi-faceted society where diverse factors can affect children and young people. You are asked by your manager to give a talk to parents about some of the factors.

Task 1 links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.3.

Prepare a handout for this talk which includes:

- a description of the social, economic and cultural factors that will impact on the lives of children and young people
- an explanation of the importance and impact of poverty on outcomes and life chances for children and young people
- an explanation of the role of children and young people's personal choices and experiences on their outcomes and life chances

Task 2 links to LO2, AC2.1 to AC2.4.

Create information for the parents, which includes the following:

- identification of the positive outcomes for children and young people that practitioners should be striving to achieve
- an explanation of the importance of designing services around the needs of children and young people
- an explanation of the importance of active participation for children and young people in decisions affecting their lives
- an explanation of how to support children and young people according to their age, needs and abilities to make personal choices and experiences

Task 3 links to LO3, AC3.1 to AC3.4.

Following the success of your talk with the parents you have been asked by your manager to undertake some professional development with staff in a team meeting around disability. Prepare the following:

- an explanation of the potential impact of disability, special requirements (additional needs) and attitudes on positive outcomes, and life chances for children and young people
- an explanation of the importance of positive attitudes towards disability and specific requirements
- an explanation of the social and medical models for disability and the impact of each on practice
- an explanation of the different types of support that are available for disabled children and young people and those with specific requirements

Task 4 links to LO4, AC4.1 and AC4.2.

Your manager has allocated a volunteer to work with you for one afternoon a week for six months. As part of your support for the volunteer:

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

- 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

## **Pathway units' assessment tasks**

### **SCMP 1 Assessment and planning with children and young people (M/600/9760)**

Task links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.5.

As a worker within the children and young people's social care sector, an important part of your role is to participate in assessment and planning with children and young people. As part of your induction, you have been asked to produce a series of written notes which show that you can:

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

## **SCMP 2 Promote the well-being and resilience of children and young people (F/600/9780)**

Promoting the well-being and resilience of children and young people in your care is an integral part of your job role. You have been asked to prepare a briefing note for a staff meeting which shows that you can do the following two tasks.

Task 1 links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.4.

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

Task 2 links to LO2, AC2.1 to AC2.5.

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

## **SCMP 3 Professional practice in children and young people's social care (F/601/0315)**

Task 1 links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.3.

As a member of a profession where you are working with children and young people in social care you are required to demonstrate continual professional development. You have been asked to produce a folder which shows that you can:

- explain how current and relevant legislation and policy affects work with children and young people
- describe the impact of social care standards and codes of practice on work with children and young people
- explain the importance of the United Nations Convention on the Rights of the Child (UNCRC)

Task 2 links to LO2, AC2.1 to AC2.5.

In your folder, include evidence that shows you can:

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

Task 3 links to LO5, AC5.1 and AC5.2.

In your folder, include evidence that shows you can:

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

Task 4 links to LO6, AC6.1 to AC6.3.

In your folder, include evidence that shows you can:

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

## **LDSSMP 1 Support children and young people to achieve their education potential (D/600/9785)**

Task links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.3.

As a worker in the learning development and support service environment, one of your aims is to support children and young people to achieve their education potential. To raise your awareness of the background to the support that can be given you are asked to produce evidence that shows that you can:

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



## **LDSSMP 2 Support children and young people to make positive changes in their lives (M/600/9788)**

Task links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.3.

As a worker in learning development and support services, you have been asked to prepare a series of notes for presentations to children and young people to support them to make positive changes in their lives. Ensure that these notes show that you can:

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

## **LDSSMP 3 Professional Practice in learning, development and support services (D/600/9799)**

Task 1 links to learning outcomes (LO) 1 and 2, assessment criteria (AC) 1.1, AC1.2, AC2.1 and AC2.2.

As a new worker in the field of learning development and support services you have been asked to prepare for your next supervision. Prior to this you will prepare notes that show that you can:

- explain the purposes of learning, development and support services (LDSS)
- explain the roles and responsibilities of those working within LDSS
- explain the impact of current legislation, policies, and influences on LDSS
- explain why it is important that effective practice should inform and drive the legislative framework for work with children and young people

Task 2 links to LO4, AC4.1 to AC4.3.

During your supervision you are also scheduled to have a discussion on how the view of children and young people can be used to improve the services. Write a briefing note that shows that you can:

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

## Optional units' assessment tasks

### **CYPOP 1 Work with babies and young children to promote their development and learning (A/601/0121)**

The care and support received in the first three years of life are critical for children's development and learning. It is essential that practitioners who work with babies and children under three years have an understanding of individual rates and sequences of development and are able to put this learning into practice to provide the care and play opportunities which will promote development and learning.

Produce an evidence folder which contains information on your understanding and skills to support the development and learning of babies and young children. It must include the following:

Task links to learning outcomes (LO) 1 and 3, assessment criteria (AC) 1.1 to AC1.4 and AC3.1 to AC3.3.

- an explanation of the pattern of development for babies and young children in the first three years of life and the skills typically acquired at each stage
- an explanation of:
  - the ways in which development and learning are interconnected
  - how and why variations may occur in the rates and sequence of development and learning
  - how learning takes place in different ways
  - the importance of play
- an explanation of the potential effects on development of babies and young children during the following stages:
  - pre-conceptual
  - pre-birth
  - birth experiences
- an explanation of the impact of current research into the development and learning for babies and young children
- an explanation of the benefits for babies and young children of a key worker/person system in early years settings
- an explanation of how babies and young children learn and develop best from a basis of loving, secure relationships with carers and with key persons in work settings
- an analysis of the possible effects of poor-quality attachments on the development of babies and children

## **CYPOP 2 Care for the physical and nutritional needs of babies and young children (D/601/0130)**

It is essential that practitioners know the nutritional needs of young children in their care. The provision of food in early years settings must be based on government guidelines and in consultation with the parents/carers.

Produce a guideline for a colleague about the nutritional needs of a child from 18 to 36 months. It must show that you can:

Task links to learning outcome (LO) 6, assessment criteria (AC) 6.1 and AC6.2.

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

## **CYPOP 3 Lead and manage a community-based early years setting (H/601/0131)**

A community early years setting is being planned in your local area. A meeting is to be held to provide information on the aims of the centre. Produce notes for a presentation for families and interested people from the local community which shows that you can:

Task links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.3.

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

## **CYPOP 4 Promote young children's physical activity and movement skills (M/601/0133)**

The provision of physical activity is essential for young children, to promote not only their physical skills, but all areas of development.

Produce an information document relating to the provision of physical activity, which you can refer to when working with children in the early years. It must show that you can:

Task links to learning outcome (LO) 1, assessment criteria (AC) 1.1 and AC1.2.

- explain why physical activity is important for the short- and long-term health and well-being of children
- explain the development of movement skills in young children and how these skills affect other areas of development

## **CYPOP 5 Understand how to set up a home-based childcare service (Y/600/9770)**

These tasks have been developed to help learners with their knowledge and understanding, and to assist with preparation for the multiple-choice question paper. They are not mandatory.

Task 1 links to learning outcome (LO) 1, assessment criteria (AC) 1.1.

Produce an information sheet which outlines the following:

- the current legislation for home-based childcare
- the role of regulatory bodies

Task 2 links to LO1, AC1.2.

To operate a registered home-based childcare service, the following policies and procedures must be in place:

- accidents, illness and emergencies
- behaviour
- safeguarding
- equal opportunities

Write a policy for each of the above and write a procedure to explain how each of the policies will be implemented. Four policies and four procedures are required.

Task 3 links to LO1, AC1.3.

Confidentiality and data protection are vital when running a home-based childcare service. Write an explanation of the importance of both.

Task 4 links to LO1, AC1.4 to AC1.6.

Develop a business plan which includes information on the following:

- marketing
- financial planning
- sources of support and information for the setting up and running of your home-based childcare service

Task 5 links to LO2, AC2.1 to AC2.5.

Produce a leaflet for carers which explains the following:

- the key components of a healthy and safe home-based environment
- the principles of safe supervision of children in the home-based setting and off site
- ways of ensuring that equipment is suitable for children and meets safety requirements
- where to obtain current guidance on health and safety risk assessment for the home-based work setting
- how to store and administer medicines

Task 6 links to LOs 3 and 4, AC3.1, AC3.2 and AC4.1 to AC4.3.

Produce a charter for parents/carers which includes the following:

- an explanation of the importance of partnerships with parents for all aspects of the childcare service
- a description of how partnerships with parents are set up and maintained
- an explanation of how routines are based on:
  - meeting a child's needs
  - agreements with parents
  - participation of children
- an explanation of how routines would be adapted to meet the needs of children at different ages and stages of development
- an explanation of how to ensure that each child is welcomed and valued in the home-based work setting

Task 7 links to LO5, AC5.1 to AC5.5.

Write a section for your portfolio titled 'Supporting equality and inclusion' which would inform prospective parents/carers and regulators of the following:

- an explanation of the importance of play for children's learning and development, and the need for an inclusive approach
- a plan showing a challenging and enjoyable learning environment in the home that includes using everyday domestic routines and household items
- an explanation of what can be learned about children by observing them at play
- identification of how and why it is important that children receive equal treatment and access, based on their individual needs and acknowledging their rights
- a comparison of how other resources available for children support their play

Task 8 links to LO6, AC6.1 to AC6.4.

Produce an information document which includes the following:

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

Task 9 links to LO7, AC7.1 and AC7.2.

Supporting children's behaviour can be key to a happy, caring environment. Write a report which covers the following points:

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



## **CYPOP 6 Support disabled children and young people and those with specific requirements (T/601/0134)**

You have been offered the opportunity as part of your role to support disabled children and young people and those with specific requirements. In preparation for your new role, you have been asked to provide a resource folder which shows that you can:

Task 1 links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.5.

Working inclusively:

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

Task 2 links to LO5, AC5.1 and AC5.2.

Working in partnership:

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

## **CYPOP 7 Promote creativity and creative learning in young children (A/601/0135)**

Task links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.3.

Creativity and creative learning support children's overall development. Understanding the concepts, and their influence on all areas of development, will support practitioners to provide opportunities, develop an environment and encourage practice which promotes creativity and creative learning. Provide evidence that shows that you can:

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

## **CYPOP 8 Support young people to develop, implement and review a plan of action (M/601/1329)**

Task links to learning outcome (LO) 1, assessment criteria (AC) 1.1 and AC1.2.

In your realistic work environment (RWE), part of your job role is to work with individual young people to help them develop action plans. In preparation for this role, you have been asked to write a briefing note which shows that you can:

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

## **CYPOP 9 Provide information and advice to children and young people (A/601/1334)**

Task links to learning outcome (LO) 1, assessment criteria (AC) 1.1 and AC1.2.

In your realistic work environment (RWE), part of your job role is to provide information and advice to children and young people. In preparation for this, write a briefing note that shows that you can:

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

## **CYPOP 10 Develop interviewing skills for work with children and young people (L/601/1337)**

Task links to learning outcome (LO) 1, assessment criteria (AC) 1.1 and AC1.2.

In your realistic work environment (RWE), part of your job role is to conduct effective interviews with children and young people to support their learning and development. Write a briefing note that shows you can:

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

## **CYPOP 11 Caseload management (D/601/1343)**

Task links to learning outcome (LO) 1, assessment criteria (AC) 1.1, AC1.2, AC3.1 and AC3.2.

You have a supervision appointment booked with your line manager to review your caseload. To prepare for this meeting you have been asked to make notes to show that you can:

- explain the importance of managing personal case load
- give examples from own practice of pressures on the management of caseloads
- explain the importance of reviewing and evaluating the effectiveness of the case management process
- identify and implement improvements in the case management process based on the evaluation

## **CYPOP 12 Support young people to move towards independence and manage their lives (F/601/1349)**

Task links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.3.

In your realistic work environment (RWE), part of your job role is to support young people to move to independence and manage their lives. In preparation for this prepare a resource pack that shows that you can:

- explain the reasons why some young people may find it difficult to move to independence
- explain the concept that independence is relative to each individual young person's stage of development and level of understanding and ability
- explain the reasons why independence is not always permanent and that some young people may go through transitions and move between dependence and independence at various times

## **CYPOP 13 Support children and young people to achieve their learning potential (D/601/1357)**

Task links to learning outcome (LO) 1, assessment criteria (AC) 1.1, AC1.2 and AC4.1 to AC4.3.

In your work with children and young people you need to ensure that they take every possible opportunity to make the most of learning. You will need to work with others to support these children and young people to achieve the best possible outcomes from learning opportunities. Provide evidence that shows that you can:

- describe the legislation that affects children and young people's access to education and learning opportunities
- explain how policies have influenced access to learning opportunities for children and young people
- explain the importance of engaging carers in children and young people's learning
- identify key professionals and their roles in supporting and developing children and young people's learning
- explain the importance of effective communication between all those involved in a child or young person's learning



## **CYPOP 14 Support children and young people to have positive relationships (R/601/1369)**

An important part of your job role is to support children and young people to have positive relationships. You have been asked to create a resource folder for a new member of staff to introduce them to this concept. The resource folder will be in two sections.

Section 1 – The importance of positive relationships

Section 2 – How to support children and young people when there are relationship difficulties

Task 1 links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.3.

Section 1 – The importance of positive relationships

This section must show that you can:

- identify the different relationships children and young people may have
- explain the importance of positive relationships for development and well-being
- explain the possible effects of children having restricted, or supervised contact, in order to maintain relationships

Task 2 links to LO3, AC3.1 to AC3.5.

Section 2 – How to support children and young people when there are relationship difficulties

This section must show that you can:

- explain why it is important to encourage children or young people to resolve conflict for themselves if possible
- explain how to support a child or young person who is distressed by relationship difficulties
- explain how to support a child or young person to end relationships that are making them unhappy
- describe the circumstances that would result in a relationship causing concern and the actions that should follow
- explain how to support children or young people to recognise and act when they are involved in abusive or exploitative relationships

## **CYPOP 15 Support positive practice with children and young people with speech, language and communication needs (L/601/2861)**

Produce notes that could be used for a presentation to colleagues on supporting positive practice with children and young people with speech, language and communication needs.

Present your notes in three sections:

Section 1 – The concept of positive practice

Section 2 – Working alongside specialists

Section 3 – Supporting social, emotional and cognitive needs of children and young people

Task 1 links learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.3.

Section 1 – The concept of positive practice

These notes must show that you can:

- explain how to recognise and build on the strengths of a child or young person by giving different examples of positive strategies
- compare the differences between strategies based on children and young people's strengths and abilities and those based around their difficulties
- provide examples of how current research evidence supports positive practice

Task 2 links to LO2, AC2.1 to AC2.4.

Section 2 – Working alongside specialists

These notes must show that you can:

- identify and describe the different strategies and targets that can support children and young people with speech, language and communication needs
- explain the process of how supportive strategies are selected and implemented to support children and young people's speech, language and communication needs
- explain own role in the process of how targets are set, monitored and evaluated along with specialists
- compare different examples of how strategies and targets have been used to support children and young people with speech, language and communication needs

Task 3 links to LO4, AC4.1 to AC4.3.

Section 3 – Supporting social emotional and cognitive needs of children and young people

These notes must show that you can:

- explain how speech, language and communication needs can affect social, emotional and cognitive development in children and young people
- explain how social, emotional and cognitive needs can affect children and young people's speech, language and communication

- review and report on the roles of other professionals in supporting children and young people with speech, language and communication needs and explain how to access additional support

## **CYPOP 16 Coordinate special educational needs provision (T/600/9775)**

Task links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.5.

The role of the special educational needs coordinator (SENCo) is the key to the early recognition, planning and coordination of a range of services to improve outcomes for children with special educational needs. To be able to carry out the role effectively, SENCos must have a good understanding of their role and responsibilities and the legislation which underpins these.

You have applied for the role of SENCo. You have been invited for an interview. In preparation, research the role and produce a folder of information which will show that you can:

- outline the legislative context for the role of the SENCo with reference to codes of practice that are relevant to the UK Home Nation
- explain the responsibilities of the SENCo
- explain the importance of early recognition and intervention
- explain policies and/or procedures of the setting in respect of special educational needs
- explain the importance of liaison and partnerships with carers, other agencies and professionals

## **CYPOP 17 Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage (F/600/9777)**

The effect of poverty and other disadvantages on children and young people has become more readily recognised. To increase your awareness of this important area, create a portfolio of evidence with five sections:

Section 1 – Factors that may impact

Section 2 – The effect of poverty and disadvantage

Section 3 – Early intervention

Section 4 – Support and partnership

Section 5 – The roles of the practitioner

Task 1 links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.4.

Section 1 – Factors that may impact

This section must show that you can:

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

Task 2 links to LO2, AC2.1.

Section 2 – The effect of poverty and disadvantage

This section must show that you can:

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

Task 3 links to LO3, AC3.1 to AC3.3.

Section 3 – Early intervention

This section must show that you can:

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

Task 4 links to LO4, AC4.1 to AC4.4.

#### Section 4 – Support and partnership

This section must show that you can:

- research the policy and guidance impacting on support services at national level and evaluate how this operates at local level
- explain how carers can be engaged in the strategic planning of services
- analyse how practitioners can encourage carers to support children and young people's learning and development
- explain how the interface with adult services is structured so that the needs of children and young people whose careers are users of services are considered

Task 5 links to LO5, AC5.1 to AC5.3.

#### Section 5 – The roles of the practitioner

This section will show that you can:

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

## **YP 016-03 Support young people who are involved in anti-social and/or criminal activity (L/502/5261)**

In your role supporting young people who are involved in anti-social and/or criminal activities, you will need to understand the issues involved. Produce a resource folder in two sections:

Section 1 – Issues contributing to anti-social and/or criminal activity

Section 2 – How to support young people who are involved in anti-social and/or criminal activity

Task 1 links to learning outcome (LO) 1, assessment criteria (AC) 1.1 and AC1.2.

Section 1 – Issues contributing to anti-social and/or criminal activity

The evidence in your resources must show that you can:

- explain the causes and circumstances that may contribute to the anti-social and/or criminal activity of young people including personal, physical, psychological and social factors
- explain the factors and tensions that may affect the ability of young people and significant others involved with them to address their anti-social and/or criminal behaviour

Task 2 links to LO2, AC2.1 to AC2.3.

Section 2 – How to support young people who are involved in anti-social and/or criminal activity

The evidence in your resources must show that you can:

- explain how to enable young people to express their views and understanding of their own behaviour and the effects of their behaviour on significant others
- explain how to draw up and record a support plan which will benefit the young person, and which secures a commitment from those who will be working with the young person
- describe the types of support and support agencies that may be available for these young people and explain the nature of the relationship between own and other agencies

## **YP 006-03 Support young people who are looked after or are leaving care (A/502/5224)**

In your role supporting young people who are looked after or leaving care, you will need to understand the issues involved. Produce a resource folder in three sections:

Section 1 – Issues affecting young people who are looked after or leaving care

Section 2 – How to support young people who are looked after or leaving care

Section 3 – The statutory and legal frameworks relating to young people who are looked after or leaving care

Task 1 links to learning outcome (LO) 1, assessment criteria (AC) 1.1 and AC1.2.

Section 1 – Issues affecting young people who are looked after or leaving care

The evidence in your resources must show that you can:

- explain the social, emotional and personal issues that might arise for young people who are looked after or are leaving care
- explain the key factors that may be relevant to the needs of these young people, for example, employment and/or education status, their health and well-being, existing care plans, potential risks for themselves or others

Task 2 links to LO2, AC2.1 to AC2.3.

Section 2 – How to support young people who are looked after or leaving care

The evidence in your resources must show that you can:

- describe the sources of information and support services which are available to support young people who are looked after or leaving care
- enable young people to explore their views, choices and perceptions of their care situation or change of situation and to understand the potential consequences of their choices
- encourage young people to maintain positive relationships and contact with family, carers and/or significant others

Task 3 links to LO3, AC3.1 and AC3.2.

Section 3 – The statutory and legal frameworks relating to young people who are looked after or leaving care

The evidence in your resources must show that you can:

- describe the statutory and legal frameworks for protecting young people who are looked after or leaving care
- explain how to give support in a way that balances the interests of the young person, inherent risks and legal duties of care



## **CYPOP 20 Support speech, language and communication development (A/601/2872)**

In your role supporting children and young people's speech, language and communication development, you will need to understand the issues involved. Produce a resource folder in two sections:

Section 1 – The importance of speech, language and communication for the individual's overall development

Section 2 – Typical speech, language and communication development

Task 1 links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.4.

Section 1 – The importance of speech, language and communication for the individual's overall development

The evidence in your resources must show that you can:

- explain each of the terms:
  - speech
  - language
  - communication
  - speech, language and communication needs
- explain how speech, language and communication skills support each of the following areas in children and young people's development:
  - learning
  - emotional
  - behaviour
  - social
- describe the potential impact of speech, language and communication difficulties on the overall development of a child or young person both short term and long term
- explain the factors that increase the risk of children and young people having speech, language and communication needs

Task 2 links to LO2, AC2.1 to AC2.4.

Section 2 – Typical speech, language and communication development

The evidence in your resources must show that you can:

- summarise the typical stages of speech, language and communication development of children in the following age groups, including both understanding and use of language:
  - 0 to 3 years
  - 3 to 5 years
  - 5 to 7 years
  - 7 to 11 years
  - 11 to 18 years
  - 18 to 25 years (for this age group, summarise the speech, language and communication skills needed for adulthood)
- explain how children and young people develop their speech, language and communication and identify how this applies to children who are learning more than one language
- explain how speech, language and communication work together to enable effective interaction

- explain the different ways in which a child or young person may not follow typical speech, language and communication development

## **Work with parents, families and carers to support their child's speech, language and communication development (D/617/9970)**

In your role you are working with parents, families and carers to support a child or young person with speech, language and communication development. Prepare a briefing document that includes the following two sections:

Section 1 – The importance of parental support

Section 2 – The importance of partnership working

Task 1 links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.3.

Section 1 – The importance of parental support

This section must include:

- an outline of the nature of the parent/carer/child/young person relationship at key stages of a child or young person's life in relation to speech, language and communication
- an explanation of the influences of different parenting styles on speech, language and communication development
- an explanation of how supporting effective speech, language and communication between parents/carers and children, or young people, could influence their relationship and overall development at home

Task 2 links to learning outcome 4, assessment criteria 4.1 to 4.3.

Section 2 – The importance of partnership working

This section must include:

- an explanation of why it is important to be able to work in partnership with parents, families or carers of children and young people with speech, language and communication needs
- identification of the useful sources of information and relevant organisations and services to support parents, families or carers of children and young people who have speech, language and communication needs
- an explanation of the importance of partnership working across professionals, agencies and parents, families or carers when supporting children and young people with speech, language and communication needs

## **Understand the speech, language and communication needs of children and young people with social, emotional and mental health needs (K/617/9969)**

Your local authority is planning to provide information for parents and adults who work with children and young people on the links between social, emotional and mental health and speech, language and communication development, and ways that children and young people can be supported. Produce information which includes the following:

Task 1 links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.4.

- an explanation of why behaviour can be seen as a means of communication
- an explanation, with examples, of how children and young people's speech, language and communication needs may affect behaviour, social and emotional development and mental well-being
- a review and report on relevant research about the incidence of speech, language and communication needs and social, emotional and mental health needs in children and young people
- a description of the range of social, emotional and mental health needs that children and young people may experience and how they can affect speech, language and communication development

Task 2 links to LO2, AC2.1 to AC2.4.

- an identification of key barriers to social and emotional development and mental well-being that are experienced by children and young people with speech, language and communication needs
- an explanation of effective strategies to overcome barriers to support the speech, language and communication development of children and young people with social, emotional and mental health needs
- an explanation of how adapting adult language and interactions can support a child's behaviour, social and emotional development and mental well-being as well as supporting their communication development
- an explanation of how positive changes to the communication environment can support communication development for children and young people with social, emotional and mental health needs

Task 3 links to LO3, AC3.1 to AC3.3.

- an identification and an explanation of current evidence-based approaches to understanding children and young people's behaviour
- an explanation of how setting wide strategies to promote positive behaviour, social and emotional development and mental health can be adapted to support children and young people with speech, language and communication needs
- an explanation, using examples, of how individual strategies to promote positive behaviour, social and emotional development and mental health can be adapted to support children and young people with speech, language and communication needs

Task 4 links to LO4, AC4.1 and AC4.2.

- an explanation of ways to work with parents/carers and families in supporting children and young people with speech, language and communication needs, that also promote positive behaviour

- an explanation of the roles of other professionals who may be involved in joint or integrated working to promote positive behaviour, emotional and social development and mental health needs of children and young people

## **CYPOP 23 Support the speech, language and communication development of children who are learning more than one language (J/601/2888)**

In your role supporting children and young people whose home language is not English, produce a resource folder in three sections:

Section 1 – Assessment process

Section 2 – Cultural issues

Section 3 – Working with others

Task 1 links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.4.

Section 1 – Assessment process

This section will show that you can:

- explain how to identify which languages are used by children and young people in own setting
- explain how to collect information on a child or young person's use of their languages at home and in own setting
- explain the difficulties of using formal, standardised tests/screens with children and young people whose home language is not English
- explain how to recognise when a child or young person learning more than one language may have speech, language and communication needs

Task 2 links to LO2, AC2.1 to AC2.5.

Section 2 – Cultural issues

This section will show that you can:

- explain what is meant by 'bilingualism'
- explain the advantages of bilingualism
- define culture and identify how to integrate cultures you do not share within own setting
- explain the importance of using culturally appropriate and relevant materials and approaches with children and young people learning more than one language
- explain how resources can be adapted to meet the support needs of children and young people whose home language is not English

Task 3 links to LO4, AC4.1 to AC4.3.

Section 3 – Working with others.

This section will show that you can:

- explain the different ways in which professionals can work together in the interests of children and young people
- explain the roles and importance of other professionals who may be involved in joint or integrated working to support children and young people with speech, language and communication needs who are learning more than one language
- identify and describe when and how to contact and work with relevant agencies and services

## **CYPOP 24 Support children and young people's speech, language and communication skills (L/601/2889)**

Task links to learning outcomes (LO) 1 and 3, assessment criteria (AC) 1.1, AC1.2 and AC3.1 to AC3.3.

In your role supporting children and young people's speech, language and communication skills, you are asked to prepare for supervision with your line manager. You have been asked to take notes to the meeting that show that you can:

- explain the ways in which adults can effectively support and extend the speech, language and communication development for each of the following age groups:
  - 0 to 3 years
  - 3 to 5 years
  - 5 to 7 years
  - 7 to 11 years
  - 11 to 18 years
  - 18 to 25 years
- evaluate relevant positive effects of adult support for children, young people and their families
- explain the importance of the environment in supporting speech, language and communication development
- review relevant evidence about the key factors that provide a supportive speech, language and communication environment
- apply research evidence to planning an environment that supports speech, language and communication

## **YP 007-03 Support young people who are socially excluded or excluded from school (R/502/5231)**

In your role supporting young people who are socially excluded or excluded from school, you have been asked to create a set of briefing notes for your colleagues to show that you can:

Task links to learning outcomes (LO) 1 and 2, assessment criteria (AC) 1.1, AC1.2 and AC2.1 to AC2.3.

- explain the issues that may affect young people who are excluded, including access to services or amenities, crime or anti-social behaviour, isolation or stigmatisation
- explain the potential effects of exclusion on the health, safety and well-being of these young people
- enable these young people to reflect on their own beliefs, concerns and priorities to maintain their health, safety and well-being
- describe the information, support and community services which are available to support excluded young people
- encourage excluded young people to explore options which are achievable and to discuss the implications or consequences of those options for self, family and significant others



## **YP 010-03 Support young people in relation to sexual health and risk of pregnancy (F/502/5242)**

In your role supporting young people in relation to sexual health and risk of pregnancy, you have been asked to prepare a resource pack for the young people to show that you can:

Task 1 links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.3.

- explain the issues affecting young people in relation to sexual health and risk of pregnancy, including peer pressure, consensual relationships, readiness for sexual activity, contraception, sexually transmitted infections and pregnancy options
- explain how age, maturity, ethnicity, culture, gender and beliefs can affect attitudes and behaviour in relation to sexual activity, sexual health and pregnancy
- explain the social, health and educational risk factors associated with early sexual activity or teenage pregnancy

Task 2 links to LO2, AC2.1 to AC2.4.

- describe relevant sources of information, guidance and support and the range of health services available for these young people
- explain how to support young people to identify their needs and priorities in relation to their sexual health and risk of pregnancy, in a way that is confidential, non-judgemental and sensitive to their individual situation
- enable young people to make informed choices in relation to their identified needs and priorities
- describe the codes of practice, relevant professional guidance and/or organisational policies within which they are working and explain their implications for professional conduct, confidentiality and gaining consent

## **LLUK 302 Enable parents to develop ways of handling relationships and behaviour that contributes to everyday life with children (H/502/4682)**

In your role you have been asked to produce a resource folder for parents/carers to raise their awareness of handling relationships and behaviour with children in their care. Complete the following two main areas:

### 1. Present the resource folder in four sections

Section 1 – Enable parents to understand and respond to children's feelings and behaviours

Section 2 – Support parents to interact with their children in positive ways

Section 3 – Develop parents' knowledge of how to support children's play, learning and creativity

Section 4 – Positive ways for parents to meet children's physical needs

### 2. Reflect on own practice

Task 1 links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.9.

Section 1 – Enable parents to understand and respond to children's feelings and behaviours

- explain the importance of modelling behaviour for children and parents
- explain the effects of harsh parenting on children
- explain the importance of boundaries
- explain parental strategies for holding boundaries
- explain ways of promoting children's progression towards self-discipline
- explain and demonstrate how to enable parents to understand their children's feelings and behaviour
- explain and demonstrate how to enable parents to assist children to recognise their feelings
- explain how to enable parents to identify strategies for them and their children to manage conflict
- explain when particular/specialist help is needed, and how to refer parents to appropriate services

Task 2 links to LO2, AC2.1 to AC2.3.

Section 2 – Support parents to interact with their children in positive ways

- explain why parents must balance parental authority and the developing autonomy of their children, and how they can be supported in this
- explain and demonstrate how to support parents to develop clear and developmentally appropriate ways of communication with their children
- explain and demonstrate how parents can be supported to help their children understand the effect of their actions on others

Task 3 links to LO3, AC3.1 to AC3.4.

Section 3 – Develop parents' knowledge of how to support children's play, learning and creativity

- explain the role of play in children's development
- explain ways in which parents can support children's play in developmentally appropriate ways
- explain how children can be encouraged to take the lead and develop their own ideas
- describe sources of information and advice for parents on meeting children's play and learning needs

Task 4 links to LO4, AC4.1 to AC4.3.

#### Section 4 – Positive ways for parents to meet children's physical needs

- explain how to raise parents' awareness of common hazards and risks to children's safety inside and outside the home
- explain how to enable parents to find strategies for addressing eating and sleeping issues
- describe sources of information and advice on meeting children's physical needs

Task 5 links to LO5, AC5.1.

#### 2. Reflect on own practice

Write brief notes reflecting on own practice in enabling parents to develop ways of handling relationships and behaviour. This reflection can include a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats).

Reflect on own practice in enabling parents to develop ways of handling relationships and behaviour that contribute to everyday life with children, identifying strengths and areas for development.

## **LLUK 301 Work with parents to meet their children's needs (Y/502/4680)**

In your role working with parents, you have been asked to lead a briefing session for a parent group. Provide the notes that underpin this session.

Section 1 – What is the nature of the parent-child relationship?

Section 2 – Work with parents

Section 3 – Age-appropriate support

Section 4 – Reflect on own practice

Task 1 links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.6.

Section 1 – What is the nature of the parent-child relationship?

This section will show that you can:

- explain the evolving and interdependent nature of the relationship between parents and their children
- explain key factors which affect the relationship between parents and children through all developmental stages
- explain key types of transitions that a child or young person may experience
- explain changes which parenthood makes to the lives of parents
- explain key factors in the process and function of bonding and attachment
- explain key factors in the process of children's development of a sense of self

Task 2 links to LO2, AC2.1 to AC2.4.

Section 2 – Work with parents

This section will show that you can:

- explain and demonstrate strategies to support parents in understanding that both parents and children develop and change over time and have unique temperaments
- explain and demonstrate strategies to support parents in understanding the role of reciprocal responses and interaction in parenting
- explain and demonstrate strategies to support parents in understanding that the process of parenting is one of progressive separation of child and parent
- explain ways of challenging parents assertively and when it is appropriate to do so

Task 3 links to LO3, AC3.1 to AC3.4.

Section 3 – Age-appropriate support

This section will show that you can:

- identify key features of expected patterns of child development
- explain the development and maturational tasks of a specified age group of children
- explain and demonstrate strategies for supporting parents to meet the needs of a specified age group of children

- explain and demonstrate strategies for meeting the support needs of parents of a specified age group of children

Task 4 links to LO4, AC4.1.

Section 4 – Reflect on own practice

This section will show that you can:

- reflect on own practice in working with parents to meet their children's needs
- identify strengths and areas for development

## **YP 009-03 Support young people with mental health problems (T/502/5240)**

In your role working with children and young people's social care, you have been asked to move into a new area to work with young people with mental health problems. In preparation for this new aspect of work you have been asked to provide evidence to show that you can:

Task 1 links to learning outcome (LO) 1, assessment criteria (AC) 1.1 and AC1.2.

- explain the social, emotional and psychological issues that may affect the well-being of young people with mental health problems
- explain the factors that may affect the needs of these young people, such as physical, medical and mental health care, social and sexual well-being or harmful behaviours

Task 2 links to LO2, AC2.1 to AC2.3.

- describe the sources of information, agencies and support services which are available to help young people with mental health problems
- explain how to help build self-confidence, independence and self-esteem in young people with mental health problems
- enable young people with mental health problems to express their views, anxieties and feelings about their support needs, without fear of pressure or judgement

Task 3 links to LO3, AC3.1 and AC3.2.

- describe the statutory and legal frameworks for protecting young people with mental health problems
- explain how to work in partnership with families, parents, carers or significant others in a way that balances the rights and interests of these young people against any limitations required for their protection

## **CYPOP 30 Support the creativity of children and young people (M/600/9807)**

You have been asked to develop activity plans which will encourage children and young people's creativity and innovative thinking. Prior to developing the activity plans, you will need to produce briefing notes that show that you can:

Task links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.3.

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

## **CYPOP 35 Work with children and young people in a residential care setting (A/600/9809)**

In your role working with children and young people in a residential care setting, you have been asked to prepare guidance notes for a new member of staff which shows that you can:

Task 1 links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.4.

- outline current theoretical approaches to residential provision for children and young people
- explain the relevant legal and rights framework that underpins work with children and young people in residential care
- explain the influence of current policies and legislation on residential care provision
- describe how the life chances and outcomes of children and young people in residential care compare with those who are not

Task 2 links to LO2, AC2.1 to AC2.6.

- explain the requirements of professional codes of conduct and how they apply to day-to-day work activities
- explain how to ensure that own practice is inclusive and anti-discriminatory and how to challenge practice that is not
- analyse how power, prejudice and discrimination can affect children and young people
- explain how to fulfil own responsibilities to colleagues through responsible, constructive and co-operative team working
- explain the professional requirement to maintain current, competent practice
- explain the importance of maintaining positive relationships with people in the local community



## **CYPOP 37 Support children or young people in their own home (K/601/0132)**

In preparation for your role of working with young people in their own home, you have been asked to produce a file of evidence that shows that you can:

Task links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.5.

- outline the policies and procedures and codes of practice that set out responsibilities in supporting children or young people in their home
- explain why it is important to be reliable and dependable when working with children or young people in their own home
- explain how both formal and informal risk assessments are carried out when working with children or young people in their own home
- explain what needs to be recorded when working with children or young people in their own home
- give examples of any areas that may give cause for concern when working with children or young people in their own home and the actions that should be taken in each case

## **LLUK 312 Engage young parents in supporting their children's development (J/502/4660)**

Prepare a resource pack in five sections for young parents to support them through pregnancy and early parenthood. The evidence contained will show that you can:

Section 1 – Pregnancy and parenthood

Section 2 – Transition issues

Section 3 – Impact of stress

Section 4 – Services

Section 5 – Young fathers

Task 1 links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.3.

Section 1 – Pregnancy and parenthood

- explain the implications of the current strategy and guidance relating to pregnancy and parenthood for young people
- explain the impact on own practice of the current strategy and guidance relating to pregnancy and parenthood for young people
- demonstrate how the strategy and guidance applies to own work with young parents

Task 2 links to LO2, AC2.1 and AC2.2.

Section 2 – Transition issues

- reflect on own transitional experiences as a young person
- describe issues facing young parents in their transition from child to young adult

Task 3 links to LO3, AC3.1 and AC3.2.

Section 3 – Impact of stress

- explain how stress experienced by young parents may affect their relationships with their children
- explain how a practitioner can support young parents to overcome the negative impact of stress on their parenting

Task 4 links to LO4, AC4.1 to AC4.3.

Section 4 – Services

- explain factors which impact on a young parent's engagement with services
- reflect on the potential effectiveness of the range of services that can be offered to young parents
- demonstrate how young parents engage with services/settings in own practice

Task 5 links to LO5, AC5.1 to AC5.3.

Section 5 – Young fathers

- explain the specific needs of young fathers

- explain factors that may lead to young fathers engaging with the needs of their children

## **LLUK 313 Engage fathers in their children's early learning (Y/502/4663)**

In your role you have been asked to run a support group for fathers in your local community. The first session will deal with how to engage in their child's early learning. Prepare notes for this session which show that you can:

Section 1 – Policy and research

Section 2 – Working in partnership

Section 3 – Barriers to involvement

Section 4 – Reflective practices

Task 1 links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.5.

Section 1 – Policy and research

- explain key research studies that show the importance of fathers' involvement in their child's early learning
- summarise the role of a father in family life, structure and functioning in diverse communities
- explain the concept of positive home learning environments and ways of promoting and supporting them
- explain why it is important to work in partnership with fathers
- explain the importance of clear principles and policies to support the engagement of fathers in their child's early learning

Task 2 links to LO2, AC2.1 to AC2.3.

Section 2 – Working in partnership

- explain and demonstrate a range of strategies that can be used to build confidence in fathers from diverse communities to contribute to their child's early learning
- explain and demonstrate the use of key relationship building strategies and/or skills involved in working in partnership with fathers from diverse communities
- explain and demonstrate the use of key communication strategies and/or skills involved in working in partnership with fathers from diverse communities

Task 3 links to LO3, AC3.1 to AC3.3.

Section 3 – Barriers to involvement

- explain personal, social and cultural barriers to fathers being involved in their child's early learning
- explain and demonstrate a range of strategies to help overcome barriers to fathers' involvement in their child's early learning
- explain how attitudes can be barriers to engaging fathers in their child's early learning

Task 4 links to LO4, AC4.1 to AC4.3.

Section 4 – Reflective practices

- reflect on ways of working with resident and non-resident fathers to help them provide support for their child's early learning

- identify and explain support and changes needed to improve own skills and knowledge and build on their own practice
- explain culturally sensitive ways of working with fathers to help them provide support for their child's early learning

## **CYPOP 40 Engage parents in their children's early learning (M/502/3812)**

In your role you have been asked to run a support group for parents in your local community. The first session will deal with how to engage in your child's early learning. Prepare notes for this session which show that you can:

Section 1 – Policy and research

Section 2 – Working in partnership

Section 3 – Barriers to involvement

Section 4 – Reflective practices

Task 1 links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.4.

Section 1 – Policy and research

- explain key research findings which show the importance of parental involvement in their child's learning in their early years
- explain the concept of positive home learning environments and identify ways of promoting and supporting them
- explain why it is important to work in partnership with parents, including fathers
- explain the importance of clear principles and policies to support the engagement of parents in their child's early learning

Task 2 links to LO2, AC2.1 to AC2.4.

Section 2 – Working in partnership

- explain and demonstrate how parents are engaged as partners in their child's early learning
- explain and demonstrate key relationship building strategies and/or skills involved in working with parents in partnership
- explain and demonstrate key communication strategies and/or skills involved in working with parents in partnership
- explain and demonstrate a range of strategies that can be used to build confidence in parents as their child's first educator

Task 3 links to LO3, AC3.1 to AC3.3.

Section 3 – Barriers to involvement

- explain personal, social and cultural barriers to parents being involved in their child's early learning
- explain and demonstrate a range of strategies to help overcome barriers to parental involvement in their child's early learning
- explain how attitudes can be barriers to engaging parents in their child's early learning

Task 4 links to LO4, AC4.1 to AC4.3.

Section 4 – Reflective practices

- explain culturally sensitive ways of working with parents to help them provide appropriate support for their child's early learning

- reflect on ways of working with parents to help them provide appropriate support for their child's early learning
- identify and explain support and changes needed to improve own skills and knowledge and build on their own practice

## **HSC 3045 Promote positive behaviour (F/601/3764)**

Task 1 links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.6.

In your role working with children and young people, you have been asked to provide briefing notes to support an information session for staff which shows that you can:

- explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied to own working practice
- define what is meant by 'restrictive interventions'
- explain when restrictive interventions may and may not be used
- explain who needs to be informed of any incidents where restrictive interventions have been used
- explain why the least restrictive interventions should always be used when dealing with incidents of challenging behaviour
- describe safeguards that must be in place if restrictive physical interventions are used

Task 2 links to LO2, AC2.1 to AC2.6.

Following the information talk there will be a question-and-answer session based around proactive and reactive strategies. Prepare notes to show that you can:

- explain the difference between proactive and reactive strategies
- identify the proactive and reactive strategies that are used within own role
- explain the importance of identifying patterns of behaviour or triggers to challenging behaviour when establishing proactive or reactive strategies to be used
- explain the importance of maintaining a person- or child-centred approach when establishing proactive strategies
- explain the importance of reinforcing positive behaviour with individuals
- evaluate the impact on an individual's well-being of using reactive rather than proactive strategies



## **CYPOP 42 Support care within fostering services for vulnerable children and young people (J/601/1806)**

Task links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.3.

In your role working to support care within fostering services, you will need to be able to keep up to date with the latest rules and regulations involved in support care. In order to show that your continual professional development is taking place, you have been asked to provide notes that show that you can:

- explain the principles, aims and legal status of support care in fostering services
- explain own role and responsibilities and that of others involved in support care in fostering services
- identify sources of information and support for the support carer role within fostering services

## **CYPOP 43 Improving the attendance of children and young people in statutory education (M/601/1377)**

In your role in the educational welfare services, you have been asked to prepare a talk to parents who are new to the local school on the importance of attendance for their children and young people. Prepare a set of notes which will show that you can:

Task 1 links learning outcome (LO) 1, assessment criteria (AC) 1.1 and AC1.2.

- explain the factors that can affect the attendance of children and young people in statutory education
- explain how the factors that affect attendance of children and young people in statutory education can be minimised

Task 2 links to LO2, AC2.1 to AC2.3.

- evaluate the role of different agencies in improving the attendance of children and young people in statutory education
- explain the role of key individuals in improving whole school attendance
- explain strategies that can be used to improve the attendance of individual children and young people and whole school attendance

## **CYPOP 44 Facilitate the learning and development of children and young people through mentoring (T/601/1381)**

Task links to learning outcome (LO) 1, assessment criteria (AC) 1.1 and AC1.2.

In your role as a mentor to facilitate the learning and development of children and young people, you have been asked to design a display on a sheet of A4 paper accompanied by a set of written notes for parents/carers, families, children and young people which will:

- explain the interpersonal and communication skills required to facilitate the learning and development needs of children and young people
- explain how different learning styles and methods impact on the learning and development of children and young people

## **CYPOP 45 Support the referral process for children and young people (R/601/1386)**

Task links to learning outcome (LO) 1, assessment criteria (AC) 1.1 and AC1.2.

In your role within the learning and development support services, you have been asked to meet with a group of children and young people to give them a background to the services. Prepare an information pack which shows that you can:

- explain the services provided by individuals and agencies that children and young people can be referred to
- explain how to identify the most appropriate referral opportunity for children and young people

## **HSC 3047 Support use of medication in social care settings (F/601/4056)**

As part of your induction to a social care setting, you have been asked to produce an induction folder about the use of medication in social care settings.

Produce the folder in the following sections:

Section 1 – Legislative framework

Section 2 – Common types of medicine

Section 3 – Roles and responsibilities

Section 4 – Techniques

Section 5 – Promote the rights of the individual

Task 1 links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.3.

Section 1 – Legislative framework

In this section, present information to show that you can:

- identify legislation that governs the use of medication in social care settings
- outline the legal classification system for medication
- explain how and why policies and procedures or agreed ways of working must reflect and incorporate legislative requirements

Task 2 links to LO2, AC2.1 to AC2.3.

Section 2 – Common types of medicine

In this section, present information to show that you can:

- identify common types of medication
- list conditions for which each type of medication may be prescribed
- describe changes to an individual's physical or mental well-being that may indicate an adverse reaction to a medication

Task 3 links to LO3, AC3.1 and AC3.2.

Section 3 – Roles and responsibilities

In this section, present information to show that you can:

- describe the roles and responsibilities of those involved in prescribing, dispensing and supporting use of medication
- explain where responsibilities lie in relation to use of over-the-counter remedies and supplements

Task 4 links to LO4, AC4.1 to AC4.3.

Section 4 – Techniques

In this section, present information to show that you can:

- describe the routes by which medication can be administered
- describe different forms in which medication may be presented
- describe materials and equipment that can assist in administering medication

Task 5 links to LO6, AC6.1 to AC6.3.

#### Section 5 – Promote the rights of the individual

In this section, present information to show that you can:

- explain the importance of the following principles in the use of medication:
  - consent
  - self-medication or active participation
  - dignity and privacy
  - confidentiality
- explain how risk assessment can be used to promote an individual's independence in managing medication
- describe how ethical issues that may arise over the use of medication can be addressed

## EYMP 1 Context and principles for early years provision (J/600/9781)

Task links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.3 and AC3.1 to AC3.4.

Scenario:

A childcare setting is preparing for their annual self-evaluation activity to ensure that it complies with the requirements of the early years framework.

You have been asked to prepare the following evidence for your manager:

- an explanation of the legal status and principles of the relevant early years framework and why the early years framework emphasises a personal and individual approach to learning and development
- an explanation of how national and local guidance materials are used in settings
- an explanation of how different approaches to work with children in early years have affected current provision in the UK

As an important part of the work of the childcare setting involves working with carers and other professionals, you have been asked to include as evidence:

- an explanation of the partnership model of working with carers
- a review of the potential barriers to participation for carers, and an explanation of how these barriers may be overcome
- an explanation of strategies that can be used to support carers who may react positively or negatively to partnership opportunities
- an explanation of how effective multi-agency working operates within early years provision and benefits children and carers

## **EYMP 2 Promote learning and development in the early years (L/600/9782)**

The task set for 'Promote learning and development in the early years' is an extension of the task set for 'Context and principles for early years provision' and therefore can be delivered and written together, but assessment decisions must be recorded in relation to the relevant unit.

Task links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.3.

Scenario:

A childcare setting is preparing for their annual self-evaluation activity to ensure that it complies with the requirements of the early years framework

Monitoring, evaluating and reviewing the learning of children is part of the daily role of the childcare practitioner; your manager has therefore asked you to provide the following evidence:

- an explanation of each of the areas of learning and development and how these are interdependent
- a description of the documented outcomes for children that form part of the relevant early years framework
- an explanation of how the documented outcomes are assessed and recorded



## **EYMP 3 Promote children's welfare and well-being in the early years (Y/600/9784)**

The task set for 'Promote children's welfare and well-being in the early years' is an extension of the task set for 'Context and principles for early years provision' and therefore can be delivered and written together, but assessment decisions must be recorded in relation to the relevant unit.

Task links to learning outcomes (LO) 1, 3 and 5, assessment criteria (AC) 1.1, AC1.2, AC3.1, AC3.2 and AC5.1 to AC5.4.

Scenario:

A childcare setting is preparing for their annual self-evaluation activity to ensure that it complies with the requirements of the early years framework.

As you are working with children throughout the day and concerned with a holistic approach to their health and welfare, you are asked to provide the following evidence:

- an explanation of the welfare requirements and guidance of the relevant early years framework, including an explanation of the lines of reporting and responsibility within the work setting
- an explanation of how to promote children's health and well-being in an early years work setting
- a description of the roles of key health professionals and sources of professional advice in promoting positive health and well-being for early years children and their families and carers
- a week's menu, showing balanced meals, snacks and drinks for children in their early years, following current government guidance on nutritional needs
- an explanation of why it is important to follow the carer's instructions in respect of their child's food allergies or intolerances
- a chart which identifies the dietary requirements of different cultural or religious groups
- a description of methods of educating children and adults in effective food management

## EYMP 4 Professional practice in early years settings (H/600/9786)

The task set for 'Professional practice in early years settings' is an extension of the task set for 'Context and principles for early years provision', and therefore, can be delivered and written together, but assessment decisions must be recorded in relation to the relevant unit.

Task links to learning outcomes (LO) 1, 2, and 3, assessment criteria (AC) 1.1, AC2.1 to AC2.3 and AC3.1 to AC3.3.

Scenario:

A childcare setting is preparing for their annual self-evaluation activity to ensure that it complies with the requirements of the early years framework.

As a person responsible for the day-to-day management of the care of a group of children, you have been asked to produce the following evidence:

- an explanation of how the range of early years settings reflects the scope and purpose of the sector
- identification and an explanation of the impact of current policies, frameworks and influences on the early years sector
- a description of what is meant by evidence-based practice, giving examples of how this has influenced work with children in their early years
- an explanation of what is meant by the following:
  - diversity
  - inclusion
  - participation
- an explanation of the importance of anti-discriminatory/anti-bias practice, giving examples of how it is applied in practice with children and carers
- an explanation of how the active participation of children in decisions affecting their lives promotes the achievement of positive outcomes

## **EYMP 5 Support children's speech, language and communication (T/600/9789)**

The task set for 'Support children's speech, language and communication' is an extension of the task set for 'Context and principles for early years provision' and therefore can be delivered and written together, but assessment decisions must be recorded in relation to the relevant unit.

Task links to learning outcomes (LO) 1 and 2, assessment criteria (AC) 1.1 to AC1.3 and AC2.1 to AC2.3.

Scenario:

A childcare setting is preparing for their annual self-evaluation activity to ensure that it complies with the requirements of the early years framework.

As the early years practitioner with responsibility for supporting children's speech, language and communication, you are asked to provide the following evidence:

- an explanation of each of the following terms:
  - speech
  - language
  - communication
  - speech, language and communication needs
- an explanation of how speech, language and communication skills support each of the following areas in children's development:
  - learning
  - emotional
  - behaviour
  - social
- a description of the potential impact of speech, language and communication difficulties on the overall development of a child, both currently and in the longer term
- an explanation of the ways in which adults can effectively support and extend the speech, language and communication development of children during the early years, including the relevant positive effects of adult support for the children and their carers
- an explanation of how levels of speech and language development vary between children entering early years provision and need to be considered during settling in and planning

## **SCMP 1 Assessment and planning with children and young people (M/600/9760)**

Task links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.5.

As a worker within the children and young people's social care sector, an important part of your role is to participate in assessment and planning with children and young people. As part of your induction, you have been asked to produce a series of written notes which show that you can:

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

## **SCMP 2 Promote the well-being and resilience of children and young people (F/600/9780)**

Promoting the well-being and resilience of children and young people in your care is an integral part of your job role. You have been asked to prepare a briefing note for a staff meeting which shows that you can:

Task 1 links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.4.

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

Task 2 links to LO2, AC2.1 to AC2.5.

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

## **SCMP 3 Professional practice in children and young people's social care (F/601/0315)**

Task 1 links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.3.

As a member of a profession where you are working with children and young people in social care, you are required to demonstrate continual professional development. You have been asked to produce a folder which shows that you can:

- explain how current and relevant legislation and policy affects work with children and young people
- describe the impact of social care standards and codes of practice on work with children and young people
- explain the importance of the United Nations Convention on the Rights of the Child (UNCRC)

Task 2 links to LO2, AC2.1 to AC2.5.

In your folder, include evidence that shows you can:

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

Task 3 links LO5, AC5.1 and AC5.2.

In your folder, include evidence that shows you can:

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

Task 4 links to LO6, AC6.1 to AC6.3.

In your folder, include evidence that shows you can:

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

## **LDSSMP 1 Support children and young people to achieve their education potential (D/600/9785)**

Task links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.3.

As a worker in the learning development and support service environment, one of your aims is to support children and young people to achieve their education potential. To raise your awareness of the background to the support that can be given, you are asked to produce evidence that shows that you can:

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

## **LDSSMP 2 Support children and young people to make positive changes in their lives (M/600/9788)**

Task links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.3.

As a worker in learning development and support services, you have been asked to prepare a series of notes for presentations to children and young people to support them to make positive changes in their lives. Ensure that these notes show that you can:

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



## **LDSSMP 3 Professional practice in learning, development and support services (D/600/9799)**

Task 1 links to learning outcomes (LO) 1 and 2, assessment criteria (AC) 1.1, AC1.2, AC2.1 and AC2.2.

As a new worker in the field of learning development and support services, you have been asked to prepare for your next supervision. Prior to this you will prepare notes that show that you can:

- explain the purposes of learning, development and support services
- explain the roles and responsibilities of those working within learning, development and support services
- explain why it is important that effective practice should inform and drive the legislative framework for work with children and young people

Task 2 links to LO4, AC4.1 to AC4.3.

During your supervision you are also scheduled to have a discussion on how the view of children and young people can be used to improve the services. Write a briefing note that shows that you can:

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

## **FC 1 Understand the context of supporting children and young people through foster care (T/503/5878)**

No assessment task is provided for this unit.

## **FC 2 Practise as a foster carer (A/503/5879)**

No assessment task is provided for this unit.

## **FC 3 Support positive attachments for children and young people (M/503/5877)**

No assessment task is provided for this unit.

### **TDA 3.8 Supervise whole class learning activities (T/601/4071)**

This is a skills/competency unit only; therefore, assessment by a task is not applicable.

## **TDA 3.9 Invigilate tests and examinations (Y/601/7416)**

Task links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.5.

You have been invited to apply to become an invigilator within your educational environment. For your interview you have been asked to prepare information to show that you can:

- explain the centre's tests and examinations policy
- explain the procedures and regulations for the conduct of external examinations and any inspection procedures related to this
- explain the sorts of access arrangements that may be required for candidates with additional needs
- explain the centre's procedures for responding to health, safety and security emergencies during a test or examination
- explain the reasons why a candidate may need to be supervised between tests and examinations

### **TDA 3.16 Support gifted and talented learners (R/601/7723)**

Task links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.3.

You have been asked to support gifted and talented learners. To prepare for this, create a resource pack that will show that you can:

- explain the particular gifts or talents of learners in the setting
- analyse the additional learning needs of gifted and talented learners in the setting
- identify sources of support for gifted and talented pupils:
  - within the setting
  - outside of the setting

## **TDA 3.20 Support children and young people with behaviour, emotional and social development needs (Y/601/7707)**

As a worker in an educational environment who is working to support children and young people who have behaviour, emotional and social development needs, you have been asked to prepare a resource pack that:

- deals with influences impacting on behavioural, emotional and social development
- shows an understanding of special education and social development needs of children and young people

Task 1 links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.4.

- explain how aspects of upbringing, home circumstances and physical and emotional health of children and young people could affect their ability to relate to others
- explain the impact of any negative or traumatic home experiences of children and young people on their behaviour and emotional responsiveness
- explain how psychological and psychiatric disorders affecting children and young people may impact on the way in which they relate to others
- explain how medication taken by children and young people may impact on their cognitive and physical abilities, behaviour and emotional responsiveness

Task 2 links to LO2, AC2.1 and AC2.2.

- explain the particular behaviour, emotional and social development needs of children and young people in the setting
- summarise the individual plans of children and young people with behaviour, emotional and social development needs with those they work with



### **TDA 3.23 Support learners with sensory and/or physical needs (M/601/8135)**

Task 1 links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.3.

You have been asked to support learners with sensory and physical needs. To prepare for this, create a resource pack that will show you can:

- explain the effect of a primary disability on children and young people's social, emotional and physical development
- explain the effect of the following on the emotions, learning, behaviour and quality of life of children and young people:
  - long-standing or progressive conditions
  - chronic illness, pain and fatigue
- explain how medication taken by children and young people may impact on their cognitive and physical abilities, behaviour and emotional responsiveness

Task 2 links to LO2, AC2.1 to AC2.5.

Add to your resource pack, information that will show you can:

- explain the nature and level of sensory and/or physical needs of learners in the setting
- summarise the individual plans of learners with sensory and/or physical needs with those they work with
- explain the roles and responsibilities of others who contribute to the support of learners with sensory and/or physical needs
- explain the sorts of specialist equipment and technology used by learners with those they work with, and how it helps overcome or reduce the impact of sensory or physical impairment
- explain the importance of making optimal use of learners' residual sensory and physical functions

## **TDA 3.27 Monitor and maintain curriculum resources (D/601/8342)**

Task links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.3.

Monitoring and maintaining resources is an essential part of the role of supporting teaching and learning in the education environment. You have been asked to prepare notes for a new member of staff to show that you can:

- explain the organisational policy and procedures for maintaining curriculum resources
- explain where to get information and advice about:
  - curriculum resources appropriate to the needs of learners in the setting
  - use of curriculum resources
  - suppliers
  - maintenance of curriculum resources
- explain the importance of meeting agreed timescales and budget for the supply of curriculum resources

## **TDA 3.29 Supervise children and young people on journeys, visits and activities outside of the setting (H/601/8360)**

Task links to learning outcome (LO) 1, assessment criteria (AC) 1.1 to AC1.4.

As a worker in an educational environment, you have been asked if you would be interested in supervising children and young people on journeys, visits and activities outside of the setting. As part of this role, you will need to show evidence that you can:

- explain the organisational and legal requirements for supervising children and young people on journeys, visits and activities outside of the setting
- explain the importance of children, young people and adults involved having complete and accurate information about travel arrangements in good time
- describe typical preparations which children and young people, and those accompanying them, would have to make for the range of journeys, visits and off-site activities undertaken
- explain the contingency arrangements appropriate to the issues that may arise when children and young people are on journeys, visits and activities outside of the setting

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